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AN ANALYSIS OF THE DIFFERENTIAL EFFECT
OF CARL ROGERS' TEACHING PRINCIPLES
ON COGNITIVE GROWTH IN SECOND LANGUAGE

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CURRICULUM STUDIORUM

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INTRODUCTION

The literature review indicates that research in the second language field has followed two basic themes. The first involves research on the influence of pupil variables while the second major theme concerns the comparison of methodologies. Studies on pupil variables have included such characteristics as motivation and attitude, while methodological studies have compared the relative effectiveness of such methods as the traditional grammar-translation method and audio-lingualism.

Recently a third major area is being recognized as a factor that may be influential in second language achievement. The role of the teacher is now being examined to ascertain the importance of this element in second language acquisition. Included in this analysis is the question of the teachers' characteristics and teaching approach.

The current literature is replete with references advocating the adoption of a teaching style based on humanistic principles. While the movement is not fully defined, some general characteristics are discernible. A warm, supportive, sensitive teacher attitude with a teaching style that emphasizes student-centred activities, internal motivation and individualism is suggested as being superior to the teaching style that is characterized by external authority, discipline, control and a teacher-centred program.

Inherent in this relationship is the assumption that the belief pattern of the teacher influences the teaching style.

Little research has been done on the effects of the teacher's attitude towards the pupils or the influence of the classroom environment, on pupil achievement in second language learning. A recent annual review of the American Council on the Teaching of Foreign Languages¹ has begun, however, to examine seriously the importance of the classroom environment. The question is reviewed under such headings as teacher attitude, teacher facilitation of learning and student-teacher interaction in the learning environment.

While this area has until recently been overlooked by theorists in the second language field, it has received considerable attention from eminent scholars and educational theorists. The work of Carl Rogers² is representative of the humanistic approach that has evolved in education. A similar position has been taken by theorists such as

1 Dale Lange and Charles J. James, (eds.), The ACTFL Annual Review of Foreign Languages Education, Volume 4, Foreign Language Education: A Reappraisal, Skokie, Illinois, National Textbook Company, 1972, p. 406.

2 Carl R. Rogers, Freedom to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969.

Arthur Combs³ and Ned Flanders⁴. They have suggested that a supportive learning environment with a healthy pupil-teacher interaction is conducive to the facilitation of pupil achievement. Over the past decade Rogers' writings have incorporated and integrated the principles of humanism in education. His philosophy is being accepted and regarded by some second language theorists as a satisfactory theoretical base to undergird the new approach to second language teaching.

This study will examine the validity of the claim that teachers who are humanistic (HH) in their philosophy and methodology as defined within the context of Carl Rogers' teaching principles are more effective as second language teachers than teachers who are less humanistic (LH). Effectiveness is to be determined on the basis of cognitive growth and will be limited to a comparison of pupil achievement scores in second language. It should be emphasized that while teacher effectiveness is based solely on pupil scores, it is also recognized that teacher effectiveness involves a number of additional factors that are highly complex. For example no assessment will be made of pupil

3 Arthur W. Combs, (ed.), Perceiving, Behaving and Becoming, Washington, Association for Supervision and Curriculum Development, 1962.

4 Ned A. Flanders, Teacher Influence, Pupil Attitude and Achievement, Washington, Cooperative Research Monograph, No. 12, Government Printing Office, 1965.

growth in other areas that are equally important, such as the affective domain. Therefore, the study results must be interpreted within this context.

Teachers will be classified into two groups. Those who score above the mean on the scale to test teacher agreement with the teaching principles of Carl Rogers, will be labelled HH. The teachers rated below the mean will be classified as LH. The level of humanism is defined as the degree of teacher agreement with the teaching philosophy and teaching approach of Carl Rogers. Defined in this way humanistic teaching emphasizes empathy, supportiveness, congruence and a positive regard towards student-teacher interaction.

The literature review will examine the factors that influence second language acquisition. The growth of humanism in the regular classroom and in the field of second language will be reviewed. The work of theorists in the field and appropriate research studies will be reviewed. Chapter I will conclude with a definition of the problem and a statement of the hypotheses.

Chapter II will outline the design, definitions and procedures to be used in the study while Chapter III will present the findings. In Chapter IV the implications, conclusions and future research areas will be detailed. Appropriate appendices, raw data, bibliography, and abstract will also be included.

CHAPTER I

REVIEW OF THE LITERATURE

The plan of the literature review is subdivided into three parts. It begins by defining the two learning theories that have dominated second language teaching, namely cognitive code learning and audio-lingualism. The corresponding teaching methodologies that have evolved are grammar-translation or the traditional method, the audio-lingual method, and the direct method. The teaching methodology used in the classes of this study employ a methodology that is a variation of the direct method, therefore characteristics of the direct method are outlined in detail. In the past, methodology and pupil characteristics have been the major areas examined to determine which factors are important in language transmission. Lately, the importance of the teacher-pupil relationship is being recognized as a third element.

The new thrust is part of a movement that had its beginning in the general field of education under the broad theme labelled humanism in education. Humanism as it relates to this study will be defined within a Rogerian context and the growth of humanism in second language teaching will be reviewed.

The final section examines research on studies directly related to the definition of humanism on which the study is based. Research on related areas, particularly in the field

of second language, is reviewed. The literature review concludes with a summary and hypotheses.

1. Factors that Influence Second Language Transmission - Theory, Methodology, Pupil and Teacher Traits.

One of the overriding questions in the field of second language learning is what constitutes an appropriate psychological and linguistic framework for effective instructional strategies.

There are two major theories in second language learning. These theories are cognitive code learning and audio-lingualism and they differ on what language is, and how it is acquired.

Cognitive code learning emphasizes meaningful learning, while proponents of audio-lingualism see language as behaviour and a vocal habit that is strengthened by imitation and practice as well as by environmental factors. Cognitive code learning is based on the theory that language acquisition is a developmental process. Innate competencies are attributed to the child and these guide his discovery of rules of language. As a result of these principles, it follows that the appropriate methodology would be to allow for controlled exposure of the student to linguistic material in a manner that can facilitate discovery and transformational exercises at the phonological and syntactic levels.

There is no resolution to the argument of which method is superior and it seems appropriate to say that

linguistics and the theory of language acquisition are still in a state of flux and agitation. Over the years a number of instructional strategies, or methodologies has developed. Three important methodologies are grammar-translation or traditional method, the audio-lingual method and the direct method.

The grammar-translation method proceeds from a study of universally defined grammatical rules to their application in specific languages. Stress is placed on logic and memory while the study of nouns, verbs, and parsing provide the foundation for developing reading and translation skills in the language. The study of written skills is emphasized more than phonological development.

The roots of the audio-lingual method can be traced to the 1920's according to Chastain¹ where the mentalist interpretations of learning were rejected in favour of the behaviourist position. The basic principle was practice with pattern drills so that language was acquired through the process of habit formation. Emphasis was placed on auditory discrimination and oral production of the sound system of grammatical patterns of the language.

1 Kenneth Chastain, "Audio-Lingual Habit Theory Versus The Cognitive Code - Learning Theory: Some Theoretical Considerations", in Robert C. Lugton, (ed.), Towards a Cognitive Approach to Second Language Acquisition, Philadelphia, The Centre for Curriculum Development Inc., 1971, p. 112.

The popularity of this method grew during the 1960's. The basic assumption was that through overlearning and pattern practice drills, the response would become habitual and automatic.

An elaboration of the approach which developed quickly during the 1960's and the relationship involved is presented by Wilga Rivers.

Behind the first assumption that foreign-language learning is a mechanical process of habit formation [...] lies a Skinnerian concept of conditioning. [...] In a foreign-language learning situation, Skinner's paradigm would work in the following way. The student emits a foreign-language response which is comprehended and thus rewarded by the reinforcement of the teacher's approval. It is now likely to recur, and, with continued reinforcement, it becomes established in the student's repertoire as an instrumental response, capable of obtaining certain satisfactions for the student in the form of comprehension and approval in classroom situations. It is even more strongly reinforced if by means of it he obtains what he wants in a foreign-language environment.²

Rivers expanded on the idea that certain basic assumptions such as the one that foreign-language learning should be considered as a process of habit formation, were at variance and ran counter to traditional thinking in psychology.

² Wilga M. Rivers, The Psychologist and the Foreign Language Teacher, Chicago, University of Chicago Press, 1964, p. 31.

The direct method represents a reaction to the grammar-translation method according to Bosco and DiPietro³. Three elements are stressed. Emphasis is placed on the need for activity through dramatization of the sentence in order to vitalize instruction. The second principle is the clustering of full sentences in logical sequence on the basis of concrete familiar experiences and these served as 'centres of interest'. A third aspect is the anchoring of sentences in a representative social setting to stimulate communication. This procedure is followed in the hope that the learner will have direct experience with the target language.

The methodology of the classes where this study is being done is a variation of the direct method. The method is not a directive method of teaching, but one in which the pupils through meaningful exercises are directly involved in learning the target language and where the use of the mother tongue is avoided. A more complete discussion of the methodology used in these classes will be given at a later stage when they are defined under the heading of 'immersion' classes.

3 Frederick J. Bosco and Robert J. DiPietro, "Instructional Strategies: Their Psychological and Linguistic Bases", in Robert C. Lugton, (ed.), Towards a Cognitive Approach to Second Language Acquisition, Philadelphia, The Center for Curriculum Development, Inc., 1971, p. 31.

There are many variations of the direct method but according to Diller⁴ three common elements are noteworthy. This method is based on a step by step progression of material, that involves meaningful exercises instead of mechanical drills and the use of the mother tongue is avoided. One variation of the direct method is described by Curran as 'community' learning. This variation is particularly interesting because the underlying philosophy is humanistic and closely resembles the basic principles of Carl Rogers, therefore it will be outlined in detail.

The main theme is that language learning implies emotional and interpersonal involvement with people in a community, hence, the term community learning. An atmosphere of freedom and security is developed by the teacher and positive attitudes towards the target language are built up in the learner. Curran says

Task oriented counseling, then, introduces into the educative process itself many of the same subtleties of therapeutic and counseling relationships. [...] The word 'community', therefore is intended to envelop a loving task oriented experience between knower-teacher and learner-student and not simply to suggest a group as such.⁵

4 Karl C. Diller, "Some New Trends for Applied Linguistics and Foreign Language Teaching in the United States, TESOL Quarterly, Vol. 9, No. 1, March 1975.

5 Charles A. Curran, Counseling-Learning, A Whole Person Model for Education, New York, Grune and Stratton, 1972, p. 30.

In the Curran model five distinct stages are suggested. At stage one the student is completely dependent on the language counselor. He speaks in his own language and the replies are in the target language. The student replies in the (target) foreign language and the counselor-teacher provides assistance when required. At stage two the student begins to speak in the foreign language to the group with help from the counselor. Stage three is the continuation of stage two with a growing emphasis on independence. The next stage sees the student speaking freely in the foreign language and group understanding is presumed. In the final stage the counselor intervenes only to offer corrections and encourage more complex construction and pronunciation.

Curran summarizes the dynamics of the model as follows:

The learning community becomes an experiencing and living communication for the knower-teacher as well as for the learners. It can be an equally dynamic experience - and an intensely fresh and original one - for the knower-teacher in each encounter with the learners. It can also be a rich and fresh experience for each learner as he encounters the other learners and the teacher in a human community.⁶

The community learning model is based on personal inter-relationships. The type of relationship suggested for the

⁶ Charles A. Curran, Counseling-Learning, A Whole Person Model for Education, New York, Greene and Stratton, 1972, p. 32.

teacher-pupil is comparable to the counselor-client relationship in psychotherapy. In this manner it parallels the humanistic relationships for teachers and pupils suggested by Carl Rogers. The methodology that evolves from this philosophy is pupil centered, and built on the self-direction and self-motivation of the pupil. In many respects it fulfills the goals established by the humanistic second language theorists.

As stated previously research on the transmission of second language has centered chiefly on the comparisons of methodologies and the study of pupil traits. More recently a new dimension, the area of teacher characteristics is gaining momentum. Brief reference is made to each of these areas to provide a background and indicate the pattern of research in second language.

In the area of methodology discussion has centered on the relative merits of audio-lingualism and the traditional grammar translation method. Proponents have strongly upheld the superiority of their respective method. To resolve this question a number of controlled studies have been conducted.

The work of Scherer and Wertheimer⁷ is representative of the research studies that have been conducted. Results

⁷ George A. C. Scherer and Michael Wertheimer, A Psycholinguistic Experiment in Foreign Language Teaching, New York, McGraw Hill, 1964.

indicated that the two methods while yielding certain differences were comparable in overall proficiency. However, the audio-lingual group, whether the results were measured objectively or by the students themselves, appeared to develop more desirable attitudes. A similar study conducted by Smith⁸ showed that French and German students at the first and second year level of high school taught by a traditional method performed significantly better in reading comprehension than the student following variants of the audio-lingual approach. In the areas of listening, comprehension, speaking, and writing tests, there was no significant difference among the strategies. A further complication was developed by critics of the experiment who suggested that the controls employed to differentiate the strategies were not rigorous enough.

In spite of its critics few other methods or approaches have so completely dominated the second language field and Smith accurately summarizes the position.

The audio-lingual approach to foreign language learning by the mid-1960's, gained widespread acceptance by both the profession and supporting laymen as the most effective strategy for the development of second language skills [...] yet at precisely the same point in time when

8 Philip D. Smith, Jr., A Comparison of the Cognitive and Audio-Lingual Approach to Foreign Language Instruction, The Pennsylvania Foreign Language Project, Philadelphia, Pennsylvania, The Center for Curriculum Development, 1970, p. 380.

audio-lingualism was making its greatest strides towards widespread acceptance, concerned specialists in the psychology of language learning were pointing out that many of the basic assumptions on which the audio-lingual approach is predicated do not agree with the realities of efficient learning in the school environment.⁹

Another point of view on the current position is presented by Brooks who has been a proponent of audio-lingualism at an earlier stage. Brooks says that:

Up to the present, the new approach has been largely an act of faith; research to prove the validity of its principles is scanty.¹⁰

As stated previously, research results from studies that compared methodologies have proved inconclusive. However another set of studies that centred on pupil characteristics shows some promise. These studies have been conducted by Lambert and Gardner and are based on a socio-psychological theory which is described as follows:

The theory in brief maintains that the successful learner of a second language must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes towards the members of the other group are believed to determine how successful

9 Philip K. Smith, Jr., Towards a Practical Theory of Second Language Instruction, Philadelphia, The Centre for Curriculum Development, Inc., 1971, p. 3.

10 Nelson Brooks, "Language Teaching - The New Approach", Phi Delta Kappan, Vol. XLVII, No. 7, 1966, p. 359.

he will be, relatively, in learning the new language. His motivation to learn is thought to be determined by his attitude towards the other group....¹¹

These researchers describe the orientation as being 'instrumental' when the purpose of learning is chiefly utilitarian such as for getting ahead and the orientation is considered to be 'integrative' when the student is genuinely interested in an open way of making contact with the other community.

Gardner and Lambert¹² have found that two basic factors influenced the acquisition of language. One of the indices indicated that aptitude and intelligence formed a single factor which was independent of a second factor made up of measures of motivation, and orientation towards language learning and attitudes towards other cultural groups. Students having an integrative orientation were superior to those who were instrumentally oriented. Follow up studies confirmed and extended these findings. Aptitude and intelligence are important, but results indicate that the affective domain, particularly the area of attitude and pupil motivation, may also be an important factor in second language learning.

¹¹ Robert C. Gardner and Wallace E. Lambert, Attitudes and Motivation in Second Language Learning, Rowley, Massachusetts, Newbury House Publishers, 1970, p. 3.

¹² Ibid., p. 14.

Besides the work of Gardner and Lambert¹³ another study supporting the view that the pupil's attitude was a significant factor in achievement was the work conducted by the National Foundation for Educational Research in Britain. In this study evidence from the experiment suggested that it was the pupil's attitude towards learning a foreign language that was positively and significantly related to their level of achievement. The report indicated that "throughout the period of the experiment, pupil attitudes towards learning French and their level of proficiency in the language were in close association"¹⁴. Indications were that language learning may be strongly influenced by the learners initial or formative experience.

Another aspect of the same study made reference to a dimension that is central to this study and which has received very little emphasis to date. The importance of the teacher variable, particularly the interaction pattern between pupil and teacher and its effect on pupil achievement, was recognized.

13 R. C. Gardner and W. E. Lambert, Attitudes and Motivation in Second Language Learning, Rowley, Massachusetts, Newbury House Publishers, 1970, p. 3.

14 H. H. Stern, Clare Burstall, Birgit Harley, French From Age Eight or Eleven? The Ministry of Education, Queen's Park, Ontario, 1975, p. 29.

The study found that during the early years of the primary stage of the French experiment there was evidence of a direct association between teachers' attitude and achievement. Indications were that while other factors such as class composition played some part, "early findings nevertheless indicated the possibility of a direct association between teachers' attitude and pupil achievement"¹⁵.

This theme has been widely reflected in the second language literature over the past ten years. The teacher dimension, is gaining recognition as being of equal importance to methodology and the pupil variable. The underlying theme for this new emphasis is a philosophy of humanism in second language, whose roots are found in the humanism of the general educational field. The literature review will outline the basic tenets of humanism and a definition will be given.

2. Humanism in Education and its Growth in the Second Language Field.

The growth of humanism in education has been an ebb and flow process that spans many centuries. For the current definition of humanism there are three principles that have guided the philosophy of humanism in education. Perhaps the

¹⁵ Clare Burstall, Monika Jamieson, Susan Cohen and Margaret Hargreaves, Primary French in the Balance, Slough, National Foundation for Educational Research, 1974, p. 222.

most important consideration is our belief about the unlimited potential of man. Another major tenet is a belief in the right of the individual to develop his potential within his own value structure and the final point is the belief that the role of education is to provide an avenue for the realization of man's self-actualization.

In the late 1950's the Association for Supervision and Curriculum Development initiated a study on the theme of humanism in education which culminated in the publishing of a yearbook¹⁶ on the subject in 1962. The tenor of the publication and its optimistic view of man can be determined from the following excerpt which provides a basis for humanism in education:

Whatever we do in teaching depends on what we think people are like. The goals we seek, the things we do, the judgments we make, even the experiments we are willing to try, are determined by our belief about the nature of man and his capacities. It has always been so. Teachers who believe children can, will try to teach them. Teachers who believe children are unable, give up trying...¹⁷

Corresponding to the change in the belief about man and his behaviour is the need for a change in the goals of education. The new goal for education must necessarily be

¹⁶ Arthur W. Combs, (ed.), Perceiving, Behaving, Becoming, Washington, The Association for Supervision and Curriculum Development, 1962.

¹⁷ Arthur W. Combs, (ed.), Perceiving, Behaving, Becoming, Washington, The Association for Supervision and Curriculum Development, 1962, p. 1.

the realization of man's potential and the encouragement of individuality, difference and creativity. The development of a self-actualizing individual becomes the primary goal of education. In relation to the school there are certain principles that have implications for learning. For example, behaviour and learning are considered to be products of perceiving. Within this context the learner acts according to his interpretation of the facts and the implication is that learning becomes the exploration and discovery of personal meaning.

A second factor is the belief that people have a basic drive towards health and actualization. The educational program in many schools is based on the idea that the child should be prodded from his inertia by an external force in the mold of a stimulus response pattern. The child cannot be trusted because of his disposition towards incorrect work habits. Humanism would employ a more hopeful view of man. The concept of motivation would change towards what the child sees as good for him. Since the tendency of the child is towards health and self-actualization, the teacher should trust his fundamental motives. The teacher should provide a wide variety of experiences and encourage opportunities for selection, thereby enhancing the child's growth towards self-actualization.

A third major area of consideration is the point of

view that behaviour is the result of the child's concept of himself. Children with a poor self-concept will have a tendency to underestimate their capacity to solve problems and this self-doubt may result in underachievement. By contrast, children who develop a degree of self-actualization feel adequate and able to act towards self-improvement. Their self-confidence allows them to initiate and accept change, assess situations, and design problem-solving techniques inventively and realistically. The implication for the classroom is that learning becomes much more than the acquisition of subject matter. The classroom must become a laboratory where the climate is conducive to the growth and development of a positive self-image. The individuality of the child must be recognized and his unique character developed. The school can enhance the growth of a positive self-concept through such educational patterns as the individualization of instruction and programs that cater to individual needs.

During the 1960's the general principles of the humanistic movement as outlined previously gained acceptance among educators. Teachers modified their methodology making the classroom more pupil-centered as opposed to the traditional teacher-centered pattern. School architecture made adjustment through such concepts as open-plan schools. Some teachers' colleges recognized the need for a new type of

teacher and made changes in the philosophy of the training institutions. The basic theme in these changes was that the pattern of pupil-teacher interaction should change from an authoritarian, directive approach to a pattern that was based on warmth, support and mutual respect. Theorists have defined humanism in a variety of ways and one theorist who has defined humanism with a particular set of beliefs about teaching and education is Carl Rogers¹⁸. He has formulated a set of beliefs about teaching and how the pattern of pupil-teacher interaction should develop within a helping relationship. Because the definition of humanism in this study is delineated in this manner, the results of the study should be interpreted within the context of the Rogerian definition of humanism.

An important consideration that is very relevant for second language theorists is the claim that teachers who adopt the humanistic approach that Rogers suggests, will be more effective even when effectiveness is judged on the basis of cognitive growth.

Rogers first became interested in the "helping relationship" concept as it applied to psychotherapy as early as 1940. The forces that influenced the movement in the early stages are described as follows:

18 Carl R. Rogers, Freedom to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969.

Thus client-centred therapy has drawn, both consciously and unconsciously, upon many of the current streams of clinical, scientific and philosophical thought which are present in our culture, yet it would be a mistake to view client-centred therapy as solely a product of cultural influences. Most deeply of all, it is built upon close, intimate, and specific observations of man's behaviour in a relationship, observations which it is believed transcend to some degree the limitations or influences of a given culture [...].¹⁹

Having had success with the procedure in the field of psychotherapy, Rogers saw the possibility of applying the same principles to the field of education. The helping relationship in the educational process sees (the participant) the teacher as being warm and sensitive to the pupil's needs. A summary of personal ideal characteristics of such a person are outlined by Rogers.

1. Realness or Congruence — Rogers believes that realness is the most basic and important of the essential attitudes. When the teacher is real and genuine and enters into a relationship without façade he is more likely to be effective. The teacher is aware of his feelings and is able to be himself without denial. Because of this view the teacher can be a real person in his relationship with his students. He can be enthusiastic, bored, interested, angry, sympathetic and sensitive. He may at times express like or

¹⁹ Carl R. Rogers, Client-Centered Therapy, Boston, Houghton Mifflin Company, (Copyright 1951), 1965, p. 5.

dislike for a student product without relating or implying this feeling towards the student. While recognizing that such an attitudinal set is not easy, Rogers believes that it is basic requirement of the effective teacher.

2. Prizing, Acceptance and Trust — The concept of the teacher's unconditional regard for the student is based on the teacher's caring for the student in a non-possessive way. It is the acceptance of the student as a separate person, who has worth in his own right, and a basic trust that the student is fundamentally trustworthy.

Because of this characteristic the teacher can accept the student's occasional apathy or his erratic desire to explore in a direction that his personal motivation directs. He can also accept such feelings as rivalry, hatred of authority and the deep concerns about personal adequacy. This feeling can be operationally described in a variety of ways but it is essentially a confidence and trust in the capacity of the human organism to develop his own potentiality.

3. Empathic Understanding — Empathic understanding relates to the teacher's ability to develop an understanding of the student reaction from the inside, and to develop a sensitive awareness of the way the process of education and

20 Carl R. Rogers, Freedom to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969, p. 106-112.

learning seems to the student. The ability of the teacher to be able to stand in the shoes of the student and view the world from the vantage point of the student, is an essential part of empathic understanding²⁰.

Rogers believes that when the teacher adopts these attitudes towards the student the likelihood of significant learning will be increased. He includes academic progress and achievement in this category. Commenting on the third grade reading scores as reported by Aspy he says:

So we may say, with a certain degree of assurance that the attitudes I have endeavoured to describe are not only effective in facilitating a deeper learning and understanding of self in a relationship such as psychotherapy, but that these attitudes characterize teachers who are regarded as effective teachers, and that the students of these teachers learn more, even of a conventional curriculum, than do students of teachers who are lacking in these attitudes.²¹

To become more effective Rogers believes that the teacher's role must change from the traditional position of being a director in the classroom to one of facilitator where the emphasis becomes one of process as opposed to the traditional idea of achieving results based on a standardized program. He says that

21 Donald N. Aspy, A Study of Three Facilitative Conditions and Other Relationships to the Achievement of Third Grade Student, unpublished doctoral dissertation, University of Kentucky, 1965, reported by Carl R. Rogers, in Freedom to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969, p. 119.

We are in my view faced with an entirely new situation in education where the good of education, if we are to survive, is the facilitation of change and learning. [...] Changingness, a reliance on process rather than upon static knowledge is the only theory that makes any sense as a goal for education in the modern world. [...] Here then is the goal to which I can give myself wholeheartedly.²²

The attitude and role of the teacher is crucial as she balances the emotional-intellectual emphasis. Above all the teacher's approach must be humanistic, personal, empathetic and understanding in her relationship with the pupils. Rogers strongly believes that these attitudes are essential and highly relevant.

The initiating of learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curriculum planning, not upon his use of audio-visual aids, not upon his lectures and presentations, not upon an abundance of books, though each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exists in the personal relationship between the facilitator and the learner.²³

A fundamental assumption in Rogers' theory is the concept that there is a very direct relationship between the teacher's belief pattern and classroom behaviour in terms of

²² Carl R. Rogers, cited in Harold C. Lyon, Learning to Feel, Feeling to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1971, p. 65.

²³ Carl R. Rogers, "The Interpersonal Relationship in the Facilitation of Learning", in Freedom to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969, p. 104.

pupil-teacher interaction, and learning methodology. In this regard, Brown and Webb say that:

Research on the relationship between beliefs and behaviour in teaching has found that how teachers behave in the classroom is strongly influenced by what they believe. Teaching behaviour is related not only to beliefs about classroom situations (educational philosophy) but also to beliefs about the fundamental questions of philosophy, on the basic content and structure of the teachers' belief system.²⁴

Hypothesizing that both basic and educational beliefs will affect a teacher's classroom behaviour, Brown and Webb conducted research to investigate this relationship. It was found that professed beliefs do influence observed teaching behaviour, but not always in a clear-cut direction. Indications were that professed educational beliefs had a generalized effect upon teaching behaviour; specific fundamental beliefs were the most powerful in influencing specific classroom behaviours.

This rationale finds some support in the theory of cognitive dissonance outlined by Festinger who suggests that:

[...] the individual strives towards consistency within himself. His opinions and attitudes, for example, tend to exist in clusters that are internally consistent. [...] There is the same kind of consistency between what a person knows or believes and what he does.²⁵

24 Bob B. Brown and Jeanine N. Webb, "Beliefs and Behaviour in Teaching", Educational Leadership, Vol. 26, No. 2, 1968, p. 211.

25 Leon Festinger, A Theory of Cognitive Dissonance, Evanston, Illinois, Row Peterson and Company, 1957, p. 1.

If Festinger's theory is correct the positions of Rogers, Brown and Webb seem plausible. This relationship would indicate that traditional teaching practices would be followed by teachers having traditional values and conversely teachers with humanistic values would conduct their classes emphasizing pupil orientation.

Furthermore Getzels²⁶ says that beliefs, attitudes, values and dispositions directly affect the kind of perception that takes place, and perception subsequently affects behaviour. The effect of the quality of pupil-teacher interaction was studied by Getzels and Guba²⁷ and they concluded that because the work of the teacher was carried on within the context of an interpersonal setting, the personality of the teacher was of crucial importance in mediating the teaching-learning process. The teacher's role should center around the provision of an atmosphere conducive to learning which emphasizes affective elements as opposed to an atmosphere where the emphasis is on the intellectual approach.

It is rather interesting to note the similarity between this statement and the general theory of Rogers.

26 Jacob W. Getzels, "Value Orientation and Selective Perception", in J. W. Getzels, et al., (eds.), Educational Administration as a Social Process, New York, Harper and Row Publishers, 1968, p. 315.

27 E. G. Guba and J. W. Getzels, "Personality and Teacher Effectiveness: A Problem in Theoretical Research", Journal of Educational Psychology, Vol. 46, No. 6, 1955, p. 335.

A further elaboration of the concepts — teacher authority and pupil motivation in the humanistic classroom will assist in defining Rogers'²⁸ theory of learning. The traditional concept of authority and classroom control is changed to reflect the humanistic model outlined by Kong.

[...] classroom order is the product of the interpersonal relationships between the teacher and individual students, as well as among students. Classroom affairs are then managed through the joint efforts of the members of the class and the teacher. Any unacceptable behaviour that may arise is dealt with collectively through group problem-solving procedures. The ultimate goal is the development of an understanding of personal freedom, individual responsibility, interpersonal accommodation and the appropriate use of individual authority within a democratic society.²⁹

In the same vein the concept of pupil motivation is changed from the traditional pattern of external enticements to one of internal motivation. The individual pupil response is in relation to his felt needs. This position is predicated on the concept that behaviour is a function of perception and perception is a function of personal meaning. The teacher is expected to trust the fundamental motives of his students.

28 Carl R. Rogers, Freedom to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1971.

29 Shiu L. Kong, Humanistic Psychology and Personalized Teaching, Toronto, Holt, Rinehart and Winston Limited, 1970, p. 43.

Rogers is emphatic that in the area of significant learning, teachers who follow these learning principles will be more effective and higher pupil achievement will result.

It is pervasive learning which is not just an accretion of knowledge but which interpenetrates with every portion of his existence. Now it is not only my subjective feeling that such learning takes place, the feeling is substantiated by research.
[...]³⁰

This outlines the basic principles of Rogers' learning theory. A brief summary of his position is that teachers should be supportive, sensitive, affirmative and establish rapport, confidence and security in the class rather than being authoritarian, directive and intrusive. The educator-king is to be replaced by the teacher psychologist who bases his teaching on the foundation of humanistic psychology.

The growth of humanism in the field of second language has lagged behind similar philosophical developments in the regular school program. For example it was not until the early 1970's that the impact began to be strongly reflected in the literature. The new emphasis affected such areas as philosophy and programs as well as modifications of pupil-teacher interaction patterns. The philosophy of Carl Rogers made a major contribution towards the advancement of this movement.

30 Carl Rogers, "Significant Learning in Theory and Education", Educational Leadership, Vol. 16, No. 4, 1959, p. 232.

In terms of philosophy the current changes are seen as a reaction to learning theory that emphasized the dominance of the teacher while minimizing the role of the learner. Politzer sees the trend as a reaction to the behaviourist model that neglected individual differences. He contends that the epistemological assumptions behind the theory of language acquisition is shifting from our 'tabula rasa' empiricist position within a behaviouristic mode to the Cartesian position of 'innate capability' with language being acquired by the inevitable unfolding of biologically determined capabilities. The new stress then becomes one of learning rather than teaching. He sees a possible resolution of the two positions in these terms.

The Skinnerian view of language acquisition tended to reduce the importance of the individual in the learning process to zero. The Cartesian view - if applied consequently and logically - may do the same for the teacher or the teaching process. Perhaps the next logical step is the development of language learning theory, a compromise between the Empiricists and Cartesian positions, similar to the compromise between Locke and Descartes which in the history of philosophy is represented by Kantian epistemology: Knowledge is created by an interplay of innate categories and outside impressions.³¹

The changes in philosophy outlined above have influenced program changes. The new direction emphasized the need to make adjustments for individual pupil differences.

³¹ Robert L. Politzer, "Towards Individualization in Foreign Language Teaching", The Modern Language Journal, Vol. 55, No. 4, April 1971, p. 210.

In describing the program changes Pillett³² outlines three methods of program modification. The first method assigned different goals to the student, while a second approach had similar goals being attained using a variety of techniques depending on the sensitivity of the teacher. A third approach allowed the students to achieve the stated goals at different rates.

Jarvis³³ feels that necessary program change requires the provision of a unique curriculum for each learner, where objectives, learning activities and pace depend on the individual. While this approach is ideal, its implementation could prove problematic for the teacher. The reality of the current situation is that there has been movement away from the exclusive use of one program but the ideal suggested by Pillet is rarely found.

Perhaps the most crucial area and the most important consideration of this study is the dimension of teacher-pupil interaction. The contention of those who support the humanistic philosophy is that program effectiveness will be greater in second language classrooms where the teacher is

32 Roger A. Pillet, Foreign Language Study, Chicago, The University of Chicago Press, 1974, p. 84.

33 Gilbert A. Jarvis, "Individualized Learning - Where Can We Risk Compromise", Modern Language Journal, Vol. 55, No. 6, 1971, p. 375.

supportive, personal and positive in her relationship with the pupils.

Birkmaier suggests that a humanistic approach will promote a more creative student-teacher relationship and consequently an improved teaching style.

Language can be taught effectively only if it is the basis for a genuine personal relationship between teacher and student, which gradually evolves into a complex network of relationships among the students based on cooperative work and the normal social interplay of language. Language depends upon the relationships supported and realized through language. No learner can be expected to take seriously a language which fails to carry genuine contacts with others.³⁴

This emphasis on the importance of the teacher's role and the need for a warm, socially oriented environment is typical of the new direction in second language.

The importance of the teacher in establishing the proper atmosphere for language learning has been emphasized by Rivers. Speaking to a Research Colloquium in Ottawa in 1976 she indicated that children learn a language rather than being taught a language and that

[...] language is most readily acquired in a relaxed, accepting atmosphere, where the environment, human as well as physical, provides the motivation to attempt communication in a difficult

34 Emma M. Birkmaier, "The Meaning of Creativity in Foreign Language Teaching", Modern Language Journal, Vol. 3, No. 4, 1971, p. 349.

mode and where the teacher is watchful that children not find themselves in a position of risk with which they cannot cope emotionally: [...]³⁵

Rivers' comments again emphasize the importance of the teacher and the fact that the affective domain can be an influential factor in pupil achievement.

Speaking more directly to the need for a humanistic classroom interaction pattern Rivers emphasizes that:

Interaction has always been the most neglected part of the essential language activities of our model [...] Spontaneous communication and free interaction are possible in any language only when teachers and their students have built up a warm, uninhibited, confident, sympathetic relationship and when such a relationship exists among the students themselves.³⁶

The importance given by Rivers not only to pupil-teacher interaction but to inter-pupil relationships is an interesting concept. A similar theme is expressed by Getzels³⁷ who suggests that the personality of the teacher is the essential element in 'mediating' the teaching learning process.

35 Wilga M. Rivers, The Canadian Modern Language Review, Vol. 33, No. 2, 1976, p. 240-241.

36 Wilga Rivers, Speaking in Many Tongues, Rowley, Massachusetts, Newbury House Publishers, Inc., 1972, p. 5.

37 Jacob W. Getzels, "Value Orientation and Selective Perception", in J. W. Getzels, et al., (eds.), Educational Administration as a Social Process, New York, Harper and Row Publishers, 1968, p. 315.

The role of the teacher that Rivers considers to be vital, is supported by Kalivoda and Elkins. The great changes taking place in second language and their success are directly related in the attitude of the teacher and a need is expressed for an examination of the teacher's role.

With the past decade, the foreign language professor has been witnessing perhaps the most radical yet salutary change to take place in the history of foreign language [...]. It is a concept of instruction that centres around meaningful and personal contact with the student instead of preoccupation with methods and curriculum. Therefore a discussion of what the teacher does and how he does it is inescapable.³⁸

As previously stated the literature reflected these changes and writing in the 1972 Northeast Conference Report relative to the student position, Altman reflected on the need for teacher sensitivity and the importance of motivation that is internal. He says:

If we add to this the conclusions drawn by Lambert and his associates from studies detailed in the 1970 Northeast Conference Reports, that attitude towards foreign language study correlate with achievement, it becomes clear that the affective domain can no longer be ignored in educating students or teachers.³⁹

³⁸ Theodore B. Kalivoda and Robert J. Elkins, "Teaching as Facilitation and Management of Learning", Foreign Language Education: A Reappraisal, in Dale L. Lange and Charles J. James, (eds.), Skokie, Illinois, National Textbook Company, 1972, p. 61.

³⁹ Howard B. Altman, "New Tasks and New Personnel for Individualization: Sensitivity in Foreign Language Teacher Education", in Northeast Conference Reports, in James W. Dodge, (ed.), Montpelier, Vermont, The Capital City Press, 1973, p. 112.

In this elaboration of how the good teacher must operate he cites almost directly the model and philosophy that has been suggested by Carl Rogers for good teaching. He is in agreement with Rogers that the teacher's attitude can affect her performance in the second language classroom. He suggests that good teaching allows students to learn with minimal frustration and hindrance and that the teacher should become a facilitator and be sensitive to the pupils. Altman's two prime considerations are as follows:

Where no obstacles exist, and where a student is capable of learning without interference - however well-intentioned - the teacher has a responsibility, as a facilitator of learning, to withdraw and to allow the student to learn in his own way. Second, to be a facilitator of learning implies that the foreign-language teacher must be sensitive to the individual human needs and differences of his students. Sensitivity, realness, an ability to prize, accept, and trust students - these are qualities and attitudes which facilitate learning.⁴⁰

In his conclusion Altman states in the strongest terms that the insensitive teacher has no place in the foreign language classroom and should be removed. He considers that the affective domain has been and continues to be ignored by second language training institutions but makes a strong plea for wider acceptance of this new approach.

⁴⁰ Howard B. Altman, "New Tasks and New Personnel for Individualization: Sensitivity in Foreign Language Teacher Education", in Northeast Conference Reports, in James W. Dodge, (ed.), Montpelier, Vermont, The Capital City Press, 1973, p. 112.

In spite of some pessimism, the literature overview indicates that there has been a strong thrust for the development of a philosophical base that is humanistic in its orientation.

The entire 1973 Northeast Conference on the Teaching of Foreign Language was devoted to the general topic of teacher sensitivity in the Foreign Language Classroom. Feindler shows her concern for improved student-teacher sensitivity in these words:

Too often in foreign-language classes, the student's opinions and feelings about what and how he is learning are entirely ignored. Too, often, indeed, we teachers are completely unaware of the impressions we make upon young people, merely by the way we ask questions, correct mistakes, and give or withhold praise.⁴¹

This strong emphasis on the need for change in the teacher's role may be summarized as a retreat from a behaviourist, teacher oriented technique to a system that recognized a humanist dimension in second language teaching.

Theorists in the field of second language have defined the growth of humanism in second language from a wide variety of viewpoints. While the definitions vary there is one theme that is constant in these positions. The common

⁴¹ Joan L. Feindler, Preface Remarks to the 1973 Northeast Conference on the Teaching of Foreign Language, Northeast Conference on the Teaching of Foreign Languages, in James W. Dodge, (ed.), Vermont, Capital City Press, 1973, p. 9.

thread that holds the movement together is that a philosophy of humanism should guide the pupil-teacher interaction.

For the purpose of this review, the humanism of second language teaching will be defined within the philosophical framework and teaching principles of Carl Rogers⁴². Therefore the study results relate more directly to Rogers' concept of humanism and should be interpreted within this definition. Rogers' philosophy appears to be consistent with the propositions presented by second language theorists for needed change. The new directions emphasize sensitivity in pupil-teacher interaction, teacher supportiveness, and a recognition of individual pupil differences.

3. Research Related to Humanism and Pupil-Teacher Interaction in Second Language.

Carl Rogers' theory of learning has not been tested extensively. There are some studies, however, in areas that are closely associated or related. In support of the theory that the teacher's attitude towards the pupils can affect their relationship and approach to the students, a number of investigations have been conducted. Emmerling⁴³ asked

42 Carl Rogers, Freedom to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969.

43 Frank C. Emmerling, A Study of the Relationship Between Personality Characteristics of Classroom Teachers and Pupil Perceptions, unpublished doctoral dissertation, Auburn, Alabama, Auburn University, 1961.

teachers to identify the teaching problems they regarded as the most urgent. One group regarded the most serious problems as helping the student develop independence, participation, expression of needs, and realization of potential while a second group saw the student problems in negative terms such as low ability students, lack of student desire and the lack of attention among students. The teachers who saw their students in open and positive terms were considered by their students to be more real, empathic, genuine and trusting, while the second group had a negative relationship with their students. Teachers who exhibited attitudinal qualities that facilitate learning in terms of Rogerian effectiveness were seen by their students as being more relevant and effective.

In a similar study Bills⁴⁴ analysed four teachers who were rated good by their supervisors with four rated as poor. The more effective teachers were rated higher by their students in genuineness, prizing of the learner as well as being more empathic.

In his research Combs⁴⁵ has found evidence to support the Rogerian idea that effectiveness is related to

44 R. E. Bills, Personal Correspondence to Carl Rogers, 1966. Reported by Carl Rogers in Donald L. Avila, et al., (eds.), "The Interpersonal Relationship", The Helping Relationship Sourcebook, Boston, Allyn and Bacon Inc., 1971, p. 227.

45 Arthur W. Combs, "Some Basic Concepts for Teacher Education", Journal of Teacher Education, Vol. 23, No. 3, 1972, p. 286.

sensitivity, empathy and non-directiveness. Combs believes that teacher effectiveness is correlated with the degree to which the teacher perceives her role as one of a helping relationship to the pupil and he suggests that it is related to the teachers' belief system.

In his research Combs found clear differences between good and poor professional workers based on their sensitivity to people. What they believed about people, themselves and their adaptability, contributed to effectiveness. Combs believes that if behaviour is seen in terms of internal motivation as opposed to an external influence, then the role of the teacher should change.

It follows that the teacher's role must not be that of a director, a maker, a manipulator, but he must be a person who assists, helps, aids, ministers, to a growing, living, dynamic organism already in the process of becoming. It means that teaching must be a process of helping children explore and discover the personal meaning of events for them. To do this effectively requires more than the provision of information.⁴⁶

The research done by Combs seems to confirm the position put forward by Rogers and gives credence to Rogers' ⁴⁷ theory of learning.

⁴⁶ Arthur W. Combs, (ed.), Perceiving, Behaving, Becoming, Washington, Association of Supervision and Curriculum Development, 1962, p. 70.

⁴⁷ Carl R. Rogers, Freedom to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969.

One of the studies that is widely quoted in support of Rogers' theory is the work of Aspy⁴⁸. In an attempt to ascertain whether or not the pupils of supportive, empathic teachers as outlined in Rogers' theory would make greater academic progress than the pupils of teachers low in these characteristics, Aspy took six third grade classes, recorded the pupil-teacher interaction and scored the recordings on teacher genuineness, empathy and supportiveness. On the basis of standardized test results in reading, he found that the pupils of teachers who scored higher on the Rogerian dimensions (defining a good teacher) showed significantly greater gains in reading. In spelling, however, this regular pattern did not prevail.

Whether these results constitute full proof as to the validity of Rogers' theory is debatable. A number of points regarding the study are open to question. The size of the sample, six classes, might affect the results and the question of the teacher recording her lesson for ten to fifteen minutes raises the possibility of the teacher 'performing' during that time frame, which may affect the results. The use of control variables such as I.Q. and

48 David N. Aspy, A Study of Three Facilitative Conditions and Their Relationship to the Achievement of Third Grade Students, unpublished doctoral dissertation, University of Kentucky, 1965.

achievement with analysis of covariance would have minimized individual differences. For reasons related to sample size and method, the Aspy study does not serve as a complete answer regarding the validity of Rogers' theory in the area of teacher effectiveness.

In a study that tested the Rogerian position that the quality of the relationship between teacher and pupil as perceived by the pupil is related to teacher effectiveness, Thompson found partial support for the hypothesis that the quality of the helping relationship is related to teacher effectiveness based on the administrator's rating of the teacher. However, the findings did not support the hypothesis that the teacher sets the conditions for the quality of the relationship. Thompson concluded that "The lack of support for Rogers' theoretical formulations in a school setting raises questions of its validity for other relationships"⁴⁹.

Because of the conflicting results the appropriate conclusion from the research done directly on Rogers' approach seems to be that Rogers' proposals require additional verification and testing.

⁴⁹ Jack Maynard Thompson, The Relationship Between Carl Rogers' Helping Relationship Concept and Teacher Behaviour, unpublished doctoral dissertation, Berkeley, University of California, 1967, p. 59.

The growth of interaction research is closely related to the evolution of the humanistic approach in the classroom. From the field of interaction research Carl Rogers has quoted the research results of Macdonald and Zaret⁵⁰ as supporting evidence for his position. The study recorded the interactions of nine teachers and found that when teacher behaviour was 'open' that is, when it was characterized as accepting and facilitating student behaviour, the pupil response tended to be productive, exploring and discovering. When teacher behaviour was 'closed' as characterized by judging, directing and reproving, student response tended to be less creative.

The work of Macdonald and Zaret is only one example from a large body of research in the area of pupil-teacher interaction. A variety of conceptual models has been adopted and one of the earliest systematic studies on this aspect of teacher behaviour which is still regarded as a classic in the field, is the work of Anderson. He classified teacher behaviour in two categories dominative and integrative. The concept of integrative behaviour compares with humanistic behaviour and with the Rogerian concept of

50 J. B. Macdonald and Esther Zaret, "A Study of Openness in Classroom Interaction", unpublished manuscript, Marquette University, 1966, in Carl Rogers, "The Interpersonal Relationship in the Facilitation of Learning", Freedom to Learn, Columbus Ohio, Charles E. Merrill Publishing Company, 1969, p. 118.

openness and facilitation, while dominative behaviour is related to authoritarian and teacher-centredness. Anderson defines these terms as follows:

Domination is characterized by a rigidity or inflexibility of purpose by an unwillingness to admit the contribution of another's experience, desires, purposes or judgment in the determining of goals which concern others. [...] Integrative behaviour is flexible, adoptive, objective, scientific. It is an expression of the operation of democratic processes - the open mind.⁵¹

While the teacher is described differently, there is a great amount of similarity in the method used to describe the effective teacher. Both theorists are agreed on the concept that the open, supportive teachers are more effective.

Anderson⁵² found that the dominative and integrative contacts of the teacher set a pattern of behaviour that spreads through the class, and that the behaviour of the teacher sets the mood and climate of the class. Where integrative behaviour was high, the students were more spontaneous and took initiative, while dominative teacher

⁵¹ Harold H. Anderson, "The Measurement of Domination and Socially Integrative Behaviour in Teachers Contact with Children", Child Development, Vol. 10, No. 2, 1939, p. 73.

⁵² Harold H. Anderson, Joseph E. Brewer and Mary F. Reed, "Studies of Teacher Classroom Personalities", III, Follow-up Studies of the Effects of Dominative and Integrative Contacts on Children's Behaviour, Psychological Monographs, No. 11, 1946, reported in Edmund I. Amidon and Ned A. Flanders, The Role of the Teacher in the Classroom, Chicago, Association for Productive Teaching, 1971, p. 74.

behaviour decreased pupil motivation. In this regard his results support the theoretical basis of Rogers' approach to learning.

Sears and Hilgard report a relationship between teacher warmth and the encouragement of creativity. How the teacher uses reward and punishment was also a factor. In low anxiety classrooms, rewards tend to be individualized and directed to the person rather than the group, while punishments are more often group directed.

Thus, the teacher as a motivating agent operates in two interrelated ways. First, teacher personality and behaviour act through a kind of contagion, in which the teacher becomes a model for appropriate behavior. The principles at work here are those of imitation and identification. Second, the teacher, as an administrator of rewards and punishments, wields power and creates a structure in which learning occurs. Here the principles are the more usual ones of positive and negative reinforcement.⁵³

Lippitt's research on how the classroom learning environment affects the pupils' growth and achievement suggests a definite link between the cognitive and affective elements. Pupils who experience anxiety and fear perform poorly in their school work, while pupils who experience general acceptance and support from their teachers and peers,

⁵³ Pauline S. Sears and Ernest R. Hilgard, "The Teacher's Role in the Motivation of the Learner", in Theories of Learning and Instruction, Sixty-third Yearbook of the National Society for the Study of Education, Part 1, 1964, p. 206.

record good performance. Lippitt says that the classroom interaction pattern can have a significant positive effect on the self-concept of the child and consequently this factor may have a beneficial effect on pupil performance.

Specifically, the research indicates that pupils who relate successfully to their peers and who feel relaxed and comfortable in the presence of teachers, are more likely to utilize their intellectual and emotional resources in building a strong ego. Furthermore, our research suggests that we can identify, explain, and create classroom groups with atmospheres conducive to ego-building. Teachers will be able neither to influence their pupils constructively nor to teach them academic subject matter without considering the classroom processes that offer opportunity for ego-development and enhancement.⁵⁴

He believes that the greatest stimulus to ego-development and the support to achieve a high quality of learning activity derives from the sense of being invited into a meaningful classroom partnership. Furthermore, he believes that there is a direct correlation between the degree to which the teacher is prepared to accept and respect the pupil and the degree to which the student accepts the efforts of the teacher.

Flanders examined the conceptual models that had been adopted by previous researchers to classify teacher

⁵⁴ Ronald O. Lippitt, "Innovative Classroom Practices to Support Achievement Motivation and Ego Development", in Eli M. Bower and William G. Hollister, (eds.), Behavioural Science Frontiers in Education, New York, John Wiley and Sons, Inc., Publisher, 1967, p. 324.

behaviour. Speaking about the various classifications, for example, Anderson's⁵⁵ dominative-integrative, Lewin, Lippitt and White's⁵⁶ authoritarian-democratic and such classifications as student-centred-pupil-centred, formal and informal, he says, "All these come from a short stroll in the conceptual garden of psychology: an overnight hike could extend the list indefinitely"⁵⁷. Flanders chose the conceptual model of direct-indirect teacher influence and defined the concept as follows:

Our choice in this instance leads to the following explanation. The teacher exerted 'direct influence', which restricted the 'freedom of action' of the student, making him momentarily more 'dependent' on the teacher. From this illustration we hope the reader will understand that an act of direct influence restricts freedom of action, usually by focusing on a problem and, in this case, it made the student more dependent on teacher influence for a short period of time.⁵⁸

55 Harold H. Anderson, "The Measurement of Domination and Socially Integrative Behaviour in Teachers Contact with Children", Child Development, Vol. 10, No. 2, 1939, p. 73.

56 E. Lewin, R. Lippitt and R. K. White, "Patterns of Aggressive Behaviour in Experimentally Created Social Climates", Journal of Social Psychology, Vol. 10, No. 2, 1939, p. 271.

57 Ned A. Flanders, Teacher Influence, Pupil Attitude and Achievement, United States Department of Health Education and Welfare, Cooperative Research Monograph No. 12, OE 25040, 1965, p. 88.

58 Ned A. Flanders, Teacher Influence, Pupil Attitude and Achievement, United States Department of Health Education and Welfare, Cooperative Research Monograph No. 12, OE 25040, 1965, p. 88.

The indirect influence by contrast increases student freedom of action, giving the student the opportunity to question goals and procedures. The net effect is that there is generally less compliance to teacher authority and more scope for problem solving on the part of the student.

In a research study that measured teacher-student interaction and particularly the influence pattern of the teacher, he studied thirty-two classes in Mathematics and Social Studies at the seventh and eighth grade level. The data indicated that those classes having directive teachers scored lowest on the attitude inventory.

Another study conducted in New Zealand showed that teachers in classrooms that scored high on liking the teacher and motivation, used more indirect influence, while the teachers in classes that scored low in these characteristics used less indirect influence.

In summarizing the research studies on direct-in-direct teacher influence Flanders states:

The best test of the hypotheses about direct and indirect teacher influence is to contrast the most direct group with the most indirect group. Indirect teachers tend to have a stronger orientation to student behaviour. In their classes fewer directions and less criticism seems to be necessary, and there are also fewer pauses and silences during spontaneous interaction. As a

result the verbal participation of their students tends to be slightly higher. The direct teachers present opposite trends.⁵⁹

While the majority of interaction research has been conducted in the regular classroom some studies have been done in the field of second language. For example Nelson⁶⁰ appraised the leadership style of teachers in the classroom and hypothesized that as teacher and pupils interact, a teacher will adopt a flexible pattern of leadership depending on the situation. This hypothesis was confirmed and it was found that the teacher mediated his role to meet the momentary demands of the situation and used a wide repertoire of behaviour. The findings, however, confirmed the effect of teaching style on pupil language performance with a more indirect influence pattern producing higher achievement in written language.

An analysis and examination of teacher-pupil interaction in French second language classes was done by Nearhoff⁶¹ who studied the directiveness of teacher

59 Ned A. Flanders, Teacher Influence, Pupil Attitude and Achievement, United States Department of Health Education and Welfare, Cooperative Research Monograph No. 12, OE 25040, 1965, p. 88.

60 Lois Ney Nelson, The Effects of Classroom Interaction on Pupil Linguistic Performance, Dissertation Abstracts, Vol. 25, No. 3, 1964.

61 Edward Orrin Nearhoff, An Examination of the Teacher-Pupil Interaction on Third Year French Classes, Dissertation Abstracts, Vol. 32, No. 3, 1971, p. 1400.

behaviour as well as the dominant pattern of teacher and pupil verbal behaviour. The study involved fourteen teachers and utilized the Flanders' system that was modified by Moskowitz⁶² for second language (FLINT). The major finding of the study was that the teachers studied tended to be direct in their approach, that the teachers talked more than half the time with pupils talking approximately one third.

An investigation of the possible relationship between specified patterns of teacher behaviour and pupil creativity was conducted by Weber⁶³. The major assumption was that indirect teacher behaviour fosters pupil creativity more than direct teacher behaviour. Using the Flanders' classification to observe 180 pupils in six schools at the grade three and four level, the researcher found evidence that the creative potential of pupils was fostered more under indirect teaching. It was suggested that creativity in early years of school be fostered by using the indirect method.

To determine the effect of indirect teacher behaviour on student achievement, Carol Ann Rogers⁶⁴ studied

62 Gertrude Moskowitz, The Flint System: An Observational Tool for the Foreign Language Class, Philadelphia, Temple University, 1972.

63 Wilfred Alexander Weber, Teaching Behaviour and Pupil Creativity, Dissertation Abstracts, Vol. 29, No. 1, 1968, p. 159A.

64 Carol Ann Rogers, The Effect of Indirect Behaviour on Achievement by Students in Foreign Language Skills, Dissertation Abstracts, Vol. 33, No. 4, 1972, p. 1573.

a group of eight teachers using the FLINT system. The teachers were arranged into two groups, direct and indirect, after a period of observation. The results indicated that there was a significant positive relationship between the achievement of students in the French listening comprehension skills when the teacher behaviour was more indirect.

In an attempt to relate teacher enthusiasm to student evaluation of their learning, Ochs⁶⁵ studied the classroom behaviour of foreign language teachers rated high in enthusiasm by their students. She found that teachers who used praise, accepted students' ideas, as well as asking open-ended questions, received better responses from their students. Students of these teachers felt that they had learned more in their foreign language classes than did students of less enthusiastic teachers.

In summary the indirect teachers showed more variability in behaviour and in adapting to influences of different types. While maintaining this general position, it is worthy to note the hypothesis that direct teacher influence increases learning when the student's perception of the goal is clear and acceptable. This hypothesis was

65 Cheryl Tee Ochs, Perceptions of Teacher Enthusiasm, Observation of Classroom Behaviour and Students Evaluations of Their Learning in Foreign Language Classes, Dissertation Abstracts, Vol. 34, No. 4, 1973, p. 1757A.

supported by Flanders'⁶⁶ research, suggesting that under certain conditions direct behaviour enhances pupil achievement.

In addition to the research done directly in Rogers' theory and the related area of pupil-teacher interaction research, a number of studies have examined pupil-teacher interaction and its relationship to pupil achievement, taking into account such factors as a business-like approach, age-level, creativity, task orientation, permissiveness, and anxiety level of the pupil. The review will now examine research covering these areas.

In this regard the research of Lewis, Lovell and Jessee⁶⁷ supports the position that a warm interpersonal relationship in the Rogerian sense is correlated with pupil achievement at the grade six level but not at the grade nine level. These findings give rise to the important question of what effect the age factor has on pupil-teacher relationships.

66 Ned A. Flanders, Teacher Influence, Pupil Attitude and Achievement, United States Department of Health Education and Welfare, Cooperative Research Monograph No. 12, OE 25040, 1965, p. 88.

67 William A. Lewis, John T. Lovell and B. E. Jessee, "Interpersonal Relationship and Pupil Progress", Personnel and Guidance Journal, Vol. 44, No. 4, 1965-66, p. 400.

While the majority of studies have supported the position that the warm, sensitive teacher using an indirect approach is more successful in developing creativity, positive attitudes and a closer interaction with the pupils, the proof that such an atmosphere results in higher academic achievement is less clear-cut. Some results in a different direction are to be found in the literature. For example, Spaulding, in his research on achievement and creativity, found a negative correlation between expressions of creativity in elementary school children and teacher behaviour characterized by formal group instruction using shame as a punishment technique. He found that such aspects of self concept, achievement and creativity were positively related to a businesslike pattern of teacher behaviour and that

All of these pupil outcomes were positively correlated to a modest degree with the component described as follows - business-like lecture method with insistence upon attention to task and conformity to rules of procedure.⁶⁸

⁶⁸ Ronald Spaulding, Achievement, Creativity and Self-concept Correlates of Teacher-pupil Transactions in Elementary Schools, Urbana, Illinois, University of Illinois, U.S. Office of Education Cooperative Research Project No. 1352, 1963, (mimeo), p. 119, reported by Pauline S. Sears and Ernest R. Hilgard, "The Teachers Role in the Motivation of the Learner", in Theories of Learning and Instruction, Sixty-third Yearbook of the National Society for the Study of Education, Part 1, 1964, p. 200.

A different dimension of pupil-teacher interaction was proposed by Christensen⁶⁹ who considered permissiveness on the part of the teacher to be separate from teacher warmth. It was hypothesized that pupil achievement would be positively related to the warmth factor and negatively related to teacher permissiveness. The results showed that warmth and permissiveness could be studied as separate dimensions. It was found that vocabulary and arithmetic achievement growth were significantly greater for teachers scoring high on the warmth scale, while the relationship with teacher permissiveness was not significant, indicating that a businesslike attitude may also be a correlate of achievement.

In reviewing research on teacher performance, Rosenshine and Furst examined seven studies in which rating scales were used to determine the degree to which teachers were task oriented, achievement oriented or businesslike. They summarized the results as follows:

Ratings on task orientation may be a significant correlate of student achievement because 'you get what you teach for'. That is, those teachers who focused upon the learning of cognitive tasks obtained the highest student achievement in this area;

69 C. M. Christensen, "Relationship Between Pupil Achievement, Pupil Affect-need, Teacher Warmth, and Teacher Permissiveness", Journal of Educational Psychology, Vol. 51, No. 3, 1960, p. 172.

those teachers who focused on other activities in the hope that cognitive growth would be obtained indirectly were less successful.⁷⁰

Reviewing results related to formal and informal instruction, and in particular reference to French immersion, Holmes says

In Canada, one of the most exciting research discoveries has been the early immersion methods of French instruction, which have been based on formal, highly structured, instructional methods. Formal or mixed instructional methods seem likely to prove most effective in the teaching of such measurable skills as reading, comprehension, punctuation and mathematics.⁷¹

In this context formal instruction is categorized by a program structured in advance, subjects are usually differentiated, the teachers tend to lead or dominate instruction with an emphasis on cognitive achievement and evaluation. By contrast in the informal or open classroom the children are given more leeway in determining class activity and program, and there is more emphasis on the development of personal qualities and creativity. Such aspects as grade grouping, cognitive growth, competition and evaluation are de-emphasized.

70 Barak Rosenshine and Norma Furst, "Research on Teacher Performance Criteria", in Othaniel B. Smith, (ed.), Research in Teacher Education, Englewood Cliffs, N.J., Prentice Hall, Inc., 1971, p. 47.

71 Mark Holmes, "Formal and Informal Instruction in the Elementary School", Field Development Newsletter, Ontario Institute for Studies in Education, Vol. 7, No. 5, 1977, p. 5.

While there is some support for the formal approach in second language there are studies that favour an environment where the students are allowed to interact freely.

In a study that examined the correlation between anxiety levels of the student and achievement in second language, Begin contended that the efficiency and depth of language learning was a function of the learner's appraisal of the learning situation. Positive appraisals give rise to positive emotions facilitating and enriching the learning experience while negative appraisals generate negative emotions that hamper learning. For the experimental group he reported that:

The most striking finding of this research is perhaps the continuous intensification of the desire to speak French in the experimental group as opposed to the increased frustration commonly experienced by students who try to communicate in a target language. [...] Another important finding is that students who are placed in an environment which allows them to interact freely help one another develop a positive attitude towards learning and support each other emotionally.⁷²

An attempt to relate the teachers' classroom behaviour to second language attrition was made by Papalia and Zampogna⁷³ who trained a group of teachers in interaction

⁷² Yves Begin, Evaluative and Emotional Factors in Learning a Foreign Language, Montreal, Desclee and Cie., Bellarmine, 1971, p. 117-118.

⁷³ Anthony Papalia and Joseph Zampogna, "An Experimental Study of Teacher Classroom Behaviour and Their Effect on F. L. Attrition", Modern Language Journal, Vol. 56, No. 7, 1972, p. 421.

analysis and group processes. The experimental treatment included the use of learning packets, large group, small group and individual-study activities. The results indicated that sixty-three per cent of the experimental group enrolled in French at the next level compared to thirty-five per cent of the control group. On an instrument to describe the teachers, the individual students rated their teachers significantly higher on categories associated with positive attitudes and the individualized class achieved significantly higher scores (at the five per cent level) in language skills.

The literature has indicated that there is a wide variety of viewpoints in the area of teacher effectiveness, particularly, in the determination of the exact relationship between teacher behaviour and pupil growth. Perhaps the summary provided by Soar gives some indication of the tentative nature of these relationships.

In summarizing research on the relationship between teacher behaviour and pupil growth Soar indicates that

[...] several studies suggest that pupil growth increases as freedom and self-direction increase, but only up to a point. Beyond that point, less growth rather than more, appears to take place. Further, the point at which maximum growth takes place appears to be a function of

the complexity or abstractness of the learning task - the more abstract the task, the greater the freedom which is optimal, the more concrete the task the greater the teacher control which is optimal.⁷⁴

These findings suggest that the inter-relationship between teacher behaviour and pupil growth is highly complex and that to date the results are highly tentative.

The major question for the second language theorists and the central theme of this study is the determination of what are the characteristics of the effective second language teacher. In this regard it may be appropriate to present the authentic teacher's profile as described by Jakobvits, a leading theoretician in second language learning. He suggests that the teacher must engineer classroom transactions within an atmosphere of confirmation, agreement and supportiveness.

The teacher role should be instead that of a resource person who is present during the interaction, and can be called upon by the transactants to facilitate the unfolding conversation, wherever it seems to be headed by itself. [...] ⁷⁵

There appears to be agreement with the general principles as outlined by Carl Rogers where the teacher's

⁷⁴ Robert R. Soar, "Teacher Behaviour Related to Pupil Growth", International Review of Education, Vol. 18, No. 4, 1972, p. 522.

⁷⁵ Leon A. Jakobovits and Barbara Gordon, The Context of Foreign Language Learning, Rowley, Massachusetts, Newbury House Publishers Inc., 1974, p. 74.

role is conceptualized as a supportive facilitator of the pupil. The teacher-pupil interaction pattern is to be guided by humanistic principles. The objective of the study is to test the validity of this position.

4. Summary.

The literature review has indicated that research results on the factors that influence second language acquisition, are inconclusive. The literature suggests that in the past most emphasis was placed on researching the relative effectiveness of different methodologies and pupil variables such as attitude. Recently some attention is being given to the effect of the teacher's philosophy, attitude and corresponding teaching methodology. The underlying philosophy of the movement can be described as humanistic.

The work of Carl Rogers is regarded by some second language experts as providing the appropriate base for the new movement. Rogers' outlook is humanistic in its orientation. The basic elements of Rogers' propositions are reviewed as well as research in areas associated with it. The indications are that little research has been done to test directly Rogers' position. The closest relationship to the Rogerian position is the work done on direct versus indirect teaching behaviour. While there is some evidence to the contrary, the research results favour warm supportive

teachers and indirectness in teacher behaviour. Because the review indicates that no studies to date have directly tested Rogers' position in the area of second language, this raises an important question. Are teachers who are humanistic in the Rogerian sense more effective as second language teachers than teachers who are less humanistic when effectiveness is determined on the basis of cognitive growth? The purpose of this study is to examine this question and the pedagogical principles enunciated by Carl Rogers.

7. Hypotheses.

Among second language theorists there is a growing acceptance of a methodology that emphasizes a learning theory based on humanistic teaching principles. The new approach suggests that the teacher who is non-directive, warm, sensitive, and supportive will be more effective than teachers who see their role as authoritative, dominative, and teacher oriented. The work of Carl Rogers is cited as being appropriate philosophically and theoretically as a definition of humanism.

The problem is that notwithstanding the growing acceptance of the humanistic position by some theorists in the field of second language, there is no direct research evidence to support the position that humanistic teachers (HH), are more effective than less humanistic teachers (LH).

As stated previously, Carl Rogers' educational writings are based on a philosophy of humanism. He has outlined a set of teaching principles which are his interpretation of the humanistic teaching approach. Rogers believes that teachers who adopt a pattern of pupil-teacher interaction based on his teaching principles will be highly effective teachers. He indicates that the pupils of such teachers (HH) will learn more in the conventional curriculum (cognitive growth) than will the pupils of teachers who are less supportive of the Rogerian approach (LH).

Since the validity of this claim has not been determined the position presented by Rogers becomes the central hypothesis of this study. Stated in the null form, the general hypothesis is as follows -

There is no difference in the effectiveness of teachers (HH) who are more supportive of Rogers teaching principles than teachers (LH) who are less supportive when effectiveness is determined on the basis of cognitive growth in the second language area.

This hypothesis will focus attention on the analysis of pupil behaviour (learning) in classes where teachers show a differential agreement with Carl Rogers teaching principles. The research results suggest that there is a number of dif-

ferent dimensions pertaining to Rogers position. For example, in the study conducted by Aspy it was found that the general hypothesis was supported in some subject areas but unsupported in another area. Therefore, the question of subject matter influence seemed to be a valid one for the present study. In the work of Lewis, Lovell and Jesses, it was found that grade differential was an important factor in the results. The question of grade differential as an influential factor in the present study seemed a reasonable area of investigation. For these reasons, it was decided to test the general hypothesis by organizing the format according to subject areas and on the basis of grade level.

Accordingly, the sub-hypotheses covered such areas as achievement in French comprehension, French language skills, Mathematics and Pronunciation at each grade level (1 - 3). The organization of the hypotheses according to these particular subject areas was influenced by the means available to test cognitive growth in second language. In this regard, the choice reflected the research practice of a number of research studies in the area, conducted on behalf of the Federal and Provincial governments. The tests chosen had earlier been identified by these researchers as the best tests available. Therefore, confidence was placed in the tests to be used.

In order to test the general hypothesis on the basis of empirical evidence, the following hypotheses in the null form are presented for study.

Hypotheses for Grade One —

1. There is no difference on the effectiveness of HH teachers and LH teachers at the grade one level when effectiveness is determined on the basis of pupil achievement in French comprehension.

2. There is no difference in the effectiveness of HH teachers and LH teachers at the grade one level when effectiveness is determined on the basis of pupil achievement in general French skills.

3. There is no difference in the effectiveness of HH teachers and LH teachers at the grade one level when effectiveness is determined on the basis of pupil achievement in Mathematics.

4. There is no difference in the effectiveness of HH teachers and LH teachers at the grade one level when effectiveness is determined on the basis of pronunciation results based on the IEA speaking test (IEA Speaking).

Hypotheses for Grade Two —

5. There is no difference in the effectiveness of HH teachers and LH teachers at the grade two level when effectiveness is determined on the basis of pupil achievement in French language skills.

6. There is no difference in the effectiveness of HH teachers and LH teachers at the grade two level when effectiveness is determined on the basis of pupil achievement in Mathematics.

7. There is no difference in the effectiveness of HH teachers and LH teachers at the grade two level when effectiveness is determined on the basis of pupil achievement in French comprehension.

8. There is no difference in the effectiveness of HH teachers and LH teachers at the grade two level when effectiveness is determined on the basis of pronunciation (Speaking IEA).

Hypothesis for Grade Three —

9. There is no difference in the effectiveness of HH teachers and LH teachers at the grade three level when effectiveness is determined on the basis of pupil achievement in French language skills.

10. There is no difference in the effectiveness of HH teachers and LH teachers at the grade three level when effectiveness is determined on the basis of pupil achievement in Mathematics skills.

11. There is no difference in the effectiveness of HH teachers and LH teachers at the grade three level when effectiveness is determined on the basis of pupil achievement in French comprehension.

12. There is no difference in the effectiveness of HH teachers and LH teachers at the grade three level when effectiveness is determined on the basis of pronunciation (Speaking IEA).

CHAPTER II

DESIGN OF THE STUDY

This chapter describes the procedure used to test the hypotheses outlined in the literature review. In section one, the limitations and background for the study design and the definition of immersion is given. Section two presents the sample population and the method of subject selection. The third section will provide a description of the independent, dependent and control variables. The complete testing procedure will be given in section four and this will be followed by a description of the instrumentation. Section six will review the method of selection of test administrators while the following section will detail test scheduling and data collection procedure. The final section will outline the statistics and data analysis to be used.

The study design and the subjects for this study relate to a second language program that was begun in response to local needs, and to financial grants received from the Federal and Provincial governments. The immersion classes on which the design of this study is based formed part of the second language program that developed.

Initially the design included classes and teachers from Intensive French programs. The intensive programs can

broadly be defined as one where the pupils are instructed for approximately one-third of the day in French. Since the purpose of the study was to test the influence of the teacher it was felt that the subjects (pupils) should be exposed to the treatment (teacher) for as long as possible without outside influence. Furthermore, it was reasoned that should the French teachers' influence only extend for one-third of the day it could be seriously offset or eroded by the home-room teacher who had the pupils for the remainder of the day. The importance of this factor would depend on the similarity of approach and attitude towards pupils by both teachers involved with the class. For these reasons it was decided to confine the study to the immersion teachers and pupils. Therefore, it is recognized that the classes or units of study in this design are non-equivalent units as opposed to randomly selected units. The pupils have been selected according to particular criteria that will be outlined when the immersion class is defined. These factors will limit the extent to which the results can be generalized.

1. Definition of Immersion Class.

The French immersion class can be defined as a selected unit of approximately twenty-five children in an English school that follows a program entirely in French with the exception of a thirty-minute period for religion.

The methodology of these classes can be considered unique when compared with the traditional formal approaches to language teaching. For example, the audio lingual approach emphasizes drill, rote learning and mechanical reproduction, whereas by contrast, French becomes the medium of instruction in the immersion class. The belief is that by adopting the functional approach, the language will be learned more effectively when it is used as a communications system as opposed to being perceived as a subject of study. In summary, the use of English as a communication system is avoided and the target language is used functionally. By adopting this approach greater opportunities exist for developing the basic skills in the target language.

Another aspect of methodology and one that has particular relevance for this study is the differences in teachers' attitude and its effect on the classroom approach that is adopted in the immersion second-language classroom. Depending on the attitude of the teacher towards pupils, discipline, motivation and pupil-teacher interaction pattern, the teacher's behaviour can vary between an authoritarian directive approach that is highly structured, to an approach that is pupil-centred, flexible, and respects the rights of pupils to have free movement in the classroom and a measure of personal decision making. Relating this aspect of teacher behaviour to the framework of the present study, one may classify those teachers who employ a more relaxed and flexible approach to

classroom discipline and objectives as being more Rogerian, whereas those employing the more directive and authoritarian approach would be classified as being low in their support of the Rogerian approach. It should be noted however, that teacher behaviour is seldom at either extreme and that the majority of teachers employ a mixture of behaviour depending on the nature of the teaching task. Immersion teachers are no exception in this regard, and the methodology of these classes covers the entire spectrum of behaviour from highly flexible to directive. The teacher's attitude towards the pupils is important and there is a possibility that a relationship exists between the teacher's attitude towards the pupil and pupil achievement. While the results are not clear-cut Stern et al¹, provide evidence that a relationship may exist.

Some observers of immersion classes feel that immersion classes give the appearance of being rigid and structured and that they run counter to the principles established for a healthy educational environment. The belief that is prevalent among early childhood education specialists is that the environment should be non-directive, non-threatening, emphasizing play activities that are educationally meaningful and organized according to the maturational level of the child.

¹ H. H. Stern, Clare Burstall and Brigit Harley, French From Age Eight or Eleven?, The Minister of Education, Toronto, 1975, p. 24-28.

The question of what effect the methodology of the immersion class has on the mental health of the pupils has been addressed by researchers in the field. Halpern in his study reached the tentative conclusion that all varieties of immersion were very promising in terms of student academic performance as judged by tests used to measure student performance in English language arts, social studies and mathematics. He also indicated that

In addition, and based on less reliable information we must also conclude (for primary entry immersion at least) that the emotional well-being of these young pupils is not harmed by their experience in immersion.²

Stanley has expressed a note of caution on the possible effect of immersion on pupil performance particularly in the area of creativity.

The research that has been done to date on monitoring first language skills suggests that there is no danger here. It may be, however, that this research has measured the things that are most easily measured, especially at the early level, and which may not be the most significant indicators of the important first language skills - notably creativity. We are becoming somewhat apprehensive about certain indications [...].³

Stern addresses the same problem in this manner

2 G. Halpern et al., (Principal Investigator), Alternative School Progress for French Language Learning, Ministry of Education, Queens Park, Toronto, 1976, p. 104.

3 M. Stanley, French Immersion Programs: The Experience of the Protestant School Board of Greater Montreal, Canadian Modern Language Review, Vol. 31, 1974, p. 152-160.

Some developmental psychologists have suggested that immersion might put some pupils under sufficient stress to cause social and emotional problems. This concern is based on a belief that the period of social and emotional adjustment associated with the child's first contact with school will be made more difficult by not being able to understand the teacher and not being able to communicate with his peers and teacher.⁴

Stern suggests that this view is based on a misunderstanding and indicates that social and emotional characteristics of immersion pupils have been compared with pupils of regular English programs with no final determination of positive or negative results.

The problem has also been addressed by Swain and Barik⁵ who compared the writing skills of immersion pupils in grade three with pupils in the regular program. Swain concluded that the French immersion pupils performed as well as their peer group in word knowledge, reading and language. The immersion students made more spelling errors but rated higher than regular class pupils on originality of thought, punctuation and length of stories.

Another aspect of the immersion program is that there are many organizational variations within the program.

4 H. H. Stern et al., Three Approaches to Teaching French, Toronto, The Ontario Institute for Studies in Education, 1976, p. 79.

5 Merrill Swain and Henri C. Barik, Five Years of Primary French Immersion, Toronto, Ontario Institute for Studies in Education, 1976, p. 119.

Variations include the date of entry to the program and the places of entry. The three major areas are primary, which includes kindergarten or grade one, intermediate entry at grade seven or eight, and senior entry which is associated with the secondary school. Within these three major divisions there are additional variations of time and content. Some primary immersion classes begin in kindergarten where half a day is spent in French, others begin in grade one. Time allocation for English language arts is another variation. Differences in the subjects taught are widespread and each Board has minor variations that are unique with each Board.

For the purpose of this study the immersion class involves a selected group of approximately twenty to twenty-five pupils. The methodology is influenced by the general characteristics of the immersion approach and the teaching style of the teacher as previously outlined. The methodology of these classes is unique in certain ways and these differences should be considered when the results of the study are interpreted.

2. Sample - Method of Selection.

One of the over-riding limitations was that the sample population was confined to subjects from one school board. It was hoped that by confining the selection process in this manner the effect of additional variables such as the influence of different coordinators, supervisors, program content and methodology, would be reduced. Perhaps the major difference

was that some Boards had a free entry system while other Boards used a selection process for pupil entry.

The programs in all area Boards did differ to some degree. These differences resulted from the philosophy and direction of coordinators and supervisors. Program organization differed in emphasis. For example, the kindergarten program in some Boards was of half-day duration while others extended for a full day. Course content had some differences and the relative importance of such skills as reading, writing, listening and speaking differed marginally depending on the goal emphasis of the language coordinator. Other minor areas of variation included course sequencing, attendance at neighbourhood schools, types of curriculum material and the availability of teaching aids.

Because of the possible areas of variation and to insure the homogeneity of task as much as possible it was decided to confine all experiment to the French immersion classes of one Board. Because of such limitations care should be taken not to generalize the result beyond the immediate population or to one conducted under similar conditions.

The pupils involved in the present study attended kindergarten for five hours each day. One-half of the day was spent in the French program and for the remainder of the day the pupils followed an English program. At the grade one, two, and three level, immersion was made available at four centres. The choice was limited to schools that were large enough to accommodate a dual program — that is, an immersion program

and an intensive program. The immersion program is defined as one where the pupils follow a French program all day, while the intensive program is between seventy-five and ninety minutes in length. The selection of pupils for the grade one immersion class follows a procedure whereby the French kindergarten teacher makes a tentative list of the pupils she considers suitable candidates for immersion. The pupils are discussed by the English and French kindergarten teachers as to their suitability. A final list is prepared for the scrutiny of the principal, but there is general concurrence with the teacher's nomination. When lists have been established, parents are informed that the child has been selected for the grade one immersion program.

The general criteria for pupil selection was that the child should show facility in French and acceptable progress in the English skills. The child's auditory comprehension skills in French should be well developed and this was judged by his ability to follow instructions, understand stories and answer simple questions. Pupils should be able to speak in French sentences and substitute words of their own and use structures other than those provided by the teacher. While accent is not of paramount importance, some fluency and acceptable pronunciation are expected. The child's general interest and attitude towards French was taken into account.

The English teacher had a role to play in the selection of the pupils for French immersion classes. The criteria

used included readiness skills such as sounds, numbers, letters, printing, basic phonics and pre-mathematics skills. Gross and fine motor coordination was judged on the basis of the child's progress in such activities as cutting, pasting and drawing. The child's interaction pattern and oral-aural development was evaluated and the children who showed emotional, maturational problems or other learning disabilities were not recommended.

The selection process at the grade two and three level follows the same general procedure. The ability of the child to make satisfactory progress as judged by the French teacher, is the major criterion. The majority of those pupils who were selected initially make good progress as judged by the teacher's evaluation program.

Subjects - Grade One Level — The number of pupils enrolled, as of September 1974, in grade one immersion was 116 of which fifty-six were boys and sixty were girls. The average class size was twenty-three while the range was seventeen to twenty-six. Ninety per cent of the pupils attended full day kindergarten, three per cent attended half day kindergarten in French and in seven per cent of the population the past school experience was unknown. Anglophone parents accounted for ninety per cent of the subjects, eight percent were unknown and two per cent came from homes with a French language influence.

The area under the Board's jurisdiction has a highly mobile population and this resulted in five pupils moving to other Boards, three pupils from outside immersion classes were admitted and six boys and one girl were transferred to the intensive class because they had difficulty coping with the immersion program. Due to absences during test periods, the final sample on which results were based was ninety-three pupils, consisting of fifty girls and forty-three boys, and ninety-seven per cent had had a full day kindergarten program and ninety-eight per cent came from Anglophone homes.

Grade Two — A total of 112 children enrolled in five immersion classes in September 1974, of which forty-two were boys and seventy were girls. Eleven children dropped from the previous grade one and of these eight changed school districts, one advanced to grade three immersion and two joined the intensive program. Four children from other districts were admitted to the immersion program and in addition eight were admitted from intensive programs within the Board.

Class size ranged from twenty to twenty-six. Eighty-eight per cent were from Anglophone homes, while three per cent had a French language background, one per cent were from homes with a third language and the remainder were unknown. The full day kindergarten program was attended by eighty-nine per cent of this sample.

Following the regular procedure of applying the cut-off point of three missing tests, the final grade two sample

consisted of eighty-six children, thirty-four boys and fifty-two girls and were highly characteristic of the original group. Nine children moved to other school boards during 1974-75 and three children transferred to the intensive program in grade two.

Grade Three — The grade three immersion class in September 1974 had eighty-seven children. The girl-boy split was forty-four and forty-three. Eight children from the previous grade two did not enroll as five had changed to other districts and two pupils transferred to the intensive program due to difficulties. Another pupil was changed because of parental concern regarding lag in English skills. Sixteen new pupils were admitted, of which thirteen were from the intensive program and the other three pupils were enrolled in immersion programs.

In conclusion it can be said that all pupils in immersion were subjected to a fairly rigorous screening process that was designed to minimize the incidence of unsatisfactory progress. When the results of the study are analyzed this factor should be taken into account.

3. Independent, Dependent and Control Variables.

The teachers selected for the immersion classes are teachers who have been trained as teachers for French language schools. All teachers have a basic teaching certificate and are required to obtain additional professional certificates — namely a certificate in the teaching of a second language and

'méthodes primaires' part one and 'méthodes primaires' part two. No elimination process was involved in the selection of this group, as all the immersion teachers were chosen.

Teachers were classified according to the following procedure. All teachers were given a questionnaire⁶ that measured their level of agreement with a Rogerian approach to educational theory and strategy in the classroom. The teachers who scored above the mean of the group were labelled "HH" or high humanist and the group below the mean were labelled "LH" or low humanist. A copy of the test is included in the appendices and the test is described in section five of this chapter. In addition, the influence of such factors as sex, age, training and experience, will be examined to see if these areas significantly affect the HH or LH group.

The control variables in the study included I.Q., tests of general ability, and at all grade levels, at least one pre-test to measure the proficiency of French at the beginning of the year. The number of pre-tests increased at the grade two and three levels because of the availability of test material. The age level from class to class is fairly constant because of entry requirements.

The selection of areas for the dependent variable for this study included such important curriculum areas as reading,

6 W. Crossan, The Development of a Scale to Measure Teacher Acceptance of the Teaching Principles of Carl Rogers, Interim Report to the School of Graduate Studies, University of Ottawa, Ottawa, 1976.

mathematics, language and pronunciation.

These areas, and the tests used were part of a major research project conducted in the local area. The curriculum areas outlined above were considered appropriate by the researchers^{7,8}, involved to top cognitive growth in the second language field.

Inasmuch as the objectives of the present study were similar to the work already done, and since the data from the testing program was collected and available to the researcher, it was considered appropriate to use these results in the present study. The tests used were the best tests available and the researcher felt confident in using this data. An additional concern was the possibility that additional testing in these classrooms may be counter-productive.

The tests used include a French Comprehension Test to be administered in one sitting of approximately forty minutes. By the selection of a picture from a number of alternatives, the child's level of understanding and comprehension is determined. The Tests de Rendement for

7 H. P. Edwards and C. Casserly, Evaluation of Second Language Programs in the English Schools, Annual Report 1972-73, Ottawa, Ottawa Roman Catholic Separate School Board, 1973.

8 C. McInnis and E. Donoghue, Research and Evaluation of Second Language Programs, Final Report 1974-75, Ottawa, The English Schools of the Carleton Catholic School Board, 1975.

Mathematics and Reading have a similar objective as the Metropolitan Tests described elsewhere. The French Speaking Test measures in a technical way the proficiency of the speakers in the second language. The results on tape recordings are examined and scored by linguists to determine the quality of pronunciation. Available data on the reliability of all tests will be given when the tests are described.

The procedure to be followed with respect to each variable is that the results of both groups of children to be compared would be made statistically equivalent, through the use of covariates (premeasures) with reference to the dependent variables, so that differences in the dependent variables could not be attributable to pre-existing differences in the pupils. The dependent variable here means the achievement scores of pupils in French comprehension, basic skills in Mathematics and French and proficiency in pronunciation.

A description of the instruments, test schedule, data collection, and analysis will follow.

4. Research Procedure.

The design used for the present study was a quasi-experimental design⁹ where non-equivalent groups were involved. The procedure adopted was one where both groups were made as statistically equivalent as possible through analysis of covariance on selected factors. Both groups were pre-tested. This was followed by exposure to a teacher type classified as HH or LH. After a period of time both groups were post-tested to determine whether significant differences existed.

It is a better procedure to match experimental groups, but it was not possible in this study to assign pupils to experimental groups. Therefore, the design chosen was appropriate for the present study. The study had to be conducted with "intact" groups which represented classes of pupils. All pupils and all teachers involved in the immersion French program were included in the study.

⁹ D.T. Campbell and J.C. Stanley, "Experimental and Quasi-experimental Designs for Research on Teaching", in N.L. Gage, (ed.), Handbook of Research on Teaching, Chicago, Rand McNally, 1963, p. 171.

According to Carroll¹⁰ the control variables that can reasonably be expected to be held constant are intellectual ability, age and prior training of the learners. For the present study this procedure is followed by administering tests of intellectual ability. Pupils are at the same grade level and are approximately the same age when each class is taken into account. In addition the general achievement and the level of French ability was determined by means of a pre-test for all participants and was again applied as a post-test. The pupils were also given a number of additional tests to determine their general achievement and progress.

The independent variable in this study was the exposure of pupils to teachers with a particular orientation of teaching philosophy and methodology. Teachers were classified into two groups according to their score on an instrument that measured their humanism in philosophy and methodology. Teachers who scored above the mean were labelled high humanist (HH) while those below the mean were labelled low humanist (LH). The teacher-type represents the independent variable for this study and a description of the scale to classify teachers will be presented in the section on Instruments.

¹⁰ John B. Carroll, "Research Guide", in H.H. Stern, (ed.), Languages and the Young School Child, London, Oxford University Press, 1969, p. 201.

5. Instruments.

A. Test Battery for Grade One

a) The Otis-Lennon Mental Ability Test Series —

The Otis-Lennon mental ability test series were used at the grade one, two and three levels. The test has been designed to measure the "g" or general intelligence factor and to provide a comprehensive assessment of general mental ability. Emphasis is placed on measuring the pupil's facility in reasoning and dealing abstractly with verbal and symbolic material. The primary two level, Form J, is for pupils at the first half of grade one, the content comprises fifty-five pictorial items. Test items cover the pupil's ability to classify, follow directions, reason quantitatively and comprehend verbal concepts. The test was administered in two sittings and no reading is required.

The selection of the items for the tests at various levels was based upon results obtained in three separate research studies. At each level two parallel forms of the test — Form J and K are available. Norms are based on 200,000 pupils in 117 school systems. The deviation from norms, based upon age and grade samples, have a mean of 100 and a standard deviation of sixteen. The split-half reliability coefficient range from .89 at the grade two level to .92 for grade three. Correlation of alternate forms range from .84 to .90.

b) 1970 Metropolitan Achievement Test - Primer Battery Form F — In the new edition of the Metropolitan Achievement Tests, the battery is designed to measure academic skills. The range of the primary battery is K-7 to 1-4 and it is divided into three subtests.

1. The listening for sounds section has thirty-nine items that measure beginning and ending sounds. Twenty-two items are pictorial, eight items are based on letters and single words make up the remaining nine items.

2. The reading section which is designed to measure beginning reading skills has thirty-three items of which eleven involve identification of letters, seventeen involve word selection and the remaining five, test the ability of the pupil to select sentences that describe pictures.

3. The section on numbers measures the pupil's understanding of single mathematical relationships. Twenty items cover counting, measurement and numerical recognition while fourteen items cover adding and subtracting one digit numbers. The test was administered over a three-day period.

The Metropolitan Tests are revised on an ongoing basis taking into account appropriateness of content, format and clarity of wording.

Item analysis was done on an extensive basis with approximately 12,000 items, 50,000 pupils and twenty-five

different school systems. The tests were empirically standardized. Content validity can change according to the curriculum of a school system, however, the effect of such a factor is minimal at the primary level where these tests are to be used. The split-half (odd-even) coefficient ranged from .88 to .96 on the subtests which is an acceptable level.

c) French Comprehension Test - Level K — This test according to Barik¹¹ is designed to measure French comprehension skills of children in the beginning grades of total French immersion programs. The test is to be administered in one sitting of approximately forty minutes and consists of three parts of twenty-two, nine and fourteen items respectively. The child is required to select from four pictorial alternatives referred to by a word or sentence presented orally in French by the teacher. The second part requires the child to select the picture that represents the answer to a question asked orally in French and the third part measures the child's comprehension of three short stories in French. A number of questions follow the stories and the child must select the picture that is most appropriate.

¹¹ Henri Barik, French Comprehension Test, Level K, Toronto, Ontario Institute for Studies in Education, 1974.

As mentioned previously, the test was prepared specifically to satisfy the need of testing pupils in immersion classes. The current form is the result of several revisions on the basis of item analysis. The initial pool of items was developed in consultation with teachers and administrators associated with French immersion programs. The final form consists of forty-five items covering words and sentences, questions and stories. The test appears to be suitable to testing in the early grades. The test reliability is .81. It has been used satisfactorily by Edwards and Casserly¹², Barik, McTavish and Swain¹³, and McInnis and Donoghue¹⁴, and Halpern, et al.¹⁵.

12 H. P. Edwards and C. Casserly, Evaluation of Second Language Programs in the English Schools, Annual Report 1972-73, Ottawa, Ottawa Roman Catholic Separate School Board, 1973.

13 H. C. Barik, K. McTavish and M. Swain, Bilingual Education Project: Evaluation of the 1972-73 French Immersion Kindergarten, Grade one and Grade two classes in the Federal Capital's Public Schools, Modern Language Centre, Ontario Institute for Studies in Education, (Mimeo), 1973.

14 C. McInnis and E. Donoghue, Research and Evaluation of Second Language Programs, Final Report 1974-75, Ottawa, The English Schools of the Carleton Catholic School Board, 1975.

15 G. Halpern, et al., Alternate School Programs for French Language Learning, Toronto, Ministry of Education, Queen's Park, 1976.

d) Tests de Rendement - Premiere — The tests were developed by the French section of the Montreal Catholic School Board and are used in Quebec to measure achievement of native French speaking children in Reading and Mathematics.

The French subtest has thirty items that test the pupil's ability to identify sounds, select synonyms, spelling, comprehension and answer questions. The Mathematics subtest has thirty questions that test addition, subtractions and problem solving. The test was administered in two sessions covering a two-day period. This battery of tests is available in separate editions for each grade level. The 1969-70 edition was used for all pupils involved in this research project. It represents the best test available for the type of subjects that are being evaluated.

e) The IEA French Speaking Test - Population 1 — This test which was prepared by the International Association for the Evaluation of Educational Achievement (IEA) is an individual test. The test contains a number of subtests in the areas of French reading, listening, speaking and writing. For this project, only the pronunciation subtest of the speaking test is used. The objective of the test is to determine the acceptability of the students' phonology.

The test material was extensively pilot tested through two cycles and items of low validity were discarded after item analysis. No precise data is available for test

reliability. According to Carroll¹⁶, the reliability for the pronunciation test varied from 0.29 to .774 with a median of .657. The standard error of measurement for different countries ranged from 2.41 to 2.66 with a median of 2.55 on a scale of 0.29. No Canadian norms are available.

The test is suited to ten year olds with a minimum of two years' exposure to French vocabulary and grammatical structure. Pronunciation is covered in sixteen short sentences delivered by means of a master tape twice in immediate succession. The student is required to repeat what he has heard and scoring is based on the assignment of one for acceptable and zero for unacceptable in rating each of the twenty-nine phonemes or phonological features that occur in the sixteen sentences.

f) The French Comprehension Test - Level 1 — The test was designed to measure French comprehension skills for children in immersion programs. The test is presently in the developmental stage and is undergoing revisions. A more complete description of the test was given previously. For clarification purposes it should be noted that the tests listed as a), b) and c) above were used as pre-tests while tests c), d), e) and f) were used as post-tests.

¹⁶ John B. Carroll, The Teaching of French as a Foreign Language in Eight Countries, International Association for the Evaluation of Educational Achievement (IEA), Stockholm, New York, John Wiley and Sons, 1975, p. 94.

B. Test Battery for Grade Two

Pre-tests

a) The Otis-Lennon Mental Ability - Elementary 1 Level - Form J — This test is similar to the test for the grade one level. Two sittings on the same day were required for administration.

b) Metropolitan Achievement Test - Primary 1 - Form G — This test is similar to the test for the grade one level - Form G.

c) Test de Rendement has been described earlier.

d) French Comprehension Test - Level 1 — This test is similar to the test described for grade one.

Post-tests

a) Tests de Rendement - Deuxième (1970-71 edition) — The grade two pupils were given the second level of this test. Test de Rendement en Français has thirty items that measure knowledge of word meanings, spelling and sentence completion. Tests de Rendement en Mathématiques has thirty-two items covering additions, subtractions and problem solving.

b) French Comprehension Test - Level 1 (1975 edition).

c) IEA French Speaking Test - Population 1 — Tests b) and c) were previously described at the grade one level.

C. Test Battery for Grade Three

Pre-tests

The test battery for Grade three included the following tests:

a) The Otis-Lennon Mental Ability Test - Elementary 1 Level - Form J — which is similar to Otis-Lennon described at the grade two level.

b) 1970 Metropolitan Achievement Test - Primary 11 G — is an alternate to the test described at the grade two level.

c) Test de Rendement - Deuxième — was previously described.

d) French Comprehension - Level 1 — The 1974 revised edition previously described was utilized.

e) IEA Reading Test of French as a Foreign Language - Population 1 — This is a test of thirty-five multiple choice items. The students read a sentence and select from one of four pictures the appropriate answer. The test is administered in one sitting and instructions are given in English.

Post-tests

a) Test de Rendement - Troisième (1970-71 edition) — The test has thirty-five multiple choice items measuring French language, vocabulary and grammar. The

mathematics component has thirty items that measure problem solving, addition and subtraction.

b) French Comprehension Test - Level, 1975 edition.

c) IEA - French Speaking Test - Population 1 —

The two previous tests are similar in description to the outline given at the grade two level.

D. Scale to Classify Teachers

The instrument¹⁷ was based on the principles advocated by Carl Rogers for effective teaching and was developed as a classification device whereby a group of teachers could be divided into two subgroups based on their agreement-disagreement with the items of the scale. Those teachers who scored above the mean on the scale were regarded as being higher in the dimension labelled humanism and were designated as HH. The subgroup that scored below the mean on the scale were regarded as lower in the humanist dimension and were designated LH. Agreement with Carl Rogers' principles was equated with a humanistic approach to education.

There are two major assumptions that undergird the rationale used. The assumption was made that the writings

¹⁷ William Crossan, The Development of a Scale to Measure Teacher Acceptance of the Teaching Principles of Carl Rogers, Interim Report submitted to the School of Graduate Studies, University of Ottawa, 1976.

of Carl Rogers in the field of education are representative of his philosophy. In a global sense they may be accepted as an operational definition of his theory as applied to education. Secondly, it is assumed that there is a relationship between the teacher's perception of what constitutes an appropriate mode of pupil-teacher interaction and how she approaches her class in terms of authority, learning methodology and the facilitation of learning, particularly pupil-teacher relationships. Rogers' position is that supportive teachers who have empathy and a warm communication with pupils based on trust, authenticity and respect, will be highly effective. He indicates that the intention of learning does not rest upon the teaching skills of the leader, his scholarly knowledge of the field, or his curriculum planning. Instead, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner. Rogers believes that there is a correlation between the teacher's personal values and her supportiveness of the pupils. He suggests that teachers who adopt his teaching principles will be more effective.

The next stage involved content selection. In order to insure the validity and reliability of the scale's content, the following procedure was adopted. The works of Carl Rogers was analysed, particularly his writings in the field of

education. Hundreds of items were selected keeping in mind representative statements covering such areas as teacher-pupil interaction, freedom of expression for pupils, individual goal-setting, teacher supportiveness and facilitation, criticism, positive regard for pupils, problem-solving technique, orientation of learning program, personal development, authenticity and evaluation. The original statements were retained as much as possible to improve the content validity of the items.

The final selection of items was submitted to a panel of judges who were faculty members of the University of Ottawa. Representatives of the faculty of psychology included a professor in general psychology and an associate professor in the field of measurement. Representation from the faculty of education included an assistant professor in the field of counselling and the head of the department of administration. In addition to the test items the judges were given the background and source material from which the items were selected so that verification could readily be made.

As a result of the judges' examination, two items were discarded while others were modified to improve the clarity and format. The decision with regard to the appropriate test format and organization was made after a number of tests were studied. Of particular interest was the work

of Kerlinger^{18,19}, Ryans²⁰, Whehling and Charters²¹, and Rokeach²². However, the model that seemed most appropriate was the instrument developed by Barrett-Lennard²³ that covered four basic dimensions. He chose multiple choice items because it afforded the possibility of anchored response categories, ease and economy of administration and general flexibility. The scale in its final format resembled the Barrett-Lennard scale that had been successfully used in the field of psycho-therapy and counselling.

18 Fred N. Kerlinger, "Progressivism and Traditionalism: Basic Factors of Educational Attitudes", Journal of Social Psychology, Vol. 48, No. 1, 1958, p. 111-135.

19 Fred N. Kerlinger, "Attitude Towards Education and Perception of Teacher Characteristics - A.Q. Study", American Educational Research Journal, Vol. 3, No. 3, 1966, p. 159-168.

20 David G. Ryans, Characteristics of Teachers, Their Description, Comparison and Appraisal, Washington, D.C., American Council on Education, 1960, p. 416.

21 L.J. Wehling and W.W. Charters, "Dimensions of Teacher Beliefs About the Teaching Process", American Educational Research Journal, Vol. 6, No. 1, 1969, p. 7-30.

22 Milton Rokeach, The Open and Closed Mind, New York, Basic Books, 1960.

23 G.T. Barrett-Lennard, "Dimensions of Therapeutic Response as Casual Factors in Therapeutic Change", Psychological Monographs, Whole No. 502, Vol. 76, No. 43, 1962.

Inasmuch as the mother tongue of all the teachers involved in the project was French, it was felt that the teacher population for the study would feel more comfortable and their understanding and interpretation would be more accurate if the test format was in French. Accordingly, the test was translated by a superintendent of French schools who understood educational philosophy and had a background of experience associated with classroom practice. The test translation was further reviewed by a second educational official with a similar background. A copy of the test is included in the appendices. The scoring of the scale was on the basis of a six point scale with 1 denoting a lack of agreement with Rogers principles and 6 indicating very strong agreement. For positive items, teachers would indicate A1, A2, or A3 and received a score of 4, 5 or 6. In summary, a high score indicates agreement with the teaching principles enunciated by Carl Rogers.

This scale to classify teachers (Appendix 1) on their agreement with the teaching principles enunciated by Carl Rogers had thirty items of which fifteen were positive and fifteen were negative. The negative items are identified by an asterisk (Appendix 1). The items were

placed in patterned sequence to avoid and offset to some degree transparency, the faking of answers and response set. The use of a numerical system allowed for addition or subtraction from the global score depending on the theoretical direction of the answer given. In this manner the scale resembles Rokeach's dogmatism scale previously mentioned. Teachers could express the strength of their agreement of a three-point scale, A1, A2, A3, with three being the strongest category. Disagreement with an item could be expressed through three categories D1, D2, and D3, with D3 as the strongest category. Items were selected based on how appropriate they were in representing the various dimensions. To illustrate the results of the selection process a representative sample of positive and negative items will be given. The first item of Appendix 1 taps the Rogerian concept of teacher trust in the pupils and a positive answer is considered to indicate agreement with Rogers' position. Item three relates to the concept of personal growth and goal setting, while item five gives pupil-teacher interaction a high priority than skill development. Item eleven emphasizes the need for teachers to recognize that personal growth is enhanced by self-esteem. The need for self-expression is covered in item twenty-one

while item twenty-three speaks to the question of teacher authority. Finally item twenty-seven establishes the importance of authenticity in pupil-teacher relations.

By contrast a number of items are weighted in the opposite direction and one would expect teachers who disagree with Rogers' beliefs to agree with these items. For example item seven suggests that true feelings should be hidden. This contrasts with Rogers' idea of authenticity as being essential to a good relationship and a positive answer would represent a non-Rogerian viewpoint.

Item nine indicates that problem solving should centre around the teacher whereas Rogers' philosophy encourages self-discovery by the pupil.

Item twelve speaks about presenting knowledge in a well organized sequence as opposed to the Rogerian idea of providing opportunities for learning based on pupil interest and motivation.

Item sixteen outlines the concept of learning for adulthood as opposed to learning for childhood.

Item eighteen speaks about a unified purpose whereas in Rogers' scheme there is a variety of purposes, each of which may be valid and relevant depending of the individual.

Item twenty contrasts the needs of the teacher-centred classroom and the freedom of the pupil to set his/her own goals.

Item twenty-six represents a teacher-oriented authoritarian classroom.

With the test items organized according to the format outlined above and because of the precaution exercised to establish content validity the next stage was to examine the reliability of the scale. The method used to examine test reliability was a test-retest procedure to measure stability over time. It was felt that the concept of stability in relation to the area being studied should be relatively constant and without significant variance. The coefficient of reliability was to be computed by comparing test scores on the subjects after a lapse of two months.

Thirty questionnaires out of forty-five were returned. Scoring was based on a scale of 1 - 6 with six denoting full agreement with Rogers' teaching principles and one indicating no agreement. The test scores varied from a high of 107 to a low of seventy-three with the mean score being 92.9. The standard deviation was 9.5.

The test-retest analysis showed a correlation coefficient of .612. This figure is similar to the test-

retest reliability of the Differential Value Inventory, a test in a similar area constructed by Prince²⁴ and field tested by McPhee²⁵. McPhee found a correlation of .60 when the test was given to subjects after a seven-month interval. By comparison Thompson²⁶ reported that the Relationship Index had a reliability of .67 for unconditional regard, positive regard .70, congruence .53, empathy .75 for a total score of .69. In terms of subject number Barrett-Lennard had thirty-two subjects in his test-retest of the Relationship Inventory.

For the purpose of classification into HH and LH subgroups the following procedure was adopted. The immersion-teacher sample was classified into two groups. The cut-off point for the HH group included scores of 93 and above while

24 Richard Prince, A Study of the Relationship Between Administrative Effectiveness in the School Situation, doctoral dissertation, University of Chicago, 1957, reported by Jacob W. Getzels, et al., in Educational Administration as a Social Process, New York Harper and Row Pubs., 1968, p. 288.

25 Roderick F. McPhee, The Relationship Between Individual Values, Educational Viewpoint and Local School Approval, doctoral dissertation, University of Chicago, 1960, reported by Jacob W. Getzels et al., in Educational Administration as a Social Process, New York, Harper and Row Pubs., 1968, p. 292.

26 J. M. Thompson, The Relationship Between Carl Rogers' Helping Relationship Concept and Teacher Behaviour, unpublished doctoral dissertation, University of California, 1967.

the LH group consisted of scores ninety-two and below. As a result, the distribution of the fourteen teachers was six classified as HH and eight classified as LH. For the fourteen immersion teachers, the mean for the group was 92.2 which is comparable with the mean of 92.9 for the overall sample of thirty-two teachers. The standard deviation was 8.3. In the sub-groups, the HH group had a mean score of 99.8 and a standard deviation of 5.2 and the mean of the group classified as LH was 86.5 with a standard deviation of 4.8. The means of the two are significantly different as indicated by the t value of 4.93. The number of degrees of freedom was twelve and this result was significant at the .01 level.

In the light of the results achieved it seemed reasonable to classify the teachers above the mean of 92.9 (93) as HH and those below ninety-two as LH. In effect, this became the cut-off point. Using this procedure, the distribution of HH teachers was two at each grade level. The distribution of LH teachers included three at the grade one, three at the grade two with the remaining two teachers at the grade three level. It would have been preferable to have a wider difference in the two groups, however, the sample was limited by the environment in which the study was conducted.

Other areas of possible significance were also examined. In order to ascertain whether or not teacher characteristics such as age, sex, experience, training and cultural background were influential factors, these areas were examined with respect to the HH and LH teacher groups.

In the area of experience, it was found that the average years of experience was just 4 years. At the grade one level the HH teachers had higher average experience because one teacher had 11 years of experience. At the grade two level and grade three level the experience level of HH and LH teachers was almost identical at approximately 3 years. In summary, the two groups were equal in terms of experience except that one HH teacher had 11 years of experience which was matched with an LH teacher with 9 years of experience. The age factor was equally divided between the HH and LH teacher groups. The group was composed of women only which ruled out the question of sex being an influential factor.

The training program of the teachers was examined and the group was found to be particularly homogeneous. With the exception of one teacher, all were from the Province of Ontario and received their training in Ontario. Thirteen

had received their teacher training at the University of Ottawa while one received her training in the Province of Quebec. In addition, all teachers had received training in two courses in primary methods and second language teaching from the Ontario Ministry of Education.

This would have a tendency to standardize to some degree the general teaching approach in the classroom. Another related aspect is the fact that each of these teachers taught in an immersion class which requires a particular approach described previously.

The class loading of HH and LH teachers at each grade level was also examined. In grade one, the average class size for the HH group was 21 pupils and 23.5 pupils for the LH group. At the grade 2 level, the HH group had 20 pupils and the LH group had 23 pupils. In grade 3, the HH group had 22 pupils and the LH group had 21 pupils. In general, the class sizes were very comparable ranging from 20 - 25 with the exception of one class where the loading was 15.

In considering the background of the sample, one factor that became apparent was that all teachers had a French Canadian cultural background and this factor may limit the extent to which the results may be generalized.

It appears that the background of the LH and HH teachers when compared on the basis of age, experience,

sex, training and such factor as class loading and cultural background appear to be rather homogeneous and no significant differences are discernible.

6. Test Administrators.

The pre-test battery was administered by six women with five having previous testing experience. Three testers were English and this group administered the English tests while the French teachers worked with the French tests. For the post-tests, the group was increased to nine with five being English and four bilingual. The same testers were used at each grade level.

In the selection process, preference was given to applicants who had teaching experience. The rationale was that teachers would have suitable experience and skills to handle primary grade pupils.

As part of the training procedure, the test manuals were reviewed with the test administrators and the basic principles of testing procedure were outlined. In addition, classroom management techniques were reviewed relative to possible difficulties that might be encountered. Because this project was conducted in the second year of a larger testing program, it was possible to send new candidates out

7. Data Collection, Schedule and Procedure.

The data on pupils were not gathered by the researcher but were made available by the major research project²⁷ conducted by an Ottawa area Board on behalf of the Federal and Provincial Governments in the area of second language.

The procedure followed was to test all pupils involved in the program. Because some children were not present for all tests administered, a cut-off point was established which eliminated those children who had missed three or more tests.

For grade one pre-testing was scheduled from September 23rd to October 29th, 1974. The test in the battery included I.Q., a test of general achievement and a French comprehension test. Post-testing with individual speaking tests extended from March 3rd to April 17th, 1975 and group tests ran from April 28th to May 30th, 1975. In addition to the tests of the pre-test battery, the post-test included the Test de Rendement - Première in Mathematics and French as well as a test to determine the ability of the pupils to speak French. It was usual for each test to be administered in two sessions or a two-day period.

²⁷ C. E. McInnes and E. E. Donoghue, Research and Evaluation of Second Language Programs, Queen's Park, Toronto, Ministry of Education, 1976, xxii-420 p.

The schedule of pre-tests at the grade two level was between September 30th and October 29, 1974, with individual tests being given from March 4th to April 20th, 1975. The remainder of the post-testing was done between April 28th and May 28th 1975. The additional pre-test given to the grade two level was the Tests de Rendement.

At the grade three level, pre-testing started September 30th and continued to November 8th, 1974, while individual tests were administered between February 24th and April 16th, 1975. The post-test schedule ran from April 28th to June 5th, 1975. The IEA French speaking test was added as an additional item to the pre-test battery in grade three.

8. Statistics and Data Analysis.

The study design is a multiple covariance analysis design. Because random selection was not possible, all subjects in immersion were tested for this study. An arbitrary decision was made with regard to missing data. All subjects with three or more scores missing were eliminated. For those subjects missing less than three scores, the missing scores were replaced through multiple regression on all other variables.

A multiple analysis of covariance will be conducted to compare the groups on the final post-test measures.

This statistical procedure provided a statistical correction for the initial inequality of the groups because of the absence of random selection.

A presentation of the results will be given for each variable and for each group showing the mean, the difference between the means and the F ratio to determine the significance of the difference.

CHAPTER III

PRESENTATION OF DATA ANALYSIS

The data collected according to the plan outlined in the experimental design will be analysed to test the following hypotheses.

1. Grade 1 - Hypotheses One, Two, Three and Four

a) Hypothesis 1 — There is no difference in the effectiveness of HH teachers and LH teachers at the grade one level when effectiveness is determined on the basis of pupil achievement in French comprehension.

According to the plan, all subjects were pretested on five relevant dimensions which included intelligence and a variety of English and French skills. These factors are listed as covariates in Table I. With reference to hypothesis 1 a multiple analysis of covariance was done in order to compare the effectiveness of HH and LH teachers and it was based on the achievement of pupils who had HH teachers and pupils who had LH teachers. This statistical procedure provided a statistical correction for the initial inequality of the groups due to the fact that random allocation was impossible.

The results indicate that the pupils of HH teachers had a mean score in comprehension of 27.351 while the pupils

Table I.-

Grade 1 Means and Difference Between Means (unadjusted).

Variable	Mean for Pupils of HH Teachers	Mean for Pupils of LH Teachers	Difference
1. MAT Sounds	26.892	25.982	0.910
2. MAT Reading	19.541	17.536	2.005
3. MAT Numbers	17.811	18.786	-0.975
4. French Comprehension	38.270	41.196	-2.926
5. Otis-Lennon I.Q.	114.622	112.143	2.419
6. French Comprehension	27.351	24.125	3.226
7. Test de Rendement (French)	11.676	10.893	0.783
8. Test de Rendement (Math.)	13.784	16.018	-2.234
9. Pronunciation (IEA)	24.027	21.964	2.063

NOTE: Items 1-5 are covariates, items 6-10 are post-tests.

of LH teachers had a mean score of 24.125 for a difference of 3.226.

Table II shows the adjusted means in the area of French comprehension as 27.652 and 23.926 respectively, or a between means difference of 3.726. This difference indicates that for this group in French comprehension the HH teachers are more effective than LH teachers. The difference is significant at the $p < .01$ level. The null hypothesis was not sustained.

b) Hypothesis 2 — There is no difference in the effectiveness of HH teachers and LH teachers at the grade one level when teacher effectiveness is judged on the basis of pupil achievement in the area of French language skills.

The results in Table I indicate that the pupils in Test de Rendement for HH teachers have a mean score of 11.676 compared with a score of 10.893 for the pupils of LH teachers or a difference of 0.783. For the adjusted scores indicated on Table II, the means are 11.574 and 10.960 for a difference of 0.614. While the result is in the same direction as hypothesis 1 and in favour of HH teachers, the difference is not large enough to be significant. The hypothesis was substantiated.

Table II.-

Grade 1 Means and Difference Between Means Adjusted on the
Basis of Covariates 1-5 Inclusive in Table I.

	Mean for Pupils of HH Teachers	Mean for Pupils of LH Teachers	Difference	F Ratio
1. French Comprehension	27.652	23.926	3.726	10.151**
2. Test de Rendement (French)	11.574	10.960	0.614	0.858
3. Test de Rendement (Math.)	13.686	16.083	-2.397	4.513 *
4. Pronunciation (IEA)	24.141	21.889	2.252	9.939**

* $p < .05$

** $p < .01$

c) Hypothesis 3 — There is no difference in the effectiveness of HH teachers and LH teachers at the grade one level when effectiveness is determined by comparing pupil achievement in the area of Mathematics.

The unadjusted mean score of pupils under the guidance of HH teachers as outlined in Table I was 13.784 while the mean score of pupils taught by LH teachers was 16.018 for a difference of -2.234. The adjusted means for the groups as outlined in Table II is 13.686 and 16.083 for an adjusted difference of -2.397 which is significant at the $p < .05$ level in favour of the LH teachers. Perhaps this indicates that in a subject where structure is important such as Mathematics, the more effective method is one which is more structured. The hypothesis was rejected. This area will be elaborated upon in the interpretation of the results chapter.

d) Hypothesis 4 — There is no difference in the effectiveness of HH teachers and LH teachers at the grade one level when effectiveness is determined by comparing pupil achievement in the area of pronunciation.

In the area of pronunciation, the unadjusted mean score of pupils taught by HH teachers was 24.027 and for pupils taught by LH teachers the score was 21.964 for a

difference of 2.063. The data is given in Table I. For the adjusted means these figures are 24.141 and 21.889, giving a difference of 2.252. This difference is significantly in favour of the HH teachers and at the $p < .01$ level of significance.

Summarizing the results at the grade one level, there is an indication that HH teachers at the grade one level are more effective. The results in French comprehension and pronunciation are significant at the $p < .01$ level. While the results of the general French test are inconclusive, the direction favours HH teachers. Only in the area of Mathematics do LH teachers seem to be more effective than HH teachers with the results significant at the $p < .05$ level.

These results are based on a sample of five teachers and ninety-three children, of which forty-three were boys and fifty were girls.

The following hypotheses regarding teacher effectiveness at grade two level are presented for study and analysis. The results are based on a sample of five teachers and eighty-six pupils. The boy-girl split favoured the girls by a fifty-two to thirty-four margin.

2. Grade 2 - Hypotheses Five, Six, Seven and Eight

a) Hypothesis 5 — There is no difference in the effectiveness of HH teachers and LH teachers at the grade two level when effectiveness is determined on the basis of pupil achievement in French comprehension.

At the grade two level, the covariates included tests of general ability in English and French as well as intelligence tests and Mathematics. These tests are listed as the first seven items of Table III. The same procedure was followed as was done for grade one subjects. Because the sample could not be randomized, the groups were made more equivalent through a multiple analysis of covariance technique.

The results indicated that for scores on Tests de Rendement Français, the mean score for pupils taught by HH teachers was 14.459 while for pupils of LH teachers, the score was 15.327 for a difference of .867. The adjusted mean scores are indicated in Table IV and it shows that in this area the scores are 14.551 and 15.257 for a difference of -0.706 and a F ratio of 1.204. The difference in achievement score is not significant but is inclined to favour the performance of LH teachers.

The mean score for pupils taught by HH teachers was 14.459 while for pupils of LH teachers the score was 15.327 for a difference of .867. The adjusted mean scores are

Table III.-

Grade 2 Means and Differences Between Means (unadjusted).

Variable	Mean for Pupils of HH Teachers	Mean for Pupils of LH Teachers	Difference
1. MAT Primary 1 Work Knowledge	26.351	25.327	1.025
2. MAT Primary 1 Word Analysis	27.459	26.735	0.725
3. MAT Primary 1 Reading	23.270	23.265	0.005
4. MAT Primary 1 Mathematics	42.351	42.306	0.045
5. Test de Rendement Français	11.865	12.776	-0.911
6. French Comprehension Level 1	45.189	45.959	-0.770
7. Otis-Lennon Mental Ability Test	112.243	108.633	3.611
8. Test de Rendement Français	14.459	15.327	-0.867
9. Test de Rendement Mathematics	23.108	22.184	-0.924
10. French Comprehension Level 1	35.135	38.429	-3.293
11. Pronunciation (IEA)	24.595	24.408	0.186

NOTE: Items 1-7 are covariates, 8-11 are post-tests.

Table IV.-

Grade 2 Means and Differences Between Means Adjusted on the Basis of Covariates 1-7 Inclusive in Table III.

Variable	Mean for Pupils of HH Teachers	Mean for Pupils of LH Teachers	Difference	F Ratio
1. Test de Rendement Français	14.551	15.257	-0.706	1.204
2. Test de Rendement Mathematics	22.835	22.389	0.446	0.264
3. French Comprehension Level 1	35.328	38.283	-2.955	23.107**
4. Pronunciation (IEA)	24.716	24.316	0.400	0.292

* $p < .05$

** $p < .01$

indicated in Table IV and it shows that in this area the scores are 14.551 and 15.257 for a difference of -0.706 and a F ratio of 1.204. The difference in achievement score is not significant but is inclined to favour the performance of LH teachers.

b) Hypothesis 6 — There is no difference in the effectiveness of HH teachers and LH teachers at the grade two level when effectiveness is determined on the basis of pupil achievement in Mathematics.

For the pupils' score in the area of Mathematics, the unadjusted mean score for pupils of HH teachers was 23.108 compared to 22.184 for pupils of LH teachers. On the basis of covariance adjustment, these figures changed to 22.835 on the mean score for the pupils of HH teachers and the mean score of the LH group was 22.389. The difference in mean score resulted in a F ratio of 0.264 which was not significant.

c) Hypothesis 7 — There is no difference in the effectiveness of HH teachers and LH teachers at the grade two level when effectiveness is determined on the basis of pupil achievement in French comprehension.

In French comprehension, the unadjusted mean score for the pupils of HH teachers was 35.135 compared to 34.429

for the pupils of LH teachers. The net difference in the mean score of the two groups was 3.293.

When the means of both groups were adjusted on the basis of the covariates used in the pre-test battery, the adjusted means were 35.329 and 38.283 respectively. This gave the pupils of LH teachers an advantage of 2.955 and a F ratio of 23.107 which is significant at the $p < .01$ level.

d) Hypothesis 8 — There is no difference in the effectiveness of HH teachers and LH teachers at the grade two level when effectiveness is determined on the basis of pronunciation (speaking IEA).

The scores of pupils directed by HH teachers was 24.595 in the area of pronunciation while the mean score of pupils directed by LH teachers was 24.408 for an insignificant difference of 0.186. When these scores were adjusted on the basis of the covariates previously outlined, the result was 24.716 and 24.316 for a difference of .400 and a F ratio of .292. This difference was not significant to any degree.

This concludes the analysis of data at the grade two level. One test showed high significance in favour of LH teachers and another test was marginally in the same direction. The two remaining tests were inconclusive. The evidence appears to favour LH teachers, perhaps because the grade two program emphasizes drill and a skills approach.

At the grade three level four hypotheses are presented. The first hypothesis stated in the null form is as follows:

3. Grade 3 - Hypotheses Nine, Ten, Eleven and Twelve

a) Hypothesis 9 — There is no difference at the grade three level between HH teachers and LH teachers when effectiveness is determined on the basis of pupil achievement in French language skills.

For grade three, the number of covariates was increased to ten and included subtests of the Metropolitan Achievement Test covering general skills in the area of English and Mathematics. Tests in French, as well as intelligence, French comprehension and pronunciation were also included. These areas are listed as items 1-10 on Table V. Through multiple analysis of covariance, an attempt was made to make the groups equivalent as far as possible because of the inability to randomize the sample.

It was found that the mean score for the mean pupils of HH teachers was 16.909 for the Test de Rendement while the mean score for pupils of the LH teachers was 18.417 making a difference of 1.508 in favour of LH teachers. When these figures were adjusted on the basis of the covariates, the means were 16.699 and 18.673 respectively, for a difference of 1.974 which was significant at the $p < .05$ level.

Table V.-

Grade 3 Means and Difference Between Means (unadjusted).

Variable	Mean for Pupils of HH Teachers	Mean for Pupils of LH Teachers	Difference
1. MAT Primary 11 Word Knowledge	31.727	29.389	2.330
2. MAT Primary 11 Word Analysis	28.591	26.250	2.341
3. MAT Primary 11 Reading	36.182	32.528	3.654
4. MAT Primary 11 Spelling	18.386	13.750	4.638
5. MAT Primary 11 Mathematics	78.455	71.667	6.788
6. Test de Rendement Français	15.705	15.361	0.343
7. Test de Rendement Math.	26.091	23.000	3.091
8. Otis-Lennon I.Q.	109.909	110.139	-0.230
9. French Comprehension	51.955	50.833	1.121
10. IEA Reading Pop 1	28.273	26.750	1.523
11. Test de Rendement 3e Français	16.909	18.417	-1.508
12. Test de Rendement 3e Math	21.068	22.028	-0.960
13. French Comprehension 1	40.773	39.806	0.967
14. IEA Speaking Pronunciation	25.909	26.806	-0.896

NOTE: Items 1-10 are covariates, items 11-14 are post-tests.

b) Hypothesis 10 — There is no difference between the effectiveness of HH teachers and LH teachers at the grade three level when effectiveness is determined on the basis of Mathematics.

For the pupils of the HH teachers, the mean achievement score was 21.068 while the score of pupils in LH classes was 22.028 for a mean difference of 0.960. When these scores were adjusted on the basis of the ten covariates previously mentioned, the adjusted means are 19.948 and 23.397 for a difference of 3.450 in favour of the pupils of LH teachers. This difference represents a F ratio of 12.535 which is significant at the $p < .01$ level.

c) Hypothesis 11 — There is no difference in the effectiveness of HH teachers and LH teachers at the grade three level when effectiveness is determined on the basis of pupil achievement in French comprehension.

For the French comprehension test, the mean of the pupils of HH teachers was 40.773 while the pupils of LH scored at the 39.806 level for a net difference of the unadjusted mean of 0.967. When the scores were adjusted on the basis of the covariates previously described, the adjusted means were 40.493 and 40.147 for a difference of 0.347 in favour of HH teachers. The difference in this area was not significant.

Table VI.-

Grade 3 Means and Difference Between Means Adjusted on the
Basis of Covariates 1-10 Inclusive in Table V.

Variable	Mean for Pupils of HH Teachers	Mean for Pupils of LH Teachers	Difference	F Ratio
1. Test de Rendement Français 3e	16.699	18.673	-1.974	5.383*
2. Test de Rendement Math. 3e	19.948	23.397	-3.450	12.535**
3. French Comprehension	40.493	40.147	0.347	0.265
4. IEA Pronunciation	25.875	26.848	-0.973	4.812*

* $p < .05$

** $p < .01$

d) Hypothesis 12 — There is no difference in the effectiveness of HH teachers and LH teachers at the grade three level when effectiveness is determined on the basis of pronunciation (speaking IEA).

The mean score in the pronunciation subtest for the pupils of HH teachers was 25.909, while it was 26.806 for the pupils of LH teachers, giving a mean difference (unadjusted) of 0.896 in favour of the pupils with LH teachers. When the figures were adjusted on the basis of the battery of covariates, the mean of pupils with HH teachers became 25.875. Compared to 26.848 for the pupils of LH teachers, the adjusted mean difference was 0.973 for a F ratio of 4.812 which was significant at the $p < .05$ level.

Summarizing the grade three results, there is an indication that the pupils' achievement of LH teachers at this level show a distinct advantage over the results of HH teachers. Obviously, these results are tentative, and will be discussed in more detail in the next chapter. A pattern does appear to emerge, however, and perhaps one reason is that at the grade three level there is a strong emphasis on a skills approach in the immersion class. The emphasis on content may be more suited to a structured methodology.

Grade three results are based on four teachers and eighty-seven pupils, of which forty-four are girls and forty-three are boys.

CHAPTER IV

DISCUSSION OF RESULTS AND EDUCATIONAL IMPLICATIONS

1. Discussion of Results.

Prior to a discussion of the results, it seems appropriate to outline the underlying rationale for this study and the resulting hypotheses. The theory from which the hypotheses of this study evolved is rooted in a philosophy of education and methodology that is based on humanistic principles and particularly the work of Carl Rogers. Therefore, the results represent a statement about Carl Rogers' teaching principles rather than humanism in general.

The theory is advanced that pupil achievement will be enhanced in an environment where the teacher is supportive. Teacher warmth, empathy, sensitivity and non-directiveness is encouraged and there is corresponding absence of authoritarianism, teacher domination and directive control.

The humanistic approach has gained a degree of acceptance among second language theorists. While some theorists suggest that a personalized program based on humanistic principles would facilitate pupil achievement, there is an absence of research results to substantiate these claims, hence, the need for the study. The overriding question is whether teacher effectiveness in second language

is correlated with the humanistic qualities of the teacher, when effectiveness is based on the cognitive growth of the pupils.

The first hypothesis in the null form stated that at the grade one level there would be no difference in the effectiveness of HH and LH teachers in the area of French comprehension. The results indicated a rejection of the null hypothesis and showed (HH) humanistic teachers to be significantly superior to less humanistic teachers at the grade one level in French comprehension and pronunciation.

These results offer support for Rogers' position that supportive teachers (HH) are more effective in grade one second language even when compared on the basis of cognitive learning. However, the results in the area of mathematics favoured LH teachers and this result is reminiscent of the mixed results obtained in the Aspy³³ study which supported Rogers' theory with the exception of the results in spelling.

In addition to the relationships outlined above, there is evidence that additional psychological factors such as compliance, identification and imitation may be contributing elements that influence the pattern of pupil-teacher interaction.

33 David N. Aspy, A Study of Three Facilitative Conditions and Their Relationship to the Achievement of Third Grade Students, unpublished doctoral dissertation, University of Kentucky, 1965.

For the area of second language learning Edwards gives the following clarification.

Compliance occurs when an individual accepts the influence of another in order to gain rewards and approval by conforming. For example, second language teachers, who consistently approve of and reward a child's use of second language, would be favouring the development of positive attitudes towards it. Identification occurs when an individual accepts certain influences in order to maintain a satisfying inter-relationship with another person or group with whom the individual closely identifies.³⁴

Sears and Hilgard³⁵ in a variation of the same theme suggest that the teacher, as motivating agent, acts in two interrelated ways. Firstly, through contagion by which the teacher becomes a model for appropriate behaviour through imitation and identification, and secondly, through negative and positive reinforcements by rewards and punishments.

Rogers' theory is supported by the sociopsychological theory of Lambert and Gardner³⁶ that is outlined in the literature review. This theory suggests that the

34 H. P. Edwards, "Bilingual Education Programs: Attitudes and Expectancies", in What's What for Children Learning French, 2nd ed., Ottawa, Citizens Committee on Children, Mutual Press, 1976, p. 1.

35 Pauline S. Sears and Ernest R. Hilgard, "The Teachers Role in the Motivation of the Learner", in Theories of Learning and Instruction, Sixty-third Yearbook of the National Society for the Study of Education, Part I, 1964, p. 202.

36 R. C. Gardner and W. E. Lambert, Attitudes and Motivation in Second Language Learning, Rowley, Massachusetts, Newbury House Publishers, 1970, p. 3.

successful learner of a second language must be 'psychologically ready' to adopt the pattern of behaviour that characterize members of another linguistic and cultural group. Since all teachers in this study differed culturally and linguistically from their pupils, this factor may have been relevant. It does seem reasonable to suggest that the pupils would accept more readily the behaviour pattern and identify with those teachers who gave them the most support (HH teachers) rather than with those teachers who were less supportive (LH teachers). On the basis of socio-psychological theory, this combination of identification and supportiveness could result in higher achievement. The literature review also indicates that pupils of highly supportive teachers when compared to those less supportive, scored significantly higher in Reading than did pupils of non-supportive teachers. One exception to this general finding giving rise to the possibility that LH teachers are more effective in drill subjects, was the pupil achievement in Spelling. Nevertheless, Rogers considered the Aspy³⁷ study as being supportive of his theory.

Another study that was outlined in the literature review, was the work of Begin who studied the relationship

37 David N. Aspy, A Study of Three Facilitative Conditions and Their Relationship to the Achievement of Third Grade Students, unpublished doctoral dissertation, University of Kentucky, 1965.

between anxiety levels and student achievement in second language. Begin found that:

Students who are placed in an environment which allows them to interact freely, help one another develop a positive attitude towards learning and support each other emotionally.³⁸

This position is also advanced by Rogers and these findings add some support to his theory. It is reasonable to assume that at the grade one level, supportive (HH) teachers would allow pupils to interact more freely than would LH teachers who may adopt a more authoritarian approach to classroom order. Similar results were found in the Anderson³⁹ studies previously reviewed. Anderson found that when the teacher behaviour was integrative (humanistic), the students were more spontaneous and took initiative, whereas with less humanistic teachers (dominative) pupil motivation decreased. The possibility that these factors were operative at the grade one level is highly probable.

The findings of this study at the grade one level are supportive and in favour of the general theory in the area of pronunciation and French comprehension. These results and

³⁸ Yves Begin, Evaluative and Emotional Factors in Learning a Foreign Language, Montreal, Desclee and Cie, Bellamine, 1971, p. 118.

³⁹ Harold H. Anderson, "The Measurement of Domination and Socially Integrative Behaviour in Teachers' Contact with Children", Child Development, Vol. 10, No. 2, 1939, p. 73.

the evidence suggests that while Rogers' beliefs about the teaching process have some validity at the grade one level, there is the possibility that complex psychological factors such as compliance and identification may play a part.

Motivation based on the sociopsychological framework of Lambert and Gardner⁴⁰ may also be interactive and influential.

The complexity of these influential patterns is highlighted by the results in mathematics which favour the teaching approach of LH teachers. This pattern is similar to the spelling results of the Aspy⁴¹ study. It may indicate that subjects that are mechanical, such as mathematics and spelling, are better suited to a teaching strategy that is directive. If this phenomenon is correct, theoretically it would suggest that teachers should differentiate the methodology according to the subject area. A further implication is that programs for teacher training should investigate the validity of the proposition that teacher effectiveness is a function not only of pupil-teacher interaction but of the task.

40 R. C. Gardner and W. E. Lambert, Attitudes and Motivation in Second Language Learning, Rowley, Massachusetts, Newbury House Publishers, 1970, p. 3.

41 David N. Aspy, A Study of Three Facilitative Conditions and Their Relationship to the Achievement of Third Grade Students, unpublished doctoral dissertation, University of Kentucky, 1965.

The grade one results indicated some support for Rogers' theory and in favour of the humanistic teacher but this trend was not apparent in grade two. No significant results were found in Mathematics, French pronunciation or in French language skills, however, a significant advantage was recorded for LH teachers in French comprehension. One possibility is that at the grade two level there is an increased emphasis on content and skill development — grade two represents the fourth year of school for these children. Another possibility relates to the type of program that the immersion teacher conducts. Essentially, it is patterned after a native language class, except that the children's skill development is based on imitation, repetition and drill and is therefore, to some degree, directive in nature to insure mastery. It is a valid question as to whether or not the teaching methods of the immersion classes are conducive to a non-directive approach. The environment of the immersion class may make it difficult for Rogerian principles to be manifested.

Summarizing the evidence, it can be stated that at the grade two level there appears to be an advantage in favour of LH teachers. The nature of the class in the grade two immersion program may dictate the methodology that is most effective. If this is valid it would call into question the belief that the personality of the teacher determines effectiveness to the exclusion of other factors.

The change that became evident at the grade two level became more pronounced at grade three. The first hypothesis stated in the null form, indicated that no difference would be found in the effectiveness of HH and LH teachers, when teacher effectiveness was based on pupil achievement in French language skills. The results indicated that LH teachers were significantly better than HH teachers. Similar results were found in the area of mathematics and pronunciation while the results in French comprehension were not significant.

These findings run contrary not only to Rogers' general theory but also to the work of Curran. Curran supports Rogers' theory in his model of community learning which is essentially a direct method based on a humanistic interaction pattern. The methodology of the immersion classroom is also classified as a direct method but appears to yield different results. This raises the question of how the direct method differs in both studies and what additional factors may be operative.

There are two factors, namely, the type of class and the organizational pattern that may account for the discrepancy of results in the studies conducted under the direct method. In the direct method used by Curran⁴² small groups

42 Charles A. Curran, Counselling-Learning, New York, Greene and Stratton, 1972.

were used and the possibility existed for close pupil-pupil teacher-pupil support and interaction. The relationships and the group dynamics of the community-learning model differ markedly from the dynamics of the immersion class. In the immersion class the organizational pattern is formalized with interaction according to an established pattern. In addition the methodology of the immersion class included a structured pattern that emphasized content and task orientation. It is a possibility that the pre-established methodology and of the immersion class was a limiting factor and did not permit the Rogerian concept of teacher facilitation to realize its full potential.

There is no indication in Rogers' theory that any of these considerations might inhibit the full realization of the theory. Teacher effectiveness is conceptualized as being a function of teacher supportiveness and the teachers' capacity for facilitation, thereby allowing the development of the pupils' self-actualization. This position is essentially a uni-dimensional view of teacher effectiveness.

The variability of results and the lack of support for Rogers' theory, may be due to the fact that teacher effectiveness should not be conceptualized as uni-dimensional. There is support in the literature for this viewpoint. The work of Flanders is closely identified with and strongly

supports the position that indirectness in teacher behaviour results in greater pupil growth. However, he has tested the proposition in one of his studies that in some cases a more direct approach is more effective. Flanders found that indirect teachers made adjustments in their own pattern of behaviour and became more direct as learning progressed. The implication here is that effective teachers adopt a flexible strategy depending on the task orientation and he gives this explanation

The third implication for classroom teachers that we would like to mention is that variability of teacher influence or flexibility is associated with teachers whose students learned the most.⁴³

Based on these results the indications are that the most effective teacher is one who has the range to vary her goals from day to day depending on the abstractness or complexity of the task.

This definition of the optimal teacher behaviour pattern is extended by Soar⁴⁴. Using the Flanders definition of the term direct-indirect and in a related research study that correlated teacher behaviour and pupil growth, Soar

43 Ned A. Flanders, Teacher Influence, Pupil Attitudes and Achievement, Washington, United States Department of Health, Education and Welfare Cooperative Research Monograph, No. 12, OE 25040, 1965, p. 117.

44 Robert R. Soar, "Teacher Behaviour and Measures of Pupil Growth, The International Review of Teachers, Vol. XVIII, No. 4, 1972, p. 508-528.

hypothesized non-linear relations between indirect teacher behaviour and three measures of pupil growth, for example, vocabulary, reading comprehension and creativity. Furthermore it was predicted that creativity should gain most in classrooms where teacher behaviour was most indirect, that vocabulary should gain most in classrooms which were somewhat less indirect, and that reading should gain the most in classrooms which were still less indirect. The results were confirmed in the predicted direction, and the differences in indirectness associated with pupil growth in the various subject areas was also statistically significant. These findings indicated that the more complex or abstract the pupil gain measure, the more indirect the teacher behaviour that is associated with most growth.

There was also the suggestion that there is an upper limit to the degree of indirectness which is supportive of a particular kind of achievement growth, and that beyond that point, less rather than more pupil growth occurs. This principle is conceptualized as an inverted "u" model.

Rogers' theory does not indicate any upper level of pupil freedom and does not differentiate degrees of freedom in relation to particular activity. The same principles that are applied to psychotherapy are used in the classroom situation. The question can be raised as to whether a variation in strategy in relation to the type of task to be performed

should not also be considered in the teaching approach suggested by Rogers. If Soars' results are valid, it is a reasonable proposition to suggest that a similar interaction should be operative in the Rogerian framework. Perhaps effectiveness should not be conceptualized as a linear model but rather as a flexible pattern that is adaptable depending on the environment and the task to be performed.

This need to examine the behaviour of the teacher from the conceptual framework of flexibility is supported by Politzer and Weiss. In a study that examined the characteristics of the successful foreign language teacher they reported that

The correlational analysis thus tends to confirm results shown in the investigation and discussion of the main hypothesis. Flexibility on the part of the teacher, improves not only the scores on the free speaking and free writing criteria but also correlates positively with achievement on other criterion measures.⁴⁵

This statement offers some support for flexibility in the methodology of second language classes.

A third area that may account for some of the variance is the orientation of the teacher. A number of studies allude to the fact that the teacher sometimes "gets what he teaches for". In reviewing research on teacher

⁴⁵ Robert L. Politzer and Louis Weiss, The Successful Foreign Language Teacher, Philadelphia, The Center for Curriculum Development, Inc., (no date), p. 54.

performance, Rosenshine and Furst⁴⁶ examined a number of studies where rating scales were used to determine the degree to which teachers were task-oriented, or business-like. They summarized their results by saying that ratings on task-orientation may be correlated with student achievement because teachers get what they teach for. They also found that teachers who emphasized cognitive growth achieved higher results than those teachers who hoped to achieve their objectives by an indirect approach. The potential mistake in this discussion is to equate effectiveness only in terms of cognitive growth. This aspect will be reviewed at a later stage.

Spaulding, as outlined in the literature review, studied pupil achievement and creativity in an atmosphere characterized by formal group instruction. He found that self concept, achievement and creativity were negatively correlated with democratic teacher behaviour but modestly correlated with business-like behaviour.

46 Barak Rosenshine and Norma Furst, "Research on Teacher Performance Criteria", in Research in Teacher Education, Othaniel B. Smith, (ed.), Englewood Cliffs, N.J., Prentice-Hall, Inc., 1971, p. 47.

All of these pupil outcomes were positively correlated to a modest degree with the component described as follows - business-like lecture method with insistence upon attention to task and conformity to rules.⁴⁷

These results may have implications for immersion classes because of their structure. The nature of the immersion class has been previously described in the review. Beyond the grade one level, it is characterized by an emphasis on the skills approach. Immersion teachers utilize a methodology where the chief aim is to develop competence in the four basic skills. Because of the type of skills involved there is a requirement for strict attention to task and conformity to rules. This is necessary inasmuch as the teacher has the responsibility to insure a high quality of pupil's achievement in such areas as pronunciation and conversation. The pupils are expected to follow their model precisely. The model happens to be the teacher herself and the nature of this interaction dictates to some degree that the approach will be directive minimizing the effect of the humanistic teacher.

47 Ronald Spaulding, "Achievement, Creativity and Self-Concept Correlates of Teacher-Pupil Transactions in Elementary Schools", Urbana, Illinois, University of Illinois, U.S. Office of Education, Cooperative Research Project No. 1352, 1963 (mimeo), p. 119, reported by Pauline Sears and Ernest R. Hilgard, "The Teachers Role in the Motivation of the Learner", in Theories of Learning and Instruction, Sixty-third Yearbook of the Society for the Study of Education, Part I, 1964, p. 200.

2. Educational Implications and Theoretical Considerations.

This study has examined the theory that teachers whose methodology is based on humanistic principles will be more effective as second language teachers than teachers who adopt a methodology that is teacher-centered.

The results from a number of research studies provide evidence to indicate that the answer to the question of which methodology is the most effective, is highly complex and multi-faceted. On the one hand the studies of Anderson⁴⁸, Lewin, Lippitt and White⁴⁹, and Flanders⁵⁰ support the general position put forward by Rogers that supportive teaching behaviour enhances pupil achievement. Alternately, a number of studies discussed in this study favour a more flexible approach where teacher behaviour is modified depending on the task orientation. The work done by

48 H. H. Anderson, "Domination and Integration in the Social Behaviour of Young Children in an Experimental Play Situation", Genetic Psychological Monographs, Vol. 19, 1937, p. 341.

49 K. Lewin, R. Lippitt and R. K. White, "Patterns of Aggressive Behaviour in Experimentally Created Social Climates", Journal of Social Psychology, Vol. K, 1937, p. 271.

50 Ned A. Flanders, Teacher Influence, Pupil Attitudes and Achievement, Minneapolis, University of Minnesota, U.S. Office of Education Cooperative Research Project, No. 397, 1960.

Soar⁵¹ is an example of those who would analyze teacher behaviour from a more complex multi-dimensional perspective. His position is that teacher behaviour should be flexible and that the degree of indirectness should vary depending on the task.

By contrast the central hypothesis of Rogers' theory is that the growth potential of any individual will tend to be released in a relationship in which the helping person is experiencing and communicating realness, understanding, sensitivity and supportiveness. This basic position was drawn from Rogers' experience in the field of psychotherapy and it appears to be highly successful. One has to question whether or not the relationship between the teacher and pupil is similar to the relationship between client and therapists. Perhaps the same dynamics are not operative. The one-to-one relationship of therapy is seldom applicable in education and the principles of therapy may not be transferable to education without substantial modifications.

While Rogers' theory has found support in a number of studies, the results of this study provide only partial support. One possibility is that while the theory is highly effective in some instances, it may not have general

51 Robert R. Soar, "Teacher Behaviour and Measures of Pupil Growth, The International Review of Education, Vol. XVIII, No. 4, 1972, p. 508-528.

applicability. For example, Peters feels that the freedom aspect may be over-emphasized. "Freedom is fine; and so is self-directed exploration. But there are other values both in life and education [...]"⁵².

What Peters seems to say is that Rogers' theory needs further elaboration to make it more relevant for the field of education.

In view of the results of this study, in which the theory was only partially upheld, such criticism appears justified. The theory does not adequately take into account the specific requirements of the curriculum and the responsibility of the teacher to reach particular goals which can be described as task orientation. In addition the question of different strategies for different subjects is not broached, nor is there any provision for the possibility that some pupils may respond differently to different environments.

Another position put forward by Rogers that can be questioned is the proposition that the role of the teacher should always be genuine and without façade during pupil-teacher interaction. While it is highly desirable to

52 R. S. Peters, Review of Freedom to Learn, reported by Betty D. Meador and Carl R. Rogers, "Client Centred Therapy", in Raymond Corsini, (ed.), Current Psychotherapies, Illinois, F. E. Peacock Publishers, Inc., 1973, p. 125.

develop a close relationship with the pupils, there are limits that seem advisable. The theory should also take into account the fact that while one person (the teacher) may have a strong stable personality and be able to handle the dynamics of this type of interaction, the pupil may be unable to face the risks involved in terms of ego-strength. In such a situation the teacher may be required to be less than candid or genuine and present a façade. To do otherwise might result in the development of negative feelings and have the effect of alienating the pupils.

Rogers' position with regard to pupils who develop personal problems is that the pupils should be encouraged to work through these problems independently in a personal way and arrive at personal solutions. This position has evolved from the vantage point of psychotherapy and Rogers' experience in this field.

In the classroom setting the teacher who is sensitive to pupil needs can detect those situations that require guidance and provide the necessary help sometimes directly. Without teacher interventions of this type, small problems have the potential of becoming more serious. The direct approach has its place in pupil-teacher relationships.

It must be remembered that the central theme of Rogers' philosophy is the advancement of the pupil towards self-actualization and fulfillment, and that the most

effective teachers are those who can facilitate this development.

It would be less than just to Carl Rogers' theory if its validity was questioned on the basis of the study without taking into consideration the limitations of the study. Such factors as the nature of the immersion class could jeopardize the implementation of the humanistic principles. The formal approach of such classes and the precise nature of the class methodology may have been contributing factors that thwarted the potential effectiveness of HH teachers.

Other mitigating circumstances include the experience and training of the teacher in the sample. From the experience point of view, approximately two-thirds of the teachers had experience of two or three years and the experience level of the remainder was four or five years with one exception. It is conceivable that teachers with limited experience may not have developed a teaching style that was based on the methodology that was prevalent during their teacher training period. The traditional practice has been to develop teachers with a task orientation.

In this regard the work of Combs⁵³ suggests that a philosophy of self-actualization should govern the preparation of teachers. His belief is that the sensitivity and self-perception are key factors in the determination of effective helpers.

Theory can play a major role in shaping the strategy that evolves, therefore theory should take into account not only the sender of the message, but the material that must be communicated and the recipient. The strategy should be flexible to accommodate all components. Perhaps this is the essence of individualization.

The shift towards a more flexible approach is gaining some support in the literature. The traditional gap between the behaviourist orientation of audio-lingualism that emphasizes drill and memory, and cognitive code learning that emphasized meaning and understanding, is being bridged. Indeed, it is possible to see both elements meshed in the methodology of the immersion class and this factor may be another reason for the variability of results. Crothers and Suppes are representative of those who would narrow these differences and present their position as follows:

53 Arthur W. Combs, "Some Basic Concepts for Teacher Education", Journal of Teacher Education, Vol. 23, No. 3, 1972, p. 286.

The thesis that we would want to defend about the apparent conflict between behaviourist and cognitive theories is that much of the conflict is apparent rather than real when the theories are formulated in a mathematically sharp position [...] then a surprising amount of agreement in formal structure is to be found in spite of the rather different terminology used.⁵⁴

If this attitude becomes prevalent hopefully those theorists who believe that humanistic principles should govern the methodology of second language will begin to accept some of the strategies from theorists within the behaviourist tradition. Through a process of observation and interaction analysis the most effective techniques could be organized in a teaching strategy that would be flexible in relation to task, environmental factors and individual differences.

When this study was first contemplated it was hoped that the instrumentation would include observation technique and provide data on teacher behaviour patterns based on interaction analysis that could be correlated with the results of the present study. Due to the involvement of the Ontario Ministry of Education in a similar project and their wish to impose temporary restrictions on data release it was decided to eliminate this part of the study, however,

⁵⁴ Edward Crothers and Patrick Suppes, Experiments in Second Language Learning, New York, Academic Press, 1967, p. 7.

this question remains a valid area for future research.

This study has provided only limited support for the Rogerian position that teachers who based their strategy on humanistic principles will be more effective. The study was conducted in immersion second language classes and indications are that the formal methodology of these classes places constraints on the potential of humanistic teachers. Indications are that teacher beliefs and behaviour should not be conceptualized as uni-dimensional on a continuum. In light of the results of this study and related studies of Kerlinger⁵⁵ and Soar⁵⁶, it is highly complex and multifaceted. Theory should take into account task-orientation, class organization and the area of individual differences.

These study results are not so much a statement about humanism in general but rather they present a point of view about the effectiveness of Carl Rogers' beliefs about teaching. The results are tentative because of the design limitations and the study should be replicated. Nevertheless, they provide a useful starting point for a theory of teacher effectiveness in the area of second language teaching.

55 Fred N. Kerlinger, "The First and Second Order Factor Structure of Attitudes Towards Education", American Educational Research Journal, Vol. 4, No. 3, 1967, p. 191-205.

56 Rogert R. Soar, "Teacher Behaviour and Measures of Pupil Growth", The International Review of Teachers, Vol. XVIII, No. 4, 1972, p. 508-528.

Because of certain factors, some caution should be exercised in the acceptance of the results. For example, in studying the results of the study, one important factor that should be considered is the sample size. It would have been preferable if the sample size had been larger permitting the comparison of teacher groups with greater variability. However, while the sample included all the immersion teacher population in the Board, some of the teachers particularly at the grade 2 level, were at or near the mean thereby reducing group differences. This is inferred from the estimate of the standard error of measurement in conjunction with the test-retest reliability of .612. This factor would have become more important had the results obtained not attained significance. However, significant results were achieved in seven of the twelve hypotheses and in a variety of measures in a direction that was logically related in a systematic way to the results in the literature review. Indications are that the two groups compared did differ significantly with respects to the independent variable.

Lastly, it should be indicated that the results obtained are not so much a test of humanistic teaching as a test of the implementation of Rogers' interpretation of how the methodology should be implemented. The area of teacher effectiveness is highly complex and confidence in the study results will only grow when the study is replicated and extended to a larger population.

This study compared the effectiveness of HH and LH teachers using pupil achievement in second language immersion classes as the criterion of teacher effectiveness. While some results at the grade one level favoured HH teachers, the majority of the results were significantly in favour of LH teachers. This gives rise to the assumption that teacher effectiveness is a more complex factor than Carl Rogers' concept of effectiveness, defined under the terms of facilitation and supportiveness. Indications are that teacher effectiveness may be related to flexibility depending on the pupil, the task and the methodology.

The present study was limited to the cognitive area and did not take into account the dimensions of the affective domain. Other difficulties included the size of the teacher sample and the problem of controlling the effects of such intervening variables as the longitudinal build-up of motivational and attitudinal factors from previous years.

In spite of these shortcomings the research raises some interesting questions about the validity of Rogers' theory and suggests further avenues that may be fruitful in analyzing the complex question of teacher effectiveness. Some of these questions are as follows:

1. Is there an optimal level of pupil freedom and autonomy in second language immersion classes when the criterion of effectiveness is based on cognitive growth?

2. To what degree is the influence of the humanistic second language teacher affected by grade level?

3. Is the teacher's style a function of, or influenced by, the task performed and the methodology required?

4. What effect does an emphasis on task completion have on the anxiety level, self concept and achievement levels of the pupils?

5. Is there a correlation in teaching behaviour between the teacher defined as humanistic (Rogers) and the teacher defined as indirect? (Flanders)

It has been said that the educational value of research lies not in finding definitive answers to hypothetical questions, nor in defending certain assumptions, but rather in the generation and testing of new and meaningful hypotheses. One of the objectives of this study was to provide additional information and raise pertinent questions. Hopefully, it has achieved this goal and a more complete picture of the complex factors that are interactive in the second language classroom will result.

BIBLIOGRAPHY

Amidon, Edmund J. and Ned A. Flanders, The Role of the Teacher in the Classroom, Minneapolis, Association for Productive Teachers, (no date), iv-102 p.

The author describes a system of teacher pupil interaction analysis that can be applied to the problem of teacher behaviour change. The necessary conditions and steps to be followed are outlined in detail.

Altman, Howard B., (ed.), Individualizing the Foreign Language Classroom, Rowley, Massachusetts, Newbury House Publishers, Inc., 1972, ix-164 p.

The book is a compilation of addresses and papers by second language theorists from the field of second language. The material discusses the theme of individualization under such topics as definition, why the movement began, and the development of theory to practice.

Aspy, David N., A study of Three Facilitative Conditions and Their Relationship to the Achievement of Third Grade Students, unpublished doctoral dissertation, University of Kentucky, 1965, iv-111 p.

The study tested the validity of the proposition that teachers characteristics such as unconditional positive regard, empathy and congruence are significant determinants of cognitive development as measured by standardized tests. Positive relationships were found for four subtests of the Stanford Achievement tests. The exception was the spelling subtest where there was a negative relationship.

Barrett-Lennard, G. T., "Dimensions of Therapeutic Response as Casual Factors in Therapeutic Change", Psychological Monographs, Vol. 76, No. 43, (Whole No. 563), 1962, p. 1-33.

The theoretical framework underlying Carl Rogers' approach to psychotherapy is examined in each of its basic elements by means of a self-report questionnaire - the Relationship Inventory. The investigator took as his starting point that what the client sees will affect him directly and affect his response to therapy. The instrument developed was capable of distinguishing between therapists that were rated effective and those rated as less effective.

Begin, Yves, Evaluative and Emotional Factors in Learning a Foreign Language, Montreal, Desclee and Cie., 1971, ii-125 p.

The concept of learning as a community experience is examined using second language as the focus. The purpose is to show the importance of the emotional factor in learning. In the study counselling technique was used to solve the problems that developed. The author indicates that the success of this approach is evident from the different attitude towards learning that developed in the experimental and control groups.

Birkmaier, Emma M., (ed.), Foreign Language Education: An Overview, Skokie, Illinois, National Textbook Company, 1972, vii-450 p.

This publication was originally published as Britannica Review of Foreign Language Education and is published annually with a central theme. In this edition the contribution of a variety of authors provides an overview in which there are two general themes; the context and organization of foreign language learning and theory and practice of foreign language teaching and learning.

Combs, Arthur W., (ed.), Perceiving, Behaving, Becoming, Washington, D.C., Association of Supervision and Curriculum Development, National Education Association, 1962, p. viii-256.

This book is a compilation of papers by four leading theorists who propose a new focus for education. These submissions are interpreted by a number of association members who argue for changes in the educational system that will foster a humanistic approach to education. Regardless of the organizational or technological changes the association believes that the basic foundation of education are social, psychological and philosophical and the thrust of these elements are central in shaping the educational system.

Combs, Arthur W., "Some Basic Concepts for Teacher Education", The Journal of Teacher Education, Vol. XXIII, No. 3, Fall 1962, p. 286-290.

The author believes that because the individual's teaching behaviour is dependent upon the individual's perceptual or belief system the moulding of the teacher's perception should be attempted. The prospective teachers should be given experiences that will develop in them, a positive view of self with the hope that this will positively affect their teaching.

Curran, Charles A., Counseling-Learning, New York, Grune and Stratton, xiv-258 p.

The book outlines a model for learning called community-learning. The theoretical principles of psychotherapy in a humanistic mold are combined and integrated into the teaching-learning process. The idea of community whole-person learning is emphasized as the most efficient approach.

Edwards, H. P. and M. C. Casserly, Research and Evaluation of Second Language (French) Programs, Queen's Park, Toronto, Ministry of Education, 1976, xxiii-418 p.

The report represents the second phase of a longitudinal research project begun in 1970 and summarizes the research conducted in the Ottawa Separate School Board in the school year 1971-72. The aim of the project is to compare the language proficiency, linguistic development, academic achievement, social maturity and intelligence of children in immersion and seventy-five minute classes.

Edwards, H. P. and F. Smyth, Evaluations of Second Language Programs and Some Alternatives For Teaching French as a Second Language in Grades Five to Eight, Queen's Park, Toronto, Ministry of Education, 1976, xv-387 p.

The report is part of a longitudinal research plan. The current phase involved the testing of all children in grade three and four immersion classes and a sample of pupils from the sixty-minute program. Based on the analysis of data it was suggested that immersion programs be continued in its present form up to grade four and be conducted as a half-time program in grade five. The continuation of the sixty-minute program in grade one to four with extension to grade five was also recommended.

Emmerling, Frank Conrad, A Study of the Relationships Between Personality Characteristics of Classroom Teachers and Pupil Perception of These Teachers, unpublished doctoral dissertation, Auburn University, 1961, xiii-184 p.

The study asked teachers to identify problems on the basis of urgency. One group identified problems that related to student needs in a positive manner while the second group saw student problems in a negative way. The teachers who exhibited attitudinal qualities that facilitated learning in the Rogerian sense, were seen by the students as being more effective.

Flanders, Ned A., Teacher Influence, Pupil Attitudes and Achievement, Cooperative Research Monograph, No. 12, Washington, U.S. Department of Health, Education and Welfare, 1965, ix-126 p.

The author's objective is the development of an empirical way to evaluate teacher influence and promote productive teaching methods. A system of interactional analysis is outlined relating student attitude and direct-indirect teaching methods, to educational achievement.

Gardner, R. C. and W. E. Lambert, Attitudes and Motivation in Second Language Learning, Rowley, Massachusetts, Newbury House Publishers, 1972, vii-316 p.

The book represents a summary of twelve years of research into the determination of why some people are more efficient in developing expertise in foreign language. The question of individual differences is discussed as well as research in such areas as aptitude, intelligence and attitude. The authors have developed a theory of second language learning that they describe under the heading of Sociopsychological. In brief it maintains that the successful learner must be psychologically prepared to adopt behaviour characteristics of the other linguistic-cultural group.

Halpern, G., G. L. MacNab, D. M. Kirby, T. T. Irving, J. C. Martin, T. Hendeleman and R. Tourigny, Alternative School Programs for French Language Learning, Queen's Park, Toronto, Ministry of Education, 1976, x-295 p.

This research report describes the research project that examined the effectiveness of Second Language Programs in the schools of the Carleton and Ottawa Boards of Education. The study compared the relative effectiveness and costs of the various programs. Some of the findings were that a positive relationship existed between the length of time and the amount of French learned, smaller classes at the high school level did not improve achievement, and program costs are largely a function of class size.

Hyman, Ronald T., Teaching - Vantage Points for Study, Lippincott Company, 1968, vii-465 p.

The book represents a compilation of papers and research reports on the subject of teaching and teacher effectiveness which the author considers to be representative. The studies are grouped under such areas as communication, emotional and social climate. The effect of the various approaches is detailed but no conclusion is drawn as to which method is most effective.

Jakobovits, Leon A. and Barbara Gordon, The Context of Foreign Language Teaching, Rowley, Massachusetts, Newbury House Publishers, Inc., 1974, vi-286 p.

The authors take a bold new look at educational practice in the field of second language learning. A new direction is suggested that combines elements of individualization, a humanistic philosophy and certain aspects of interaction analysis under the theme of transactional engineering. The concept of the teacher facilitating pupil learning is central to the main thesis and model that is developed.

Kerlinger, Fred N., Foundations of Behavioural Research, New York, Holt, Rinehart and Winston, Inc., 1964, xix-739 p.

The author gives an analysis of the various aspects of research in the educational and psychological field. The design and methods of research as well as the type of instruments used are reviewed.

-----, "The First and Second Order Factor Structure of Attitudes Towards Education", American Educational Research Journal, Vol. 4, No. 3, 1967, p. 191-205.

The author attempts to establish empirically the nature and structure of educational attitudes by determining their factorial natures. The results indicate that educational attitudes consist of two relatively independent basic dimensions which the researchers label "progressivism" and "traditionalism".

Kong, Shia L., Humanistic Psychology and Personalized Teaching, Toronto, Holt, Rinehart and Winston Limited, 1970, x-144 p.

The writer of this book begins from the premise that the primary concern of education is life and that the school is the most important motivating force for learning. The author's approach is humanistic and describes such areas as motivation, authority in the classroom, individual differences, cognitive development and innovation and gives relevant research references. Finally a model for education in a cybernetic age is outlined which features a total communications system.

Lange, Dole M., (ed.), Individualization of Instruction, Skokie, Illinois, National Textbook Company, 1972, viii-369 p.

The theme of individualization is examined by a number of experts in such categories as a rationale for personalization of instruction, strategies for instruction, speaking, listening and writing. Such diverse aspects as language laboratories and teacher training are also discussed.

-----, Pluralism in Foreign Language Education, Skokie, Illinois, National Textbook Company, 1972, viii-355 p.

As was the procedure in the earlier volumes of the review the current volume reviews the experience, the writing and the research for a particular period, with emphasis on individualized instruction. The variety of approaches in foreign language teaching is recognized.

-----, Foreign Language Education: A Reappraisal, Skokie, Illinois, National Textbook Company, 1972, viii-406 p.

The overview for the current volume emphasizes the humanistic approach in pupil-teacher interaction. The teacher's attitude and motivation are discussed as well as such aspects as facilitation and interaction. The learning environment is reviewed and the general theme is towards a model that sees the pupil and teacher as cooperating partners in education.

Lugton, Robert C., (ed.), Preparing the EFL Teacher: A Projection for the '70's, Philadelphia, The Center for Curriculum Development, Inc., 1970, xiv-211 p.

The book represents a series of articles by 'scholar-teacher experts' as they explore the current trends in linguistic theory. The importance of relating theory and practice is detailed as well as a need to involve teacher-training programs.

Lewis, William A., John I. Lovell and B. E. Jesse, "Interpersonal Relationship and Pupil Progress", Personnel and Guidance Journal, Vol. 44, 1965-1966, p. 396-401.

The research examined the theories that student perception of a warm interpersonal relationship was related to pupil achievement. The hypothesis was substantiated at the grade six level but not at grade nine.

Maslow, Abraham H., Motivation and Personality, New York, Harper and Row Publishers, 1970, xxx-369 p.

The thesis of this book is an attempt to promote the concept that man is essentially holistic in nature and must be studied as such rather than from an analytical dissecting and atomistic approach as used by the behaviourists and Freudian psychoanalysts. The concept of needs hierarchy, self-motivation and actualization are defined. It is suggested that a close relationship exists between a good environment and healthy personality development. The key concepts in the new approach to psychology are spontaneity, naturalness, self-choice and self-acceptance as well as gratification of basic needs. These new concepts have replaced control, inhibition, discipline, training and the idea that human nature was dangerous and should be feared.

-----, "Peak Experiences in Education and Art", Theory Into Practice, Vol. 10, No. 3, 1971, p. 149-153.

Because of a new approach to interpersonal relationships man is more dynamic and positive in his outlook and there is evolution and growth in self-development and self-actualization. The author believes that through art and music it is possible to develop a greater self-awareness. He feels that these subjects should be developed as basic courses in the curriculum.

McInnes, C. E. and E. E. Donoghue, Research and Evaluation of Second Language Programs, Queen's Park, Toronto, Ministry of Education, 1976, xxii-420 p.

The research report covers research conducted during 1973-74 on second language programs of the Carleton Roman Catholic School Board under the auspices of the Ministry of Education. The report describes the various second language programs: intensive, immersion, enriched, and the Franco-bus programs and compares pupil achievement in the immersion and intensive programs at the various grade levels. One of the objectives of the Franco-bus was the development of a positive attitude towards French culture. It was found that while everyone enjoyed the experience of Franco-bus, the gains in attitude development were not significant.

Meador, Betty D. and Carl R. Rogers, "Client-Centered Therapy", in Raymond Corsini, (ed.), Current Psychotherapies, Illinois, F. E. Peacock Publishers, Inc., 1973, p. 119-142.

The work of Rogers is outlined in terms of the historical development and growth of the theory. Rogers' indebtedness to the various areas is recognized and the current status and the theory is presented.

Politzer, Robert L. and Louis Weiss, The Successful Foreign Language Teacher, Philadelphia, The Center for Curriculum Development, (no date), ix-93 p.

This book is a report of an experiment to study the relationship between the teacher's knowledge and skills and student achievement. The objective is to determine whether assumptions currently being made concerning successful classroom teachers are valid. The conclusion drawn is that the successful language teacher is a flexible innovative person.

Rivers, Wilga M., Teaching Foreign Language Skills, Chicago, University of Chicago Press, 1968, xi-403 p.

The book provides a complete course in methods of foreign language teaching and it incorporates the most recent research findings. While theory is included, emphasis is given to the development of all four basic language skills and their interdependence.

Rogers, Carl R., "The Necessary and Sufficient Conditions of Therapeutic Personality Change", Journal of Consulting Psychology, Vol. 21, No. 2, 1957, p. 95-103.

The conditions necessary for constructive personality change are given in a somewhat abbreviated form. The change process by which the client perceives the growth of the helping relationships are detailed.

-----, Client Centered Therapy, Boston, Houghton Mifflin Company, 1951, xii-560 p.

The book represents the crystallization in written form of the development and techniques of client-centered therapy. The book is not a final position but rather is a current synthesis of a dynamic area of discovery. The non-directive approach is fostered and a theory of personality is developed. The author suggests that hard scientific data alone will not provide the necessary answers to solve the complex problems in the area of human relationships.

-----, Freedom to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969, x-358 p.

The author has gathered together a compendium of material related to his major theme which is the interpersonal learning relationship based on the principles of facilitation. The book gives the theory, philosophical and value ramifications involved. The method of bringing about the new approach to learning is shown by examples of successful classrooms at the elementary and college level.

-----, "Towards a Modern Approach to Values", Journal of Abnormal and Social Psychology, Vol. 68, No. 2, 1964, p. 160-167.

The writer gives a description on how the individual changes in his valuing process as he proceeds through the various phases from childhood to adulthood or maturity. There is an organismic base for the valuing process within the individual which develops in relation to the degree that the individual is open to experience.

-----, "Significant Learning: In Therapy and in Education", Educational Leadership, Vol. 16, No. 4, 1959, p. 232-242.

The basic dichotomy between learning on an experiential level where the student is allowed to self-actualize, and learning that is related to an accumulation of facts is outlined. The author strongly favours the former and sees it as being the only kind of significant learning.

-----, On Becoming a Person, Boston, Houghton Mifflin Company, 1961, x-420 p.

The author outlines the characteristics of the helping relationship and gives a number of studies that support this concept.

Smith, Othaniel B., Research in Teacher Education, New Jersey, Prentice Hall, Inc., 1971, viii-166 p.

An overview is provided of research and curriculum development in the field of teacher education. The need to conceptualize teaching skills is examined and the dependability of our knowledge and current procedures is questioned. The current research findings are reviewed and there are further suggestions given on the possibility of training teachers who will be better equipped to encourage pupils towards self-directed learning.

Soar, Robert S., "Teacher Behaviour Related to Pupil Growth, in The International Review of Education, Vol. XVIII, No. 4, 1972, p. 508-528.

A review of research relating teacher behaviour and pupil growth is given and the instruments, methodology and findings are outlined. A proposal is made for a new direction described as the inverted "u" hypothesis. The suggestion is made that the relationship depends on the abstractness of the learning task, the relative indirectness of the classroom interaction and the variation of classroom indirectness of the sample. A case is made for teacher flexibility and the position of the middle ground.

Stern, H. H., (ed.), Languages and the Young School Child, London, Oxford University Press, 1969, vii-270 p.

The book is a report on a conference of the Unesco Institute for Education, held in Hamburg in 1966. It represents the work of a number of authors on such topics as multi-culturalism, timetabling, social-emotional and psychological factors in primary stage learning. Content and methods as well as teacher training are among a wide variety of subjects that are incorporated in the book. A very useful research guide is included.

Stern, H. H., Clare Burstall and Brigit Harley, French From Age Eight, or Eleven, Toronto, Ministry of Education, 1975, vi-122 p.

In a seminar jointly sponsored by the Ontario Ministry of Education and the Ontario Institute for Studies in Education, Clare Burstall outlined in lecture and a question and answer format the results of a study conducted in England. The study was entitled Primary French in the Balance (1974) and the main author was Clare Burstall. The study conducted under the auspices of the National Foundation for Educational Research (NFER) in Britain, summarizes the main research findings between 1964 and 1974.

Stern, H. H., Merrill Swain and L. D. McLean, French Programs, Some Major Issues, Queen's Park, Toronto, Ministry of Education, 1976, v-155 p.

The report, based on direct observation, the study of documents and the study of reports, presents an overview of three major research projects on the extended teaching of French as a second language in the Ottawa-Carleton region. The report consists of two parts - an overview and general evaluation as it gives on answers to questions raised by the Ministry of Education in such areas as child development, organization, content, methodology, culture and teachers.

Stern, H. H., Merrill Swain, L. D. McLean, R. J. Friedman, Brigit Harley and Sharon Lapkin, Three Approaches to Teaching French, Queen's Park, Toronto, Ministry of Education, 1976, viii-138 p.

This report prepared by a team of investigators from the Ontario Institute for Studies in Education under contract to the Ontario Ministry of Education, assessed the various approaches to teaching French. The methods are referred to as core, extended and immersion. These designations are primarily a function of time. The research assessed the progress in French, native language development, general educational progress, attitude development and other psychological characteristics.

Swain, Merrill and Henri C. Barik, Five Years of Primary French Immersion, Toronto, The Ontario Institute for Studies in Education, 1976, vi-130 p.

The report represents the work of the Bilingual Education Project of the Ontario Institute for Studies in Education in the Ottawa-Carleton region during the period 1972-1975. The report describes the program and evaluates the progress of kindergarten, grade one, two and three immersion classes. The pupil was the unit of analysis in 1972, however, in subsequent evaluations, the unit of analysis was the class. Some variations occurred in the grade level from year to year.

Thompson, Jack Maynard, The Relationship Between Carl Rogers Helping Relationship Concept and Teacher Behaviour, Berkley, University of California, unpublished doctoral dissertation, 1967, v-92 p.

The study examined the Rogerian concept that the quality of the teacher-pupil relationships as perceived by the pupil is an important variable in determining effectiveness and that the teacher is the essential element in setting the conditions for the quality of the relationship. While it provides partial support for the first part of the hypothesis the findings did not support the hypothesis that the teacher sets the conditions for the quality of the relationships.

Valdman, Albert, Trends in Language Teaching, New York, McGraw-Hill Book Company, 1966, xxii-298 p.

The book is a representative compilation of material from a number of theorists in the second language field. Articles on psychological theory, psycholinguistics, programmed instruction, and language laboratories are included. The strengths and weaknesses of current theory and practice are detailed.

APPENDIX 1

CLASSIFICATION OF TEACHER ON HUMANISM (ENGLISH AND FRENCH COPY)

Research & Evaluation Section,
French Second Language Dept.,
Carleton Roman Catholic
School Board,
165 Knoxdale Road,
Ottawa, Ontario. K2G 1B1

February 24, 1975.

Dear

The Immersion French teachers are being asked to complete and return the attached questionnaire within the next week.

The questionnaire consists of statements which have been made with reference to teaching. You will find yourself agreeing with some statements while disagreeing with others. For each statement circle one of the six possible answers. For example, if you strongly agree with a statement circle A3 for that statement; if you strongly disagree circle D3 for that statement. Please read all statements carefully.

It should require about fifteen or twenty minutes to complete these statements, All questionnaires will be treated confidentially.

Thank you for your continued cooperation.

Yours sincerely,

Research Officer

A1 - Agree a Little A2 - Agree A3 - Agree Strongly
D1 - Disagree a Little D2 - Disagree D3 - Disagree Strongly

1. Teachers do not require regular evaluations and checks on the pupils' work because pupils can be trusted to set their own rate of progress.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

2. The teacher should be prepared to express to the pupils his (teacher) own problems and weaknesses.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

3. If students are allowed to follow their own goals most of them will work harder and retain more than if the work has been outlined by the teacher.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

4. It is better to teach the pupils how to learn rather than having the teacher direct the pupils in the necessary knowledge and skills.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

5. True learning depends almost entirely on the relationship between the teacher and the pupil and depends very little on the teachers skills, curriculum planning, presentations, or audio-visual aids.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

A1 - Agree a Little A2 - Agree A3 - Agree Strongly
D1 - Disagree a Little D2 - Disagree D3 - Disagree Strongly

- * 6. It is preferable for the teacher to adopt a detached professional role rather than get deeply involved in a personal way in the personal problems of the pupils.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 7. When you are very angry or disappointed with the pupils it is better to hide your true feelings and present a facade to them rather than let them know exactly how you feel towards them.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 8. While children often can be allowed to solve their problems in their own way, when they show apathy, anger or other negative attitudes the teacher should move quickly to correct them.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 9. Because of the need for a balanced point of view it is better for the pupils if the teacher solves classroom problems from her own position rather than from the pupils point of view.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 10. The teacher should pretend that he likes and fully understands the pupils even though this sometimes may not be true.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

A1 - Agree a Little A2 - Agree A3 - Agree Strongly
D1 - Disagree a Little D2 - Disagree D3 - Disagree Strongly

11. Children will learn a sufficient amount each year if the teacher provides the opportunities for learning and permits them to choose their own ways, methods and direction for learning.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 12. It is better to give pupils a basic amount of knowledge that is well organized and chosen by the teacher rather than to provide only opportunities for learning and letting the student choose the way he wants to learn.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

13. Even though there may be a number of children in the class with little desire to learn they should not be a major problem for the teacher.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 14. There are many children in regular classes who do not have the ability to follow directions and who are unable to do the work at the grade level, who should be in special education classes.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

15. It is more beneficial for the students if the teacher spends her time providing a wide variety of resources and letting the students organize the information for themselves rather than making regular teacher presentations.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

A1 - Agree a Little A2 - Agree A3 - Agree Strongly

D1 - Disagree a Little D2 - Disagree D3 - Disagree Strongly

- * 16. Pupils should be taught many skills and general information that will be useful to them when they become adults, even though when they are learning it in school it may not seem relevant or useful to them.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

17. If a learning exercise is threatening to the pupils, they should not be asked to complete the exercises even though it may be good for them to have the information or skill.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 18. Some teachers overlook the importance of having one unified purpose or goal for the entire class and instead have a number of goals for each pupil.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

19. Students would learn more if they, and not the teacher, decided what should be learned and how it should be done.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 20. It would be very difficult for the teacher to get her work done if the pupils were allowed the freedom to operate according to their wishes.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

A1 - Agree a Little A2 - Agree A3 - Agree Strongly
D1 - Disagree a Little D2 - Disagree D3 - Disagree Strongly

21. Pupils should be allowed some opportunity to express deep personal feelings openly in class even though this may disrupt the class.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 22. When a pupil openly expresses rivalry or an angry outburst in the class such a situation should be dealt with privately on an individual basis rather than discussing the incident publicly with the group in the hope of developing acceptance and understanding.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

23. Some educators believe that as the year progresses the teacher should gradually become part of the class and should not impose his will, his feelings, or authority on the class unless on an equal basis.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 24. When a pupil is discouraged and says he cannot do something, it is better to say "I am sure you can do it" rather than point out to him that he is lacking in confidence.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

25. Pupils should be allowed to make errors and to spend energy and time working in the wrong direction because eventually they will see the error of their ways.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

A1 - Agree a Little A2 - Agree A3 - Agree Strongly
D1 - Disagree a Little D2 - Disagree D3 - Disagree Strongly

- * 26. The teacher must assign specific tasks, evaluate, and criticize the work of the pupils if sufficient work is to be covered and if proper standards of work are to be maintained.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

27. The teacher should try to get to know the opinions and feelings of the pupil and should tell the pupil exactly how he sees him so that better understanding will develop.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 28. Better pupil progress will result if the teacher sets the pattern and direction rather than letting the pupils work out their own rules.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

29. The majority of teachers develop a warm and positive feeling even towards pupils who sometimes disturb the class.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

- * 30. The teacher should pretend that he likes all the pupils even though this may not be true.

A1	A2	A3
----	----	----

D1	D2	D3
----	----	----

A1 - Accepte avec réserve

A2 - Accepte

A3 - Accepte sans réserve

R1 - Rejette avec réserve

R2 - Rejette

R3 - Rejette sans réserve

1. Les enseignants n'ont pas besoin d'évaluer ou de vérifier régulièrement le travail des élèves, car ceux-ci peuvent établir eux-mêmes leur rythme de progrès.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

2. L'enseignant devrait être prêt à exposer aux élèves ses propres problèmes et faiblesses.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

3. Si l'on permet aux élèves de poursuivre leurs propres buts la plupart d'entre eux travailleront plus fort et retiendront plus que si le travail leur a été tracé par l'enseignant.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

4. Il est préférable que le maître enseigne aux élèves comment apprendre plutôt que de les diriger dans l'acquisition de connaissances et d'habiletés.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

5. L'apprentissage réel dépend presque entièrement de la relation entre le professeur et l'élève et dépend très peu de l'habileté des enseignants, de la planification des cours, des présentations ou des aides audio-visuelles.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

- * 6. Il est préférable que l'enseignant adopte une attitude professionnelle objective plutôt que de s'impliquer profondément et de façon personnelle dans les problèmes personnels des élèves.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

A1 - Accepte avec réserve

A2 - Accepte

A3 - Accepte sans réserve

R1 - Rejette avec réserve

R2 - Rejette

R3 - Rejette sans réserve

- * 7. Lorsque vous êtes déçu des élèves ou fâché contre eux, il est préférable de cacher vos sentiments réels et de leur présenter une façade plutôt que de leur faire connaître exactement ce que vous éprouvez à leur égard.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

- * 8. Quoique que l'on puisse souvent permettre aux enfants de résoudre leurs problèmes à leur façon, l'enseignant doit vite prendre les mesures nécessaires pour les corriger lorsqu'ils montrent de l'apathie, de la colère ou tout autre attitude négative.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

- * 9. A cause du besoin d'un point de vue équilibré, il est préférable pour les élèves que l'enseignant apporte des solutions aux problèmes de salles de classe selon sa perspectives plutôt que celle des élèves.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

- * 10. L'enseignant doit prétendre qu'il aime et comprend entièrement les élèves même si parfois ceci peut ne pas être vrai.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

11. Les élèves apprendront en quantité suffisante chaque année si l'enseignant leur fournit les occasions d'apprendre et leur permet de choisir leurs propres modes, leurs méthodes et leurs champs d'apprentissage.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

- * 12. Il est préférable de procurer aux élèves des connaissances de base bien structurées et choisies par l'enseignant plutôt que de seulement leur fournir des occasions d'apprendre et de leur laisser choisir la façon dont ils veulent apprendre.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

A1 - Accepte avec réserve

A2 - Accepte

A3 - Accepte sans réserve

R1 - Rejette avec réserve

A2 - Rejette

R3 - Rejette sans réserve

13. La présence en classe d'un nombre d'élèves peu désireux d'apprendre ne devrait pas constituer un problème majeur pour l'enseignant.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

14. Dans les classes régulières, il y a plusieurs élèves qui ne peuvent pas suivre les directives, qui sont incapables de faire le travail du niveau de cette classe et qui devraient être dans des classes pour enfants exceptionnels.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

15. Il est plus avantageux pour les élèves que l'enseignant emploie son temps à leur fournir une grande variété de ressources et les laisse organiser cette information par eux-mêmes plutôt que de leur donner des leçons de présentation sur une base régulière.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

16. L'on devrait enseigner aux élèves plusieurs habiletés et leur donner de l'information générale qui leur sera utile lorsqu'ils deviendront adultes, même si pendant qu'ils l'apprennent à l'école ils n'en voient pas l'utilité ou la pertinence.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

17. Si un exercice d'apprentissage est menaçant pour les élèves, l'on ne devrait pas exiger que ces derniers le complète même s'il serait bon qu'ils aient l'information et acquièrent l'habileté.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

18. Certains professeurs oublient l'importance d'avoir un seul but ou objectif pour toute la classe mais plutôt tracent un nombre d'objectifs pour chacun des élèves.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

A1 - Accepte avec réserve

A2 - Accepte

A3 - Accepte sans réserve

R1 - Rejette avec réserve

R2 - Rejette

R3 - Rejette sans réserve

19. Les élèves apprendraient plus si eux-mêmes et non l'enseignant déterminaient ce qu'il faut apprendre et comment l'apprendre.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

20. L'enseignant pourrait difficilement accomplir son travail s'il accordait aux élèves la liberté d'agir à leur guise.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

21. Les enfants devraient avoir l'occasion d'exprimer ouvertement en classe de profonds sentiments personnels, même si en ce faisant ils dérangent la classe.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

22. Lorsqu'un élève démontre ouvertement de la rivalité ou de la colère en classe un tel incident devrait être traité privément sur une base individuelle plutôt que d'être discuté publiquement avec le groupe dans l'espoir de promouvoir la compréhension et l'acceptation.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

23. Certains éducateurs croient qu'à mesure que l'année progresse l'enseignant devrait graduellement faire partie de la classe et ne devrait pas imposer sa volonté, ses sentiments ou son autorité à la classe à moins que se soit sur un pied d'égalité.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

24. Lorsqu'un élève est découragé et dit qu'il ne peut accomplir une tâche, il est préférable de dire "Je sais que tu peux le faire", plutôt que de lui souligner son manque de confiance en lui-même.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

A1 - Accepte avec réserve

A2 - Accepte

A3 - Accepte sans réserve

R1 - Rejette avec réserve

R2 - Rejette

R3 - Rejette sans réserve

25. L'on devrait permettre aux élèves de faire des erreurs et de dépenser de l'énergie et du temps à travailler dans la mauvaise direction puisqu'éventuellement ils verront qu'ils font fausse route.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

26. L'enseignant doit assigner des tâches spécifiques, les évaluer et critiquer le travail des élèves si un travail suffisant doit être accompli et si des normes convenables dans les travaux doivent être maintenues.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

27. L'enseignant devrait tenter de connaître les opinions et les sentiments de l'élève et devrait dire à l'enfant exactement comment il le perçoit afin de développer une meilleure compréhension.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

28. L'élève progressera plus si le maître détermine les schémas et la direction de l'apprentissage plutôt que de permettre aux élèves d'établir leurs propres règlements.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

29. La majorité des enseignants développent une attitude positive et chaleureuse même envers les élèves qui parfois dérangent la classe.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

30. L'enseignant devrait faire semblant d'aimer tous les élèves même si ceci peut ne pas être vrai.

A1	A2	A3
----	----	----

R1	R2	R3
----	----	----

APPENDIX 2

TEACHERS' EXPERIENCE, QUALIFICATIONS AND CHARACTERISTICS

TEACHERS' EXPERIENCE, QUALIFICATIONS AND CHARACTERISTICS

Teacher Number	Grade Level	Ontario Teaching Certificate	Years of Education	Age	Teaching Experience	* H-L	Male Female
1	1	Permanent 1	13	27	2	L	F
2	1	Permanent 1	13	35	9	L	F
3	1	Permanent 2	13	25	4	L	F
4	1	Interim 1	13	25	4	H	F
5	1	Permanent 1	13	30	11	H	F
6	2	Permanent 1	13	24	5	L	F
7	2	Permanent 3	13	24	3	L	F
8	2	Permanent 2	13	21	3	H	F
9	2	Permanent 3	13	23	3	H	F
10	2	Permanent 2	13	22	2	L	F
11	3	Interim 1	13	23	2	H	F
12	3	Permanent 2	13	24	4	H	F
13	3	Permanent 3	13	28	5	L	F
14	3	Permanent 2	13	22	2	L	F

* H or L refers to teacher classification (High or Low) on a scale to measure the degree of teacher acceptance of Carl Rogers' approach to teaching.

APPENDIX 3

PUPIL POPULATION - CLASSIFIED BY
GRADE AND SEX

Student Population - (Boys and Girls)

Grade	Boys	Girls	Total
Grade 1	43	50	93
Grade 2	34	52	86
Grade 3	43	44	87

APPENDIX 4

TEACHERS CLASSIFICATION HH-LH
BY GRADE LEVEL

Teachers Classification HH-LH by Grade Level

Grade	HH	LH
1	2	3
2	2	3
3	2	2

APPENDIX 5

PUPIL DISTRIBUTION BY GRADE
WITH HH AND LH TEACHERS

Pupil Distribution by Grade with HH and LH Teachers

Grade	HH	LH
1	47	52
2	45	61
3	43	42

APPENDIX 6

ABSTRACT OF

An Analysis of the Differential Effect of Carl Rogers
Teaching Principles on Cognitive Growth in Second Language

ABSTRACT OF

An Analysis of the Differential Effect of Carl Rogers Teaching Principles on Cognitive Growth in Second Language¹

The purpose of this study was to test a theory that is gaining acceptance in the area of second language teaching — namely that teaching effectiveness is correlated with a philosophy and methodology that is humanistic in orientation.

Humanism is defined as being consistent with the educational theory and methodology of Carl Rogers² and teachers were classified as high humanistic (HH) and low humanistic (LH) on a self-report instrument based on Rogers' theory.

It was hypothesized that there would be no difference in the effectiveness of HH and LH teachers in the areas of French language skills, Mathematics, Comprehension and Pronunciation when effectiveness was determined on the basis of pupil achievement at the grade one, grade two and grade three levels.

¹ William Crossan, An Analysis of the Differential Effect of Carl Rogers Teaching Principles on Cognitive Growth in Second Language.

² Carl R. Rogers, Freedom to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1971.

The study was conducted with "intact" groups which represented classes of pupils and therefore random selection was not possible. The study design was a modified pretest-posttest design with analysis of covariance as the statistical procedure. Both groups were compared on the final posttest measures. This statistical procedure provided a correction for the initial inequality of the groups because of the absence of random selection.

The results at the grade one level indicated that humanistic teachers HH were in general more effective than LH teachers. At the grade two level the results were mixed, while at the grade three level the LH teachers were more effective when effectiveness was determined on the basis of pupil achievement.

These results seem to indicate that teacher effectiveness is not a uni-dimensional factor but is affected by the dual dimensions of the teacher's approach and the function to be performed. Where the function is task oriented, then teachers who are directive towards a specific goal appear to be more effective than teachers who adopt a broadly based teaching strategy with humanistic principles. The most effective teachers appear to be those who have the flexibility to change behaviour pattern according to the situation and curriculum goals.

The study does not provide support for the theory that a humanistic strategy as defined by Carl Rogers is the most effective approach to second language teaching. The results suggest that an additional factor that should be added to the theory is the element of task orientation.

The study suggests that additional research be conducted on the relationship between teacher effectiveness, humanistic strategy, task orientation, anxiety level of pupils and the development of the self-concept at the various grade levels, taking into account such factors as intelligence and personality factors.