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# Effects of Narrative Video Script Advance Organizer Strategies Used to Introduce Video in the Foreign Language Classroom

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## Abstract

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In the collaborative group reading condition (AOg), students read a target language narrative video script aloud in small groups. Students then watched the video corresponding to the script they had read and took a 10-question English only multiple choice test. In the quiet individual reading condition (AOq), students read the same narrative video script quietly before watching the same video and taking the same test. In the control group condition, students did not have access to the narrative video script AO before watching the same video and taking the same test. Over the 3 day study, all students participated in each of the 3 conditions.

Results indicated that student scores were slightly better in the AOg condition than in the AOq condition. Student scores were significantly higher in the AOg and AOq conditions, when compared to control group scores. The researcher concluded that the narrative video script AO strategies utilized in this study increased target language video comprehension in participants, particularly when used in a collaborative group reading environment.

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CHAPTER 1

**INTRODUCTION**

**Background of the Study**

Herron and Hanley (1992) asserted that the use of video facilitates foreign

language (FL) comprehension and retention by rendering the information more

meaningful to students. Video in language instruction also presents real-life cultural

situations thus creating meaningful classroom environments. This is important in the

instruction of FL because both the content and form of the message are generally

unfamiliar to the learner. Johnston and Milne (1995) stated that the use of video in

language classrooms enhances learning by tuning the students' eyes and ears to the

diversity of the language, as well as nonverbal cues, generally associated with authentic

speech. Secules, Herron, and Tomasello (1992) posited that the use of video in the FL

classroom greatly improves the learners' overall listening comprehension. According to

Svensson and Borgarskola (2006), video is an excellent tool to provide cultural insights

for learners that may never visit countries where the target language is spoken.

Furthermore, video effectively shifts the teaching methodology from memorization to

more flexible strategies for the acquisition, organization, retention, and application of FL

learning. Shrum and Glisan (2000) reiterated this concept by explaining that video,

whether obtained from the World Wide Web or other sources, is a useful tool to introduce

authentic sociolinguistic elements into the classroom alleviating the need to travel abroad.

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Herron, Corrie, Cole, and Dubreil (1999) found that first-year students' knowledge of cultural information significantly improved from watching narrative videos. Svensson and Borgarskola (2006) also suggested that for video to achieve its greatest effectiveness as a means of language instruction, its use should be facilitated by discussion on what is to be shown, thus helping learners focus on key details or events. Manning (1988) maintained that video instruction in language acquisition is aided by class discussion focused on the students' background information regarding the video's topic with an emphasis on key words, cognates, and visual cues. In their study, Harlow and Muyskens (1994) reported that students identified film and video as among the most effective classroom and out-of-classroom activities for language learning. Huberman and Medish (1975) also reported high student enthusiasm for the value of video materials to create realistic situations while depicting native speakers in action.

Research validates the inherent benefits and widespread use of video as an instructional tool in FL classrooms. However, research also supports the notion that utilization of video materials as FL instructional tools is more effective if the video is introduced to the language learner via effective advance organizer (AO) strategies (Herron, 1994; Herron, Cole, York, & Linden, 1998; Schwartz, 1995). An advance organizer is information that is presented prior to learning that can be used by the learner to organize and interpret new incoming information. Chamot (1993) proposed that using new target language in situations involving role playing enhances the meaningfulness of language being practiced, particularly if such use of language serves to introduce learners to new upcoming concepts, structures, vocabulary, or culture. In essence, Chamot posited

that role playing scenarios used as AO strategies to introduce new target language enhances the personal association for new material, increasing the likelihood of greater comprehension and retention.

Current literature does not address the potential benefits of using narrative video scripts as AO strategies in the FL classroom. Whereas published studies (Herron, Cole, York, & Linden, 1998; Lund, 1990; Schwartz, 1995) have explored the value of introducing FL video via different AO strategies, researchers have not taken into account the role narrative video scripts may serve to better prepare learners for FL video instruction. In addition to FL acquisition, researchers have sought to explore the effects AO strategies have on reducing learner anxiety in the FL classroom (Oliva & Pollastrini, 1995; Young, 1992; Schwartz, 1995). However, the role of narrative video scripts as AO strategies aimed at reducing learner anxiety is not currently documented in published research. This study is designed to assess the effects of AO strategies, in the form of narrative video scripts to introduce video-based instruction, on learner acquisition and anxiety in the FL classroom.

**Purpose of the Study**

This study seeks to explore a gap in the research regarding the utilization of narrative video script as an AO strategy used to enhance comprehension from target language video in the FL classroom. Review of current literature resulted in the following research question: Is there an effect of using a narrative video script advance organizer on comprehension of FL video as measured by a multiple choice test? This study examines the impact of narrative video script AO strategies on FL video comprehension by

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intermediate-level Spanish language college students. The study also examines the effect of using AO strategies on FL learner anxiety levels.

**Research Questions**

The following research questions for the current study were derived from a literature review on the effects of AO strategies on comprehension in FL classrooms.

1. What is the effect of using narrative video script AO strategies to introduce target language video on comprehension in intermediate-level Spanish language college students?

 1a. Is there a statistically significant main effect on multiple choice test scores of quiet individual reading of narrative video scripts (AOq) and collaborative group reading of narrative video scripts (AOg), when compared to control group participants who were not provided a narrative video script AO, as measured by a multiple choice test?

 1b. Are there statistically significant pairwise differences in multiple choice test scores between narrative video script quiet individual reading (AOq) and narrative video script collaborative group reading (AOg), between narrative video script quiet individual reading (AOq) and control group, and between narrative video script collaborative group reading (AOg) and control group?

2a. What conclusions can be inferred from a posttest survey administered to all study participants, who participated in all three conditions, regarding the effectiveness of a quiet individual reading narrative video script AO (AOq), a collaborative group reading

narrative video script AO (AOg), and not having access to a narrative video script AO (control group)?

2b. What conclusions can be inferred from posttest surveys administered regarding the potential benefits of AO strategies to lower anxiety levels in FL learners?

The investigator designed this study to shed light on the effectiveness of collaborative narrative video script group reading versus quiet individual narrative video script reading on FL video comprehension, as well as to discern if using collaborative or quiet reading of narrative video scripts increases FL video comprehension.

**Significance of the Study**

This study is significant to the use of video in FL classrooms because this media format is increasingly used to teach foreign languages in primary, secondary, and higher education learning environments. As America's diverse society increases its footprint on the global scene, the need to produce proficient FL speakers capable of interacting nationally and internationally is growing exponentially.

Historically, the use of video in FL instruction is a relatively new methodology made possible as a result of the technological revolution and increased multimedia sources available to mainstream educational environments within the United States and abroad. The art of second language education has evolved over time from earlier emphasis on grammar and writing to increased focus on listening comprehension and oral communication skills. In Teaching at its Best, Nilson (1998) posits that effective FL curriculum programs should be designed with the goal of providing FL learners with the tools needed for increased comprehension and language proficiency. To provide a

historical perspective on the evolution of FL instruction in America, Nilson points out that the current trend emphasizing increased teacher-to-student communication, complemented with greater use of audiovisual resources, has not always been the gold standard. Although Nilson does not dispute that current means of implementing FL curriculum are largely based on spoken communication and audiovisuals, the researcher does denote that this has not always been the case.

The early days of FL instruction were typically based on the Grammar-Translation Method (GTM) for delivering the curriculum to learners. This approach, which dominated FL instruction in Greek and Latin language classrooms, was adopted by western nations in the instruction of western languages such as Spanish, French, German, and Italian. In practice, the GTM emphasized rote memorization and focus on grammar rules. GTM instructors typically tasked FL learners to translate text to and from the target language. Whereas this approach did succeed in producing highly skilled FL readers and writers, it often fell short in the areas of improving the learner's ability to verbally communicate in the target language. In essence, classroom instruction time was spent on talking about the language rather than talking in the language or experiencing dialogue in the language (Nilson, 1998).

As stimulus-response theories of behavioralist psychologists emerged on the scene in the 1960s, the GTM approach was widely discarded in favor of approaching FL learning as a process of acquiring habits. This new approach, labeled the Direct and Audiolingual Method (DAM), stressed the here and now, emphasizing the practice of teachers pointing to a familiar object or picture while repeating its name in the target

language. As students mimicked what they heard, they received feedback based on their ability to correctly pronounce what they heard. In practice, this approach to FL instruction stressed pronunciation and memorization of vocabulary words and short dialogues, combined with reinforcement of acquired knowledge in primitive language laboratories. The DAM method required teachers to implement the curriculum strictly in the target language, working on the assumption that students would invariably pick up the target language in the same manner as children learn their native tongue. In addition, this approach largely ignored grammar, as the belief was that grammar rules would be inductively absorbed over time (Nilson, 1998).

In the 1980s, FL instruction shifted to a more cognitive approach founded on research by Piaget and Chomsky (Nilson, 1998). A rationale for this shift was built on the notion that although the GTM neglected listening and speaking, the DAM ignored rudimentary reading and writing. Founded on the growing view that learners possess innate linguistic coding devices that enable them to understand utterances before comprehending grammar or semantic structure, approaches such as the Total Physical Response (TPR) began to be implemented on a wide scale. Commonly referred to as the Natural Approach, TPR proponents proposed applying strategies in the FL classroom that immigrants had innately utilized over centuries. Specifically, TPR entailed a FL curriculum that focused on communicative interaction in the target language, while relegating grammar and structure instruction to the secondary role of homework. The theory behind the TPR was that if given enough input, FL learners would acquire the

language naturally, and would eventually be able to produce the FL in exchange (Krashen & Terrell, 1983).

Current research indicates growing support for Proficiency-Oriented Classrooms (POC), where unique aspects of the GTM, DAM, and TPR methodologies are merged with a focus on moving from what activities are used, to when and how they are used. In the POC, FL video is incorporated to enhance a curriculum rich with grammar and structure, creative and meaningful target language oral exchanges, and increased emphasis on culture. This new approach, commonly known as the Functional Trisection (FT), focuses on function, content, context, and accuracy in order to integrate FL skill-getting and skill using. In the skill-getting phase, learners explore and analyze structures or rules of the target language, and then work to produce utterances. As learners progress, they enter the skill-using phase where oral FL exchanges dominate. The FT, deemed a learner-centered approach laden with audio and video components, enables rapid progression from mechanical practice patterns to creative FL interactions. The end result is a FL curriculum designed to challenge students by constantly introducing new aspects of the FL, often through video, to stretch learners by keeping the instruction just barely beyond their current level of competency (Nilson, 1998).

Flexible in nature, the FT curriculum integrates a plethora of diverse classroom activities aimed at improving reading, writing, speaking, and listening skills. Concepts are often introduced and reinforced via target language videos depicting characters interacting in realistic settings using the vocabulary, language constructs, grammar, and cultural themes currently being studied. This reliance on instructional video is rendered

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more effective if video materials are effectively introduced to FL learners via relevant AO strategies such as narrative video scripts. In FT classrooms, AO strategies provide learners with a preview of upcoming target language materials aimed at increasing comprehension, retention, and cultural awareness. Current research does not address potential benefits and effective applications of narrative video scripts used as AO strategies in FL instruction. As FL instructional bundles continue to permeate the industry of FL educational materials, there is a lack of research citing effective techniques for the introduction and utilization of the video components contained in FL educational bundles.

**Organization of the Study**

This mixed methods study will quantitatively assess the effects of narrative video script AO strategies used to introduce target language video in FL classrooms. Subsequently, a qualitative design will gauge the participant's views of the effectiveness of these AO strategies to introduce target language video and reduce learner anxiety, while exploring additional means of introducing target language video via narrative video script AO strategies.

**Glossary of Terms**

AO: Advance Organizer

DAM: Direct and Audiolingual Method

FL: Foreign Language

FT: Functional Trisection

GTM: Grammar-Translation Method

POC: Proficiency-Oriented Classroom

TPR: Total Physical Response

USAFA: United States Air Force Academy

CHAPTER 2

**REVIEW OF THE LITERATURE**

**Overview**

Herron and Haley (1992) asserted that the use of video facilitates FL comprehension and retention by rendering the information more meaningful to students. Video has been widely used in FL classrooms to provide natural language instruction designed to increase comprehension and cultural awareness in learners, from elementary school to higher education (Chamot, 1993; Cummins, 1989; Harlow & Muyskens, 1994; Herron, Corrie, Dubreil, & Cole, 2002; Huberman & Medish, 1975; Manning, 2006; Herron & Moos, 1993; Secules, Herron, & Tomaselo, 1992; Shrum & Glisan, 2000; Svensson & Borgarskola, 2006; Tanner, 1985).

Video instruction as a tool in the FL classroom is common. However, the use of video as an instructional tool is rendered significantly more effective if introduced by an equally effective AO tool (Herron, 1994). There are many ways to effectively utilize AO strategies in the FL classroom. Studies demonstrate that AO strategies significantly enhance the effectiveness of video instruction as a tool in FL acquisition (Herron, Cole, York, & Linden, 1998; Lund, 1990; Schwartz, 1995). Studies also reflect that increased learner anxiety levels inherent with FL instruction can be reduced via effective AO strategies in FL classrooms, rendering the use of video in FL classrooms more effective (Oliva & Pollastrini, 1995; Young, 1992; Schwartz, 1995).

Researchers have sought to test the effectiveness of differing AO strategies in the form of technology instruction, short written summaries, and contextual pictures to enhance FL instruction in the areas of comprehension, culture, and fiction. Overall, the results documented in diverse studies provide FL teachers instructing students at all levels (elementary to higher education) with a plethora of promising applications, some of which are described in this review of the literature (Chung & Huang, 1998; Hague & Scott, 1994; Hanley, Herron, and Cole, 1995; Herron, 1994; Herron, Cole, York, & Linden, 1998; Herron, Corrie, Dubreil, & Cole, 2002; Herron & Hanley, 1992; Joyner, 1990; Kauffmann, 1996; Lin & Chen, 2006; Mueller, 1980; Omaggio, 1986; Schwartz, 1995; Teichert, 1996)

**Technology Instruction**

FL instruction is more effective when technologies, such as video and audio, are effectively used through a variety of introductory techniques. Exposing learners to FL materials via audiovisual tools using preparatory techniques, such as AO strategies, is beneficial to overall comprehension and retention in language learning (Cononelos & Oliva, 1993; Herron & Moos, 1993; Joiner, 1990; Oliva & Pollastrini, 1995; Schwartz, 1986).

The use of transcriptions of short video materials lasting five to seven minutes is useful to introduce FL video to learners (Joyner, 1990). Transcriptions often appear in the form of automated video scripts, and can enhance the learning experience of language and cultural content. Target language video should be authentic in nature to maximize the instructional value of the material. Also, students who enjoy a FL video-based learning

experience are better served if the topic of the video is effectively introduced, particularly if the material is new to learners and contains structures and vocabulary that students have not been exposed to previously. A specific example of a productive AO strategy may be using viewing guides prior to watching target language video (Joyner, 1990).

The use of viewing guides as AO strategies is also advocated by Herron and Moos (1993), though these researchers recommend using interactive viewing guides for increased benefit to learners. However, whether viewing guides are interactive or not, they should be explained to students before they watch the video sequence. Therefore, if properly introduced to students via an AO, video materials can serve as springboard instructional tools opening the door to more elaborate instructional activities, such as target language game playing or singing by students, and mock celebratory events culturally tied to nations where the target language is spoken (Joyner, 1990).

High-tech equipment used for instruction and as an introductory technique can significantly benefit learners in FL classrooms. Audiovisual materials are also useful introductory tools to introduce new vocabulary, grammar, and reading lessons to learners. Clearly, new teachers would benefit from learning how to utilize technology-based AO strategies in FL instruction (Schwartz, 1995). There are also benefits of utilizing technology-based tools to introduce new target language structures and cultural material, particularly if students are exposed to authentic language content (Cononelos & Oliva, 1993).

Effectively orienting FL students to upcoming video material is essential to improved comprehension and retention (Lund, 1990). Specifically, there are benefits to

familiarizing learners via a technology-based orientation process in which essential facts, character roles, genre, and emotional tones contained in the video are discussed in class. Filmed or videotaped texts also can provide learners with a visual context of upcoming materials that may contribute to increased comprehension. Effectively used technology-based AO strategies are ideally suited to let learners know what to look for in upcoming target language materials, equipping them with increased familiarity and context of new FL content. In the end, increased proficiency is likely to result if FL instruction is effectively preceded by introductory materials, presented to learners in a multitude of formats, to include technology-based or written texts (Lund, 1990).

Tedick and Walker (1995) also posited that technology or text-based AO strategies provide learners with a context of what the learner needs to get out of upcoming lessons, particularly if FL instruction is tailored to the manner in which individual learners learn target languages. Hague and Scott (1994) shared similar findings, citing that topic familiarity and introductory knowledge of upcoming material is essential to equipping learners with skills and background needed to make sense of new content.

**Short Written Summaries**

The benefits of short written summary-type introductory sequence AO strategies to introduce FL video were documented by Herron (1994) and Herron, Cole, York, and Linden (1998). As greater numbers of teachers turn to video for FL instruction, the use of AO strategies enhances students' comprehension when the AO is presented in the form of a short, written summary of principal scenes contained in the video (Herron, 1994).

In Herron's (1994) study, the benefits of AO strategies for facilitating student listening comprehension of FL videos were explored. The study compared the retention of information in a video series by English-speaking second-semester college French students in two teaching conditions. In the AO + video condition, the instructor provided learners with several short sentences, written in French on the board and read aloud to the class, which chronologically summarized the major upcoming scenes from the 30-minute fictional narrative video. The video consisted of a series of chronological 30-minute segments (52 segments in total) depicting the ongoing events of a mystery story. After receiving the written questions orally from the teacher, the students then watched the entire video with no additional teacher manipulation of the material. In the video only (control) condition, the learners did not receive introductory statements or any other form of AO. The control group merely watched the entire video without manipulation of the material on the part of the teacher. This process occurred ten times throughout the semester. Immediately after each viewing of the video, students in both groups took the same six (short answer) question test in order to gauge comprehension. Herron's (1994) findings demonstrated that learners' overall comprehension of FL videos was significantly enhanced by providing an AO in the form of short, written summaries of main scenes from the video, prior to watching the video. Finally, Herron noted that although the AO + video group did not receive clues directly related to the posttest, the content of the AO did aid in the comprehension of associated but different information.

Language learners' comprehension skills are aided by the use of an introductory sequence AO prior to the video viewing (Herron, Cole, York, and Linden, 1998). In their

study, Herron et al. (1998) compared student retention of information in French videos in two AO conditions that differed from each other in the manner presented to the students. In one group, the description of upcoming scenes was presented to learners in a declarative mode whereas in the other, the description was presented in an interrogative mode. The control group watched the same video without the benefit of an AO. During the study, the teacher read six declarative sentences (also written on the board) to the declarative condition AO group. These sentences chronologically summarized the major scenes the students would see in the upcoming video segment. The teacher also read the same six sentences (also written on the board for participants to read), in question format, to the interrogative condition AO group. Additionally, the teacher read three possible responses to each question to the interrogative condition group, but made no indication as to which of the three responses would correctly answer each question. With this AO strategy, the researchers sought to raise expectations, suspicions, and questions from participants in the interrogative condition group with regards to the upcoming video.

This study, which used ten different videos over ten separate sessions for each group, was designed to compare interrogative versus declarative experimental groups to each other, while also comparing each type of experimental group to the control group. At the beginning level, college French students retained information from French videos significantly better with the use of an AO than those in the control group, which did not benefit from an AO. However, there were no significant differences in the scores of participants in the interrogative and declarative condition groups (Herron, Cole, York, & Linden, 1998).

The effectiveness of AO strategies to reinforce culture and history related information, presented to learners through target language videos, has been explored in a number of studies (Cononelos & Oliva, 1993; Hague & Scott, 1994; Herron, Corrie, Dubreil, & Cole, 2002; Herron & Hanley, 1992; Joyner, 1990; Kauffman, 1996; Schwartz, 1995; Teichert, 1996).

Hopkins (1992) makes a compelling case for the acquisition of foreign languages and increased cultural awareness. In this report, Hopkins asserts that America's international acceptance and success in the global scene increasingly hinge on a national emphasis to equip students with diverse linguist capabilities, as well as relevant cultural expertise that extends into the realm of behavior understanding and deeper grasp of cultural norms. Hopkins also proposes that productive FL and culture instruction techniques, founded on principles of effective topic introduction and reinforcing practice, are vital to equipping students for success on the international level.

Hague and Scott (1994) stressed the need to provide students with topic familiarity and knowledge prior to viewing authentic culturally-based FL video. Kauffmann (1996) further validated the benefit of AO strategies in FL instruction by pointing out that it would be unfair to send language learners to a target-language speaking country without first equipping them with knowledge of the country's language, history, or culture. Kauffmann also concluded that it is equally imperative to equip students with preparatory information that will orient them to the material about to be presented in class. Teichert (1996) validated Kauffmann's findings by stressing the importance of effective AO strategies as a critical component in the development of

strong authentic language listening skills in intermediate level college German learners. Joyner (1990) urged the use of teacher led previewing activities during the introductory phase of language video instruction. Specifically, Joyner suggested there is great instructional value in the selection of video materials that are carefully divided into teachable segments and appropriately supported with various preparatory activities, all of which are crucial to reinforcing the learners' knowledge of the FL and culture.

Target language video can present real-life cultural situations which help create meaningful classroom environments (Herron & Hanley, 1992). In their study, Herron et al. (1992) used French language video as an AO to introduce reading passages to English-speaking fifth-grade students. In their findings, the researchers suggest that video, with its rich context, renders subsequent information more meaningful to learners. This is important because in FL classrooms, both the form of the message as well as the content being delivered are often unfamiliar to learners, particularly for beginner students of languages.

Schwartz (1995) validated Herron and Hanley's (1992) findings, and added that effectively introduced television, film, and video target language materials are valuable sources of cultural information for FL learners. In this study, Schwartz concluded that a great deal of insightful cultural information can be usefully presented to video viewers, greatly expanding their information base about particular societies. Furthermore, these media also serve to provide reflections of unique ways societies opt to represent themselves to the outside world. Schwartz asserted that newer generations show tendencies toward becoming less text-oriented and more video-oriented, increasing the

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popularity of FL cultural instructional video materials. Similar findings validating the benefits of properly introduced culture materials (presented via video format) are cited by Cononelos and Oliva (1993). In their study's findings, Oliva et al. (1995) asserted that cultural awareness increases in learners immersed in audiovisual instruction, particularly if the authentic materials are effectively introduced to students.

Herron, Corrie, Dubreil, and Cole (2002) also focused their study on the use of video and its usefulness to the learning of culture-related information in the FL classroom. According to Herron et al. (2002), the administration of an AO prior to language-video instruction resulted in increased retention of cultural knowledge, as measured on short-answer inferential tests, for French language college students. Furthermore, Herron et al. (2002) suggested that the amount of increased language comprehension is directly proportional to the level of students' background information of the language depicted in the video. In other words, participants with greater French language and culture background tended to score better than their counterparts with less French language and culture background.

The value of AO tools to introduce FL fictional video has been documented in a number of studies. Chung and Huang (1998) determined that when preparing an AO for a FL fiction-type video, the instructor should focus on new words and terms which, if adequately discussed and learned prior to viewing, are likely to result in increased video comprehension. In their study, Lin and Chen (2006) suggested that using question format AO strategies facilitates language learner's comprehension of fictional content material. To achieve this result, the learners' attention should be focused on essential and relevant

questions regarding new material, particularly if presented in conjunction with cognitive activities designed to integrate new information with the students' prior knowledge of the content.

**Contextual Pictures**

The efficiency of AO strategies in the form of pictures, combined with teacher-led classroom instruction, has been documented in a number of studies. Hanley, Herron, and Cole (1995) compared the use of video versus a combination of pictures + teacher narrative as AO to introduce a written passage to fifth-grade students. The empirical findings in the study support video as the more effective AO. Specifically, students receiving AO via video scored higher in nine of twelve tests than students receiving AO via the combination of pictures + teacher narrative. The differences between groups were significantly different in three of the nine tests. Hanley et al. (1995) hypothesized that although the use of pictures + teacher narrative as an AO is helpful and certainly better than the lack of an AO, the use of video images as an AO is less likely to fade from memory over time.

Mueller (1980) also incorporated pictures as an AO strategy in FL instruction. In this study, Mueller demonstrated the effectiveness of AO techniques in the form of visual contextual cues to increase listening comprehension. Mueller posited that appropriate contextual visuals can significantly enhance listening comprehension for college students in lower-level German classes. Mueller concluded that the effect of contextual visuals is closely related to the learners' level of language proficiency. Moreover, contextual visuals are ideal tools to enhance listening comprehension so long as they provide

contextual cues which may otherwise not be available to the learner. Therefore, learners with more extensive language skills are less likely to increase in comprehension as a direct result of contextual visuals. Seemingly, the effects of contextual visuals appear to be inversely proportional to the listeners' level of language proficiency.

Omaggio (1986) also researched the usefulness of pictoral contexts on measures of reading comprehension for beginner French language college students. In this study, Omaggio suggested that using prethematic context pictures as AO tools greatly increases listening comprehension. Omaggio stated that pictures used as visual contexts for beginner students should be general in nature, while still providing information that could be used to increase comprehension. However, Omaggio also cautioned that the picture chosen to illustrate a passage should not give too much information about the story content. In other words, an overly busy visual may cause sensory overload, leading to increased confusion and decreased comprehension.

Pouwels (1992) measured the effects of FL vocabulary contextual cues, used as AO strategies, to measure retention of vocabulary for 79 first-semester Spanish college students. Pouwels' study showed that the use of contextual cues, particularly in the form of pictoral introductory cues, significantly improved student retention of vocabulary words in participants. A classroom application cited by Pouwels entailed introducing beginning vocabulary to learners, divided into small groups according to their individual learning styles, via visual aids and FL phonics.

**Learner Anxiety**

Researchers have examined the benefits of AO strategies, in FL classrooms, to reduce FL learner anxiety as increased language production is necessary to progress in the language (Oliva & Pollastrini, 1995; Young, 1992; Schwartz, 1995). Anxiety and frustration can easily arise in FL learners engaged in receiving instruction of new material or advanced facets of the target language. Anxiety can have a debilitating effect on FL students, an occurrence cited by Oliva and Pollastrini (1995) in their study of second language acquisition via virtual instruction. In their findings, the researchers asserted that user-friendly interfaces, combined with effective introductory techniques, proved helpful to reducing learner anxiety and increasing retention.

The increasing presence of video materials in FL classrooms is established in previous paragraphs. Younger generations heavily rely on diverse formats of audiovisual representation for learning as well as recreation (Schwartz, 1995). Schwartz also posited that electronic media can have an anxiety-alleviating effect on FL learners. Schwartz cautioned that anxiety reduction resulting from topic familiarity can be easily nullified if the target language video material is not properly introduced. In essence, an effective AO strategy not only serves to provide learners with a glimpse into the upcoming material, but also helps reduce learner anxiety due to greater familiarity with new material (Schwartz, 1995).

Young (1992) provided a compilation of responses to FL instruction topics by renowned educators and researchers in the field. This study encapsulates an in-depth examination of language anxiety from the perspective of four language specialists.

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Labeled a complex psychological phenomenon unique to language learning, language anxiety often has the negative effect of blocking comprehension and retention of newly acquired knowledge. In Young's study, interviewed language specialists provide insight into theoretical and practical issues of language anxiety, such as its impact in FL acquisition and its manifestations. Furthermore, the language specialists provide useful suggestions for reducing language anxiety in learners.

The first of four language specialists cited in Young's 1992 study is prolific author and researcher Stephen Krashen, who is best known for his work on what is commonly referred to as the Natural Approach (NA) to FL instruction. The NA is a model of instruction that emphasizes the process of acquiring a second language via free flowing and initially teacher-generated conversation, designed to free learners from the pressure of having to generate language before being ready to do so, thereby reducing the anxiety level students might otherwise experience. The second language specialist addressing anxiety in language learning cited by Young (1992) is Alice Omaggio, a national expert and best-selling author in the field of language learning and teaching. Omaggio's writings have focused on orienting FL instruction towards clearly defined and attainable proficiency goals. The late Tracy Terrell is the third language specialist interviewed in Young's 1992 study. A partner of Krashen during the creation of the NA, Terrell was a well-published pioneer in the field of FL instruction, and his research on reducing anxiety in learners is still utilized in modern language classrooms. Jennybelle Rardin is a nationally and internationally recognized authority on the topic of counseling-learning approaches to community language learning. A long-term advocate for holistic

approaches to FL instruction, Rardin is the fourth language specialist cited by Young (1992).

Anxiety is an emotion that is normally associated with negative connotations. Certainly, learner anxiety can be detrimental if it leads to reduced comprehension and retention, regardless of the discipline. However, the language specialists cited by Young (1992) hold differing views regarding potential positive aspects of learner anxiety in FL instruction. Omaggio, Terrell and Rardin posit that increased attentiveness or alertness, resulting from language learning anxiety, can serve to captivate learners that may otherwise be overly relaxed or inattentive in class. This positive state of learner arousal can rapidly turn to stress, which Terrell and Rardin caution renders students less capable of internalizing materials. On the other hand, Krashen contends there is no positive aspect to anxiety in FL learning, citing the inherently anxiety-evoking nature of FL classrooms to support this perspective. Krashen's assertions are supported by a study conducted by Horwitz (1988), where findings revealed that anxiety levels are generally higher in FL classrooms when compared to other disciplines.

Young (1992) takes the question of language learning anxiety a step further by examining the feasibility that the four skill areas associated with FL instruction, which are listening, speaking, reading, and writing, may induce varying levels of anxiety on learners. Unanimously, Krashen, Omaggio, Terrell, and Rardin agree that speaking or generating oral communication in a target language is the most stressful and anxiety-inducing aspect of language learning. Krashen contends that listening can be nearly as debilitating to listeners if the material is incomprehensible to the learner. Whereas Rardin

posits that any of the four skill areas can equally result in increased anxiety if the conditions are present for this result, Krashen counters that reading is typically the least anxiety-producing skill, particularly if the learner is engaged in pleasure reading that is not likely to result in a grade or is not otherwise tied to any aspect of language instruction. To support this point, Swain and Burnaby (1976) found that pleasure reading is the least anxiety-producing skill in language acquisition, particularly if the reading is optional and at the learner's current proficiency level. Krashen, Omaggio, Terrell, and Rardin concur that forced or mandatory reading, even of texts well within the learner's ability range, typically result in increased negative anxiety, particularly if performed out loud.

Recognizing language learning anxiety is crucial to dealing with this potentially debilitating facet of learning. Young (1992) posited that anxiety in language learners can manifest itself in a variety of ways. Whereas freezing up or clown-like behavior are symptoms of physical anxiety, short responses and nervous laughter are verbal manifestations, and fears of being made of a fool of in class are psychological manifestations. In Young's study, Krashen, Omaggio, Terrell, and Rardin concur that the first challenge for FL teachers is to be sensitive to the signals students typically provide of experiencing anxiety. Furthermore, the language specialists assert that teachers should become experts at recognizing the behaviors for what they are, while trusting their perceptions and working to reduce language anxiety in students.

Given Young's (1992) conclusion that learner anxiety is generally prevalent in FL classrooms, the question of effective anxiety management strategies deserves to be explored. According to the study, Krashen posits that as students feel less forced to produce language and otherwise demonstrate their skills, a calming effect frees learners to engage and internalize new linguistic concepts seamlessly. Furthermore, Krashen states that providing anxiety-free interesting topics empowers language learners to naturally learn without the trappings of traditional instruction. Simply stated, Krashen asserts that creating a stress-free learning environment, in which students feel accepted and welcome, will likely result in less inhibitions and reduced anxiety. Rardin shares similar views as Krashen in this regard, though Rardin suggests that teachers should assume the role of counselors, thereby creating a secure atmosphere, built on mutual teacher-student trust, in which learners are afforded choices regarding their learning experience. Omaggio cautions that putting learners on the hot seat, where they must demonstrate language before classmates, is not a productive strategy. Omaggio also posits that focusing on learner errors can raise defensive walls in students. To counter these hazards, Omaggio states that greater emphasis should be placed on allowing open-ended responses and allowing small group dialogues, thus placing emphasis on what students say versus how they say it. Thus, Omaggio believes that forcing learners to take risks they are not ready to take is likely to increase anxiety while reducing future active student participation and learning. Terrell believes that teachers need to be aware of individual learner differences, while being sensitive to seemingly innocent comments that may evoke anxiety in some learners (Young, 1992).

Young (1992) summed up the study's findings by encapsulating what the language specialists interviewed have identified as potential sources of language anxiety. Specifically, Young asserts that language anxiety stems from personal and interpersonal anxieties, such as feelings of self-esteem or acceptance levels within classroom groups. Young also cautions teachers to not only avoid the temptation to correct each and every mistake, but to take great care in the manner in which students are corrected when they err in class. Finally, Young suggests tailoring classroom activities, in which learners are required to generate oral language before the class, to ensure such instances are in line with individual students' comfort level.

This study addressed a gap in the current literature regarding the effects of using narrative video script as AO strategies in FL classrooms. The study also explored the effects of using AO strategies on anxiety levels of FL students. Although the study participants were intermediate-level Spanish college students, the findings should prove applicable to FL learners of all ages.

**Summary of Literature Review**

The benefits of effectively implemented AO strategies utilized to introduce video in the FL classroom have been documented in a number of studies. Specific examples include the utilization of AO tools in the form of technology instruction, short written stories, and contextual pictures to enhance FL comprehension, as well as culture and fiction content acquisition (Herron, 1994; Herron, Cole, York, & Linden, 1998; Lund, 1990; Schwartz, 1995). AO strategies aimed at reducing learner anxiety in FL classrooms have been documented in recent studies (Oliva & Pollastrini, 1995; Young, 1992;

Schwartz, 1995). Results of diverse studies serve to equip FL teachers (instructing

learners at all levels) with a diverse repertoire of promising AO strategy applications

(Chung & Huang, 1998; Hague & Scott, 1994; Hanley, Herron, and Cole, 1995; Herron,

1994; Herron, Cole, York, & Linden, 1998; Herron, Corrie, Dubreil, & Cole, 2002;

Herron & Hanley, 1992; Joyner, 1990; Kauffmann, 1996; Lin & Chen, 2006; Mueller,

1980; Omaggio, 1986; Schwartz, 1995; Teichert, 1996).

CHAPTER 3

**QUANTITATIVE RESEARCH METHODOLOGY**

The purpose of this study is to respond to a gap in the research dealing with the utilization of narrative video script as an AO strategy to enhance comprehension of target language video in the FL classroom. Based on the literature, the following research question was proposed: Is there an effect of using a narrative video script advance organizer on comprehension of FL video as measured by a multiple choice test? This study examined the impact of narrative video script AO strategies on FL video comprehension by intermediate-level Spanish college students.

**Research Questions**

The following study research questions explored the effects of AO strategies on learner comprehension in FL classrooms.

1. What is the effect of using narrative video script AO strategies to introduce target language video on comprehension in intermediate-level Spanish language college students?

> 1a. Is there a statistically significant main effect of treatment on multiple choice test scores? Treatments were quiet individual reading of narrative video scripts (AOq), collaborative group reading of narrative video scripts (AOg), and control group participants who were not provided a narrative video script (AO). Is there a

statistically significant effect of video script reading compared to the control

condition?

1b. Are there statistically significant pairwise differences in multiple choice test

scores between narrative video script quiet individual reading (AOq) and narrative

video script collaborative group reading (AOg), between narrative video script

quiet individual reading (AOq) and control group, and between narrative video

script collaborative group reading (AOg) and control group?

2a. What conclusions can be inferred from a posttest survey administered to all study

participants, who participated in all three conditions, regarding the effectiveness of a

quiet individual reading narrative video script AO (AOq), a collaborative group reading

narrative video script AO (AOg), and not having access to a narrative video script AO

(control group)?

2b. What conclusions can be inferred from posttest surveys administered regarding the

potential benefits of AO strategies to lower anxiety levels in FL learners?

## Method

### Participants

Participants for the study were 50 fall semester Spanish language college students

at the United States Air Force Academy (USAFA). The participants were categorized as

intermediate-level learners in their first semester of instruction at the USAFA.

The intermediate Spanish course is divided into separate sections, randomly

assigned by the Office of the Registrar, containing an average of 16-20 students per

section. Three different native Spanish-speaking instructors taught the three sections

involved in the study, and the instructors represented dialects associated with Cuba, Puerto Rico, and Mexico.

All intermediate-level Spanish students had demonstrated a level of proficiency in Spanish via placement examination given upon initial arrival at the USAFA. The average amount of high school Spanish instruction prior to arriving at the USAFA was 5.96 semesters, though 28% of students had previously received varying degrees of Spanish language exposure, primarily via brief trips abroad lasting on average 2.1 weeks. Interestingly, only 6% of participants reported Spanish as their first language, though in each instance participants stated that English was the primary language spoken at home. The remaining 94% stated that Spanish was not their first language nor was it the language spoken in their home. When asked to self-assess their level of Spanish language proficiency at the start of the semester, 44% participants reported being somewhat fluent, compared to 40% who self-reported being a little fluent and 14% who stated they were beginners. Only 2% identified themselves as near fluent. The age range was 18-21 years old, and the average participant age was 18.4 years of age. The gender distribution among the 50 participants was 80% male and 20% female. Among the participants, 31 different states and US territories were represented. Based on historical USAFA admissions demographic data, the full spectrum of socio-economic backgrounds was represented among the participants. The ethnic diversity among participants was as follows: 66% Caucasian, 10% African American 8% Hispanic/White, 6% Latino, 6% Asian, 2% Native American, and 2% Pacific Islander. Finally, 88% of participants were classified as freshmen, 6% as sophomore, 4% as junior, and 2% as senior.

The semester consisted of 80 academic lessons lasting 53 minutes each. The intermediate-level Spanish course met every academic day, unlike higher-level courses that generally meet every other day. The course was designed to provide approximately 25 academic lessons in the language laboratory, where learners utilize the Internet, audio, video, and interactive exercises to complement their instruction. The course utilized a text with associated audiovisual supporting materials. In this study, the materials utilized originated from a different and slightly more advanced Spanish course that the participants had not been exposed to while at the USAFA.

**Instruments**

### Target videos

For this study, the multimedia curriculum series titled *Enfoques* (Blanco & Garcia, 2004) was used for all sessions and all sections. This planned immersion approach enabled learners to listen to scripted, yet authentic, Spanish speech as they watched native speakers interacting in Spanish cultural situations on video. The target video scripts depicted the interactions of six distinct characters working in a modern Spanish-speaking business office setting. Each individual episode used in the study was comprised of six brief sequences involving the characters interacting at work in a common area, kitchen, break room, private office, or a combination of these. Each individual episode lasted five to six minutes in length, with the same characters interacting with each other in the familiar office settings over the course of 12 episodes. The 12 episodes do not follow a chronological sequence of events and can be seen

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individually, greatly resembling what Americans know to be the situational comedy format seen on television.

**Testing materials**

All participants were tested using the same ten-question, English-only, multiple-choice test immediately after viewing each episode and without access to notes, textbooks, dictionaries, any other materials, or discussion with peers or the teacher. Tests consisted of five possible choices labeled A, B, C, D, and E. Participants were instructed to select only one answer for each question by circling the letter corresponding to the best response, and to answer all ten questions.

**Reliability and validity**

Content validity of the measurement instrument was established because three USAFA Spanish professors and three advanced-level Spanish students were asked to provide specific feedback after completing each examination prior to the study. Specifically, content validity was established via a three-level test review process. First, the three USAFA Spanish professors viewed each episode and took each test independently. After completing each test, the researcher discussed the content of each test question with each professor individually and used feedback to revise all tests as needed. Subsequently, three advanced-level Spanish USAFA students were asked to view each episode and complete each test independently. The researcher met with all three advanced-level Spanish students after each test to address test content validity. Finally, the three Spanish professors once again watched each episode and took the revised tests reflecting relevant advanced-level Spanish student revisions. After the three Spanish

professors had completed each test for the second time, the researcher met with the three Spanish professors as a group to resolve remaining validity issues.

Internal consistency reliability, using Cronbach's alpha, was estimated at .74 for test #1, .71 for test #2. and .70 for test #3, with reliability estimates calculated after the tests were administered.

**Posttest survey**

A posttest survey was administered to students who participated in all three sessions of the study. The survey consisted of eight multiple choice questions containing five to seven possible responses labeled A, B, C, D, E, (F, and G were used as needed). Participants were instructed to select only one answer for each question by circling the letter corresponding to the best response, and to answer all multiple choice survey questions. The survey included two open-ended narrative opinion-based questions, through which participants were able to provide additional feedback.

The posttest survey was designed to provide triangulation to potentially validate the study results. The first four survey questions explored the effectiveness of narrative video script AO strategies to introduce video. The first question was broad in nature, and sought to glean participants' overall views of narrative video scripts, used as AO strategies, in the FL classroom. The second, third, and fourth survey questions gauged the participants' views regarding which specific AO strategy (quietly reading versus role playing/group reading) best prepared them for FL video instruction. It is worth noting that the first four survey questions also provided a means for participants to reject the

notion (via response options) that narrative video script AO strategies enhanced video material acquisition in the FL classroom.

Survey question number five shifted the focus to the participant's control group experience. After considering the effects AO strategies may have had on participants in the first four survey questions, participants were provided the opportunity to express how lacking access to an AO strategy may have affected them in this study.

The sixth, seventh, and eighth survey questions were authored to investigate the effects of narrative video script AO strategies on participants' anxiety level. These questions did not assume that AO strategies inherently reduced learner anxiety in the FL classroom. Rather, they provided participants with a means to communicate whether AO strategies affected their anxiety level, and if so to what degree did student anxiety lessen.

The final two open-ended survey questions sought to capitalize on the participant's imagination and feedback. Question nine was designed to capture participant suggestions regarding other means (not addressed in this study) of using narrative video scripts as AO strategies in the FL classroom. Feedback from this question may serve to direct future research on the effects and benefits of narrative video scripts as AO strategies in the FL classroom. The final question was also open-ended and general in nature, and provided a mechanism to record final participant thoughts and feedback regarding their experience in this study.

Content validity for the survey was established because three USAFA Spanish professors and three advanced-level Spanish students were asked to provide specific feedback after completing the survey prior to the study. Specifically, content validity was

established via a three-level survey review process. First, the three USAFA Spanish professors took the survey independently. After completing the survey, the researcher discussed the content of each survey question with each professor individually and used feedback to revise the survey as needed. Subsequently, three advanced-level Spanish USAFA students were asked to take the survey independently. The researcher met with all three advanced-level Spanish students to address survey content validity. Finally, the three Spanish professors took the revised survey reflecting relevant advanced-level Spanish student revisions. After the three Spanish professors had reviewed the survey for the second time, the researcher met with the three Spanish professors as a group to resolve remaining validity issues.

**Procedures**

All participants in each of the three intermediate-level Spanish sections participated once as AOq (quiet individual reading of narrative video scripts), once as AOg (interactive group reading of narrative video scripts), and once as control group (no AO provided) over the course of the semester. Each session took place over a single academic day. For each daily session, one of the three class sections participated as AOq, another one of the three class sections participated as AOg, and the remaining section participated as control group. This process was repeated three times over three different academic days over the course of one week. For each subsequent daily session, participants rotated to the next group. For every session day, all participants in each of the three groups viewed the same episode and took the same ten question English-only multiple-choice test immediately after viewing each episode.

In the AOq (quiet individual reading of narrative video scripts) condition, the teacher handed each participant a copy of the selected Spanish language episode narrative video script. Participants in the AOq condition group were asked to quietly read the video script one time without the use of dictionaries or any other resources, and were instructed to not ask the teacher or other participants for any clarification regarding pronunciation, vocabulary, grammar, or other content contained in the script. Participants were instructed that note-taking was not allowed at any time during the study. After a single reading of the script, the teacher collected all video scripts and the participants watched the video episode, based on the script they had just read, one time only and without subtitles. There was no interaction among the participants or with the teacher before, during, and after the viewing. Immediately after viewing the video, participants took the same ten question English-only multiple-choice test as the AOg and control group participants. The test was designed to assess comprehension of the events as they occurred in the video. Prior knowledge of Spanish or cultural background in Spanish did not provide participants with the specific information necessary to correctly answer the test questions, which were written to test information that could only be gained in the particular episode.

In the AOg (interactive group reading of narrative video scripts) condition, the teacher handed each participant a copy of the selected Spanish language episode narrative video script. Participants in the AOg condition group were organized in small groups consisting of five to seven individuals. Each participant was asked to assume a speaking part or serve as narrator, and all participants were asked to read their lines aloud, within

individual groups, for all segments in each episode. Since there were six brief chronological segments per episode, each participant retained the same speaking part for all segments of the episode, ensuring all participants had the opportunity to actively participate in the group reading. Participants were asked to read their lines aloud or follow quietly along as others read aloud. Participants did not use dictionaries or any other resources, and were instructed to not ask the teacher or each other for clarification regarding pronunciation, vocabulary, grammar, or other content contained in the script. Participants were instructed that note-taking was not allowed at any time during the study. After a single group reading of the script, the teacher collected all video scripts and the participants watched the video episode, based on the script they had just read, one time only and without subtitles. There was no interaction among the students or with the teacher before, during, and after the viewing. Immediately after viewing the video, participants took the same ten question English-only multiple-choice test as the AOq and control group participants. The test was designed to assess comprehension of the events as they occurred in the video. Prior knowledge of Spanish or cultural background in Spanish did not provide participants with the specific information necessary to correctly answer the test questions, which were written to test information that could only be gained in the particular episode.

In the control condition, the teacher did not provide participants with a copy of the selected Spanish language episode narrative video script. Participants in the control group watched the same video episode as AOq and AOg participants one time and without the use of dictionaries or any other resources. Participants were instructed to not

interact with each other or with the teacher to request clarification regarding pronunciation, vocabulary, grammar, or other content contained in the script before, during, or after the video. Participants were instructed that note-taking was not allowed at any time during the study. Immediately after viewing the video, participants took the same ten question English-only multiple-choice test as the AOq and AOg participants. The test was designed to assess comprehension of the events as they occurred in the video. Prior knowledge of Spanish or cultural background in Spanish did not provide participants with the specific information necessary to correctly answer the test questions, which were written to test information that could only be gained in the particular episode.

Participants were made aware in advance that their performance in the comprehension tests was confidential and would have no bearing on their semester grade. Participants were encouraged to participate since study activities were incorporated into the lesson plan and should have proven beneficial to the participant's language learning. Additionally, participants were informed that their participation may potentially benefit future USAFA language learners, based on study results and possible applications to the USAFA curricula. Participants at the USAFA are bound by a strictly enforced student-run honor code system designed to prevent lying, cheating, or stealing from occurring or being tolerated in any form. All participants were instructed to not discuss any portion of each daily session's episode until classes had ended for the academic day. Participants were bound by the honor code and were expected to comply with this instruction.

**Testing Procedures**

For all the video episodes in all sessions, the viewing was uninterrupted and there was no discussion among the participants or with the teacher, regarding the contents of the material as outlined in the procedures section. In order to examine the effects of the AO on participant retention and comprehension of each episode, the researcher administered to all participants the same preprinted ten question English-only multiple-choice test immediately after viewing the episode and without the benefit of notes, textbooks, dictionaries, any other materials, or discussion with peers or the teacher. Participants were instructed to answer each question by clearly circling the most accurate response from the five possible choices labeled A, B, C. D, or E. Participants were instructed to only select one answer for each question and to answer every question based on information gained in the session. Participants were asked to answer all questions, even if unsure of the best answer. The tests were designed to assess comprehension of the events as they occurred in the episode. Although the identical test was administered to all participants for each episode, comprehension of information for each distinct episode was tested with a different test using the format as outlined above. Prior knowledge of Spanish, cultural background in Spanish, or potential information about similar office settings as depicted in the episodes did not provide participants with the specific information necessary to correctly answer the test questions, which were written to test comprehension of information that could only be gained from the particular episode.

To reduce the possibility of evaluator bias, all tests had a numeric code, assigned to each participant in advance and known only to the researcher, to ensure only tests

completed by participants that participated in all three sessions were used in the data

analysis. This code not only enabled the researcher to determine which test score

belonged to each group (AOq, AOg, or control) and session day (one, two, or three), but

also served to maximize confidentiality. Each test question was worth one point and each

test score was the number of correct answers out of ten possible points. For example, a

test with five out of ten correct answers received a score of five, whereas a test with eight

out of ten correct answers received a score of eight. For each session day, all tests for the

AOq section were combined into a single group and graded blindly by the researcher

(serving as a judge) and a second judge to ensure accuracy. The same process was

utilized for the AOg and control groups. Once both judges had scored all tests for each

group (AOq, AOg, or control), the data were entered into SPSS for analysis.

### Posttest

All participants were asked to complete an anonymous ten-question multiple

choice and open-ended posttest survey designed to assess their interpretation of the

effectiveness of using narrative video script AO strategies on FL acquisition and learner

anxiety. The posttest survey was administered in questionnaire format, and provided

participants with the opportunity to enter write-in feedback comments regarding their

participation in the study. The participants were instructed that the posttest survey had no

bearing on their semester grade, would be treated as confidential, and would be known

only to the researcher. All posttest surveys had a numeric code, assigned to each

participant in advance and known only to the researcher, to ensure only surveys

completed by participants that participated in all three sessions were used in the survey data analysis.

The survey was administered to participants immediately upon concluding the final day of research. Although all participants present were allowed to take the survey, a confidential coding system known only to the research ensured that only surveys taken by participants present for all three sessions were evaluated. Surveys taken by students who did not participate in all three days of research were not considered.

In order to reduce the likelihood that views held by some participants regarding their experience in the study would affect the views of other participants, the researcher asked all participants to withhold comments regarding their experience and personal views (pertinent to the research conducted) until all participants had completed their survey. Participants were informed that all responses would be handled in a confidential manner, and would have no impact on their academic or USAFA cadet career. Participants were informed that their responses would provide useful insight relevant to the results of the study, and as such may have implications on future USAFA Department of Foreign Languages curriculum revisions.

**Design**

The investigator compared student retention of information in Spanish videos in two AO conditions that differed from each other. In the first AO condition (AOq), the narrative video script for the current session video episode was provided to participants for quiet advanced reading. Participants in the second condition (AOg) read the same narrative video script (also prior to watching the same video) in a collaborative format (in

small groups) where different participants were asked to assume parts and read aloud as the rest of their group peers listen. The control group did not receive the narrative video script as an AO and watched the video with no previous information.

The independent variable was the type of AO and consisted of three levels. The first was silent independent reading of the narrative video script AO prior to video viewing. The second was collaborative small group reading of the narrative video script AO prior to video viewing. The third was video viewing without the benefit of the narrative video script AO. The dependent variable was score on the multiple choice test administered to each participant after viewing each video.

Strengths in design were the randomized assignment of all three classes containing approximately equal numbers of participants. USAFA intermediate-level Spanish class participants met daily for instruction and followed the same syllabus and daily lesson plan. All participants received instruction from the same course authored by the Course Director in close daily coordination with the Spanish professors.

The Course Director and Spanish professors combined to teach all sections of the intermediate-level Spanish course. All participants were placed into the course based on their level of proficiency, as measured by a placement examination and placement related questionnaires administered upon arriving at the USAFA. All participants received the same instruction from the same materials and lesson plans throughout the current semester. All participants were issued the same course materials and had been scheduled to receive the same amount of instruction time participating in classroom activities and language laboratory multimedia activities. All classrooms used for the three sections were

identical in physical design and contained the same seating arrangement and multimedia equipment. All three sections were subject to the same classroom norms as outlined in the USAFA and Department of Foreign Languages policies. The researcher designed this study to explore the effect of narrative video script AO strategies on learner comprehension of video material and on FL learner anxiety.

## Qualitative Research Data Gathering Techniques

## Method

### Purpose

The qualitative phase of the study was used for triangulation purposes and proved beneficial to validating the quantitative phase results. The two-pronged qualitative approach consisted of participant end-of-study survey written comments and researcher observations captured via journaling, which occurred as participants engaged in the quantitative phase of the study.

The focus of the qualitative phase was to further examine the impact of using narrative video script AO strategies on intermediate Spanish language college students at the USAFA. Although this topic is pertinent because it affects more than 4,400 cadets who are required to take at least two semesters of FL instruction, it is not a USAFA specific topic. In fact, the use of AO strategies to introduce video in FL classrooms has implications for learners of all ages. This is primarily due to the availability of FL courses and accessibility to multimedia resources in academic campuses and learning centers nationwide.

The participant population was the same population used for the quantitative

phase of the study outlined earlier in this chapter.

**Data Collection Strategies**

Data were collected via participant end-of-study surveys and through researcher

observational notes taken throughout the quantitative phase of the study. While taking the

survey, participants were afforded the opportunity to not only address potential uses for

narrative video scripts as AO strategies, but were also be able to provide feedback

regarding their experience in the study. Over the course of the study, the researcher

maintained recorded observational notes. The goal of the data collection was to validate

the quantitative findings via triangulation. Strict anonymity of participants was

maintained in all researcher observational notes to protect their identity.

**Best Guess**

The researcher analyzed participant end-of-survey remarks and observational

notes taken during the quantitative phase in search of themes. This method of

triangulation served to support or challenge results attained during the quantitative phase

of the study.

**Limiting Factors**

The significant limiting factors of the qualitative phase of the study included the

researcher's ability to effectively capture sufficient data (via observational notes) in a

busy classroom environment, while accurately capturing the meaning behind nonverbal

expressions participants exuded during all phases of the quantitative study. Also, limited

contact time with study participants prevented the researcher from reaching the point of

saturation.

CHAPTER 4

**RESULTS**

This chapter first presents the results pertinent to the study research questions. Repeated measures ANOVA and a planned contrast were used to address research question one.

1. What is the effect of using narrative video script AO strategies to introduce target language video on comprehension in intermediate-level Spanish language college students?

> 1a. Is there a statistically significant main effect of treatment on multiple choice test scores? Treatments were quiet individual reading of narrative video scripts (AOq), collaborative group reading of narrative video scripts (AOg), and control group participants who were not provided a narrative video script (AO). Is there a statistically significant effect of video script reading compared to the control condition?

Assumptions of repeated measures were assessed and met. Specifically, sphericity as assessed by the Greenhouse-Geisser Epsilon (.88) exceeded a rule of thumb value of .70. Table 1 presents results of the repeated measures ANOVA. A statistically significant interaction was found between day and class, $F_{4, 94} = 32.23$, $p < .001$, $Eta^2 = .578$. Main effects for day and class were not significant.

Table 1

Repeated Measures ANOVA if Test Score by Day and Class

| Source | Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| day | 3.37 | 2 | 1.69 | 1.82 | .168 | .037 |
| day * class | 119.34 | 4 | 29.83 | 32.23 | .000 | .578 |
| Error(day) | 87.01 | 94 | .93 | | | |
| class | .16 | 2 | .08 | .01 | .992 | .000 |
| Error | 493.31 | 47 | 10.50 | | | |

Mean, standard deviation, and sample size are presented in Table 2 by day and class.

Table 2

*Mean, Standard Deviation, and Sample Size by Day and Class*

| | Class | Mean | Std. Deviation | N |
|---|---|---|---|---|
| | | Descriptive Statistics | | |
| day1 | Control | 4.71 | 2.71 | 17 |
| | AOg | 6.67 | 2.06 | 18 |
| | AOq | 6.33 | 2.58 | 15 |
| | Total | 5.90 | 2.56 | 50 |
| | | | | |
| day2 | AOq | 6.65 | 2.15 | 17 |
| | Control | 4.67 | 1.85 | 18 |
| | AOg | 6.67 | 1.88 | 15 |
| | Total | 5.94 | 2.15 | 50 |
| | | | | |
| day3 | AOg | 6.29 | 1.89 | 17 |
| | AOq | 6.22 | 1.39 | 18 |
| | Control | 4.40 | 1.35 | 15 |
| | Total | 5.70 | 1.76 | 50 |

Figure 1 displays the interaction between the collaborative group reading (AOg), quiet individual reading (AOq), and control group participants. As can be seen in Figure 1, AOg participants outperformed their AOq and control group peers in all three days. The difference in mean between AOg and AOq participants was significantly lower when compared to both treatment groups' performance against control group participants.

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Figure 1

*Mean by Day and Class*



Legend:
- Class 1
- Class 2
- Class 3
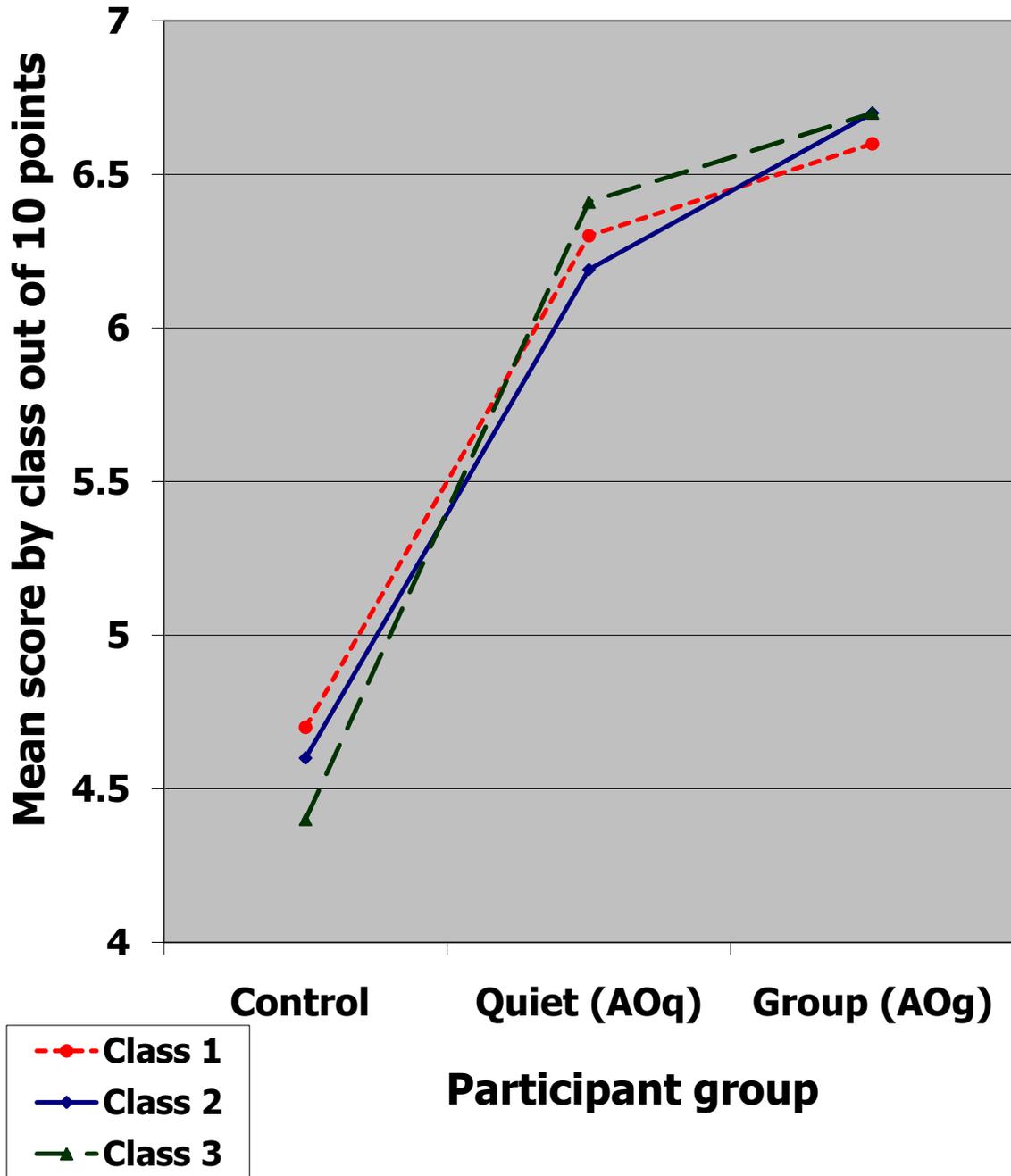
Research question 1a results indicate that a statistically significant interaction between class (day) and treatment was found (as measured by test scores). Planned contrasts found that control group mean scores were statistically significantly lower than that of the combined treatment group mean scores for each day of the study (Table 3).

Table 3

*Contrasts between Treatment and Control Groups*

| Day | Value of Contrast | Std. Error | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Day 1 | -3.59 | 1.47 | -2.45 | 47 | 0.18 |
| Day 2 | -3.98 | 1.16 | -3.45 | 47 | .001 |
| Day 3 | -3.73 | .97 | -3.83 | 47 | < .001 |

1. What is the effect of using narrative video script AO strategies to introduce target language video on comprehension in intermediate-level Spanish language college students?

1b. Are there statistically significant pairwise differences in multiple choice test scores between narrative video script quiet individual reading (AOq) and narrative video script collaborative group reading (AOg), between narrative video script quiet individual reading (AOq) and control group, and between narrative video script collaborative group reading (AOg) and control group?

Planned contrasts were used to assess each pairwise difference referenced above by day. In each instance as outlined in Table 4, the collaborative group reading (AOg) and quiet individual reading (AOq) participants significantly outperformed control group

participants. Also, collaborative group reading (AOg) participants performed slightly better than their quiet individual reading (AOq) counterparts each day.

Table 4

*Pairwise Comparisons by Day*

| Group | Day 1 | | Day 2 | | Day 3 | |
|---|---|---|---|---|---|---|
| | t | p | t | p | t | p |
| Control vs AOG | -2.36 | .022 | 2.98 | .005 | .14 | .893 |
| AOQ vs AOG | 1.87 | .067 | -.03 | .978 | 3.40 | .001 |
| AOQ vs Control | .39 | .699 | -2.91 | .005 | 3.31 | .002 |

2a. What conclusions can be drawn from a posttest survey administered to all study participants, who participated in all three conditions, regarding the effectiveness of a quiet individual reading narrative video script AO (AOq), a collaborative group reading narrative video script AO (AOg), and not having access to a narrative video script AO (control group)?

As can be inferred from Table 6, 44% of participants felt that the use of a narrative video script AO was extremely helpful, while 50% felt it was somewhat helpful.

By a margin of more than 2:1, 58% stated that quietly reading the narrative video script AO was a somewhat helpful strategy, compared to 28% of participants who reported that it was extremely helpful. Only 2% expressed that the quiet reading AO strategy was somewhat unhelpful (Table 7).

Finally, 64% of participants expressed that collaborative group reading of narrative video scripts was somewhat helpful, while 24% felt it was extremely beneficial to their performance in the multiple choice test (Table 8).

As noted in Tables 7 and 8, only 12% of participants reported that the quiet and group AO strategies were neither helpful nor unhelpful. Table 8 also indicates that no participant found the collaborative group reading AO to be unhelpful.

In effect, participant end-of-study survey feedback overwhelmingly supported the study's empirical results, validating the conclusion that access to a individual quiet or collaborative group narrative video script AO is likely to increase comprehension and retention of target language video content in the FL classroom.

Table 5

*Posttest Survey Questions 1-3: Mean, Standard Deviation, Sample Size*

| Posttest Survey Questions 1-3 | Mean | Std Dev | Sample Size |
|---|---|---|---|
| 1. Describe overall effectiveness of using narrative video script AO | 1.56 | .577 | 50 |
| 2. Describe effectiveness of using quietly reading narrative video script AOQ | 1.78 | .615 | 50 |
| 3. Describe effectiveness of using group reading narrative video script AOG | 1.54 | .542 | 50 |

Note. Response scale was 1 = extremely helpful, 2 = somewhat helpful, 3 = neither helpful nor unhelpful, 4 = somewhat unhelpful, and 5 = unhelpful

Table 6

*Posttest Survey Question #1: Frequency and Percent by Response Category*

1. How would you describe the overall effectiveness of using narrative video scripts as advance organizers to introduce foreign language video?

| Response Options | Frequency | Percent |
|---|---|---|
| Extremely helpful | 22 | 44.0 |
| Somewhat helpful | 25 | 50.0 |
| Neither helpful nor unhelpful | 3 | 6.0 |
| Somewhat unhelpful | 0 | 0.0 |
| Extremely unhelpful | 0 | 0.0 |
| Total | 50 | 100.0 |

Note. Response scale was 1 = extremely helpful, 2 = somewhat helpful,
3 = neither helpful nor unhelpful, 4 = somewhat unhelpful, and 5 = unhelpful

Table 7

*Posttest Survey Question #2: Frequency and Percent by Response Category*

2. How would you describe the overall effectiveness of **quietly reading** the narrative video script as an advance organizer to introduce foreign language video?

| Response Options | Frequency | Percent |
|---|---|---|
| Extremely helpful | 14 | 28.0 |
| Somewhat helpful | 29 | 58.0 |
| Neither helpful nor unhelpful | 6 | 12.0 |
| Somewhat unhelpful | 1 | 2.0 |
| Extremely unhelpful | 0 | 0.0 |
| Total | 50 | 100.0 |

Note. Response scale was 1 = extremely helpful, 2 = somewhat helpful,
3 = neither helpful nor unhelpful, 4 = somewhat unhelpful, and 5 = unhelpful

Table 8

*Posttest Survey Question #3: Frequency and Percent by Response Category*

3. How would you describe the overall effectiveness of **role playing/group reading** the narrative video script as an advance organizer to introduce foreign language video?

| Response Options | Frequency | Percent |
|---|---|---|
| Extremely helpful | 12 | 24.0 |
| Somewhat helpful | 32 | 64.0 |
| Neither helpful nor unhelpful | 6 | 12.0 |
| Somewhat unhelpful | 0 | 0.0 |
| Extremely unhelpful | 0 | 0.0 |
| Total | 50 | 100.0 |

Note. Response scale was 1 = extremely helpful, 2 = somewhat helpful, 3 = neither helpful nor unhelpful, 4 = somewhat unhelpful, and 5 = unhelpful

When comparing the effectiveness of quietly reading to group reading of narrative video scripts in Table 9, 34% of participants stated that group reading was a little more effective than quiet reading, whereas 24% felt quiet reading was a little more effective than group reading.

Furthermore, 16% of participants greatly preferred group to quiet reading, while 12 % felt the opposite and stated that quietly reading was a lot more effective than group reading. Finally, 12% indicated that both group and quiet were equally effective. Interestingly, only a single participant stated that neither group nor quiet would be effective AO strategies.

Table 9

*Posttest Survey Question #4 Results: Frequency and Percent by Response Category*

4. How would you *compare* the effectiveness of **quietly reading** the narrative video script to **role playing/group reading** of the narrative video script?

| Response Options | Frequency | Percent |
|---|---|---|
| quiet a lot more effective than group | 6 | 12.0 |
| quiet a little more effective than group | 12 | 24.0 |
| quiet as effective as group | 6 | 12.0 |
| neither AOq nor AOg is effective | 1 | 2.0 |
| group a lot more effective than quiet | 8 | 16.0 |
| group a little more effective than quiet | 17 | 34.0 |
| Total | 50 | 100.0 |

Note. Response scale was 1 = quiet a lot more effective than role playing, 2 = quiet was a little more effective than role playing, 3 = quiet reading was as effective as role playing, 4 = neither quiet nor role playing were effective, 5 = role playing was a lot more effective than quiet, and 6 = role playing was a little more effective than quiet

Table 10 reflects participant control group posttest feedback. In further validation of empirical results, 70% of participants stated they would have performed better with either group or quiet reading AO strategies, when compared to not having access to an AO as control group members.

Of the remaining participants, 8% felt they would have performed better only with a quiet AO, whereas 12% stated they would have performed better only with a group AO. Also, only 8% stated they performed as well in the control group setting as they would have with either a collaborative group or individual quiet reading AO (Table 10).

Table 10

*Posttest Survey Question #5 Results: Frequency and Percent by Response Category*

5. After participating in the three groups, how would you ***describe*** your experience as a participant in the group that <u>did not have access</u> to a narrative video script prior to watching the video?

| Response Options | Frequency | Percent |
|---|---|---|
| would perform better only with group | 6 | 12.0 |
| would perform better only with quiet | 4 | 8.0 |
| would perform better with either group or quiet | 35 | 70.0 |
| would perform as well with either group or quiet | 4 | 8.0 |
| would not perform better with group | 0 | 0.0 |
| would not perform better with quiet | 0 | 0.0 |
| would not perform better with either group or quiet | 1 | 2.0 |
| Total | 50 | 100.0 |

<u>Note</u>. Response scale was 1 = would perform better only with group, 2 = would perform better only with quiet, 3 = would perform better with either group or quiet, 4 = would perform as well with either group or quiet, 5 = would not perform better with group, 6 = would not perform better with quiet, and 7 = would not perform better with either group or quiet

2b. What conclusions can be drawn from posttest surveys administered regarding the potential benefits of AO strategies to lower anxiety levels in FL learners?

Based on participant feedback as outlined in Table 11, 34% experienced a moderate reduction in anxiety as a result of the quiet AO, while 28% voiced a significant anxiety reduction and 24% a slight reduction. Although one participant stated that any anxiety experienced over the course of the study was not alleviated by the quiet AO strategy, another one attributed a tremendous reduction in anxiety to the availability of the quiet AO (Table 11). Finally, 8% reported not experiencing increased levels of

anxiety over the course of the study and one individual stated that any anxiety

experienced was not directly linked to participation in the study (Table 11).

Table 11

*Posttest Survey Question #6 Results: Frequency and Percent by Response Category*

6. Based on your experience as a participant in this study, how would you describe the impact of using the **quietly reading** narrative video script advance organizer strategy on your level of anxiety, when you watched the videos and took the multiple questions tests?

| Response Options | Frequency | Percent |
|---|---|---|
| anxiety not reduced by advanced organizer | 1 | 2.0 |
| anxiety slightly reduced by advanced organizer | 12 | 24.0 |
| anxiety moderately reduced by advanced organizer | 17 | 34.0 |
| anxiety significantly reduced by advanced organizer | 14 | 28.0 |
| anxiety tremendously reduced by advanced organizer | 1 | 2.0 |
| anxiety not experienced during study | 4 | 8.0 |
| anxiety experienced not linked to study | 1 | 2.0 |
| Total | 50 | 100.0 |

Note. Response scale 1 = anxiety not reduced by AO, 2 = anxiety slightly reduced by AO, 3 = anxiety moderately reduced by AO, 4 = anxiety significantly reduced by AO, 5 = anxiety tremendously reduced by AO, 6 = anxiety not experienced during the study, and 7 = any anxiety experienced not linked to the study

According to Table 12, 30% of participants experienced a moderate reduction in

anxiety as a result of the collaborative group reading AO strategy, while 18% reported a

significant anxiety reduction and 32% a slight reduction. Although 4% stated that any

anxiety experienced during the study was not alleviated by the group AO, 6% attributed a

tremendous reduction in anxiety to the availability of this AO strategy (Table 12).

Finally, 8% reported not experiencing increased levels of anxiety over the course of the

study and 2% stated that any anxiety experienced was not directly linked to participation

in the study (Table 12).

Table 12

*Posttest Survey Question #7 Results: Frequency and Percent by Response Category*

7. Based on your experience as a participant in this study, how would you describe the impact of using the **role playing/group reading** narrative video script advance organizer strategy on your level of anxiety, when you watched the videos and took the multiple questions tests?

| Response Options | Frequency | Percent |
|---|---|---|
| anxiety not reduced by advanced organizer | 2 | 4.0 |
| anxiety slightly reduced by advanced organizer | 16 | 32.0 |
| anxiety moderately reduced by advanced organizer | 15 | 30.0 |
| anxiety significantly reduced by advanced organizer | 9 | 18.0 |
| anxiety tremendously reduced by advanced organizer | 3 | 6.0 |
| anxiety not experienced during study | 4 | 8.0 |
| anxiety experienced not linked to study | 1 | 2.0 |
| Total | 50 | 100.0 |

Note. Response scale 1 = anxiety not reduced by AO, 2 = anxiety slightly reduced by AO, 3 = anxiety moderately reduced by AO, 4 = anxiety significantly reduced by AO, 5 = anxiety tremendously reduced by AO, 6 = anxiety not experienced during the study, and 7 = any anxiety experienced not linked to the study

When asked if the lack of an AO, as control group participants, had an effect on

anxiety levels, 28% reported experiencing a moderate increase in anxiety, compared to

30% who experienced a slight increase (Table 13). Table 13 also reflects that of the

remaining participants, 18% attributed a significant increase in anxiety to being deprived

of either AO strategy, and 12% stated that their level of anxiety was not increased as a

result of lacking access to an AO. Only 2% blamed a tremendous increase in anxiety on

the lack of an AO, while 2% did not link anxiety experienced to participation in the

study. Finally, 8% did not experience anxiety while participating in the control group.

Table 13

*Posttest Survey Question #8 Results: Frequency and Percent by Response Category*

8. Based on your experience as a participant in this study, how would you describe the impact of **not using** a narrative video script advance organizer strategy on your level of anxiety, when you watched the videos and took the multiple questions tests?

| Response Options | Frequency | Percent |
|---|---|---|
| anxiety not increased by lack of access to advance organizer | 6 | 12.0 |
| anxiety slightly increased by lack of access to advance organizer | 15 | 30.0 |
| anxiety moderately increased by lack of access to advance organizer | 14 | 28.0 |
| anxiety significantly increased by lack of access to advance organizer | 9 | 18.0 |
| anxiety tremendously increased by lack of access to advance organizer | 1 | 2.0 |
| anxiety not experienced during study | 4 | 8.0 |
| anxiety experienced not linked to study | 1 | 2.0 |
| Total | 50 | 100.0 |

Note. Response scale 1 = anxiety not reduced by AO, 2 = anxiety slightly reduced by AO, 3 = anxiety moderately reduced by AO, 4 = anxiety significantly reduced by AO, 5 = anxiety tremendously reduced by AO, 6 = anxiety not experienced during the study, and 7 = any anxiety experienced not linked to the study

Participant end-of-study survey feedback supported the findings reported in this

study. When afforded the opportunity to provide feedback and make suggestions

regarding their participation in the three groups and additional ways that narrative video

script organizers might be used as AO strategies in the FL classroom, the majority of

participants voiced support for the benefits of both treatments utilized in the study.

Participants also provided intriguing feedback regarding future studies and innovative

ways of using narrative video script AO strategies.

In their feedback, a small number of participants indicated a preference for individual quiet reading over the collaborative group reading, citing it seemed better suited to their preferred study habits. To explain this, it is important to consider the higher than average nationwide academic composite the majority of applicants must demonstrate (over the course of their high school career) in order to earn a nomination and receive a subsequent appointment to the USAFA. Based on the inherently rigorous academic demands an academy education places on cadets, it is not surprising that many study participants can justifiably be considered academic self-starters who perform well when asked to study on their own, without significant external pressure to prepare academically. Nevertheless, the majority of participants also cited that collaborative groups afforded them greater opportunity to benefit from the narrative video script AO, when compared to the quiet individual reading strategy.

When compared to the control group and to a lesser degree the quiet reading group, some participants stated that collaborative groups were more enjoyable and conducive to active learning. Others indicated that listening to peers pronounce certain words or use different intonation reinforced their own self-confidence, largely because their peers' struggles validated the difficulty most language learners experience when attempting to generate oral communication. In essence, hearing their peers' difficulties put some participants at ease due to the affirmation that struggling to produce target language is the rule and not the exception for learners at this level. Interestingly, this factor was also cited by several participants as a reason for reduced anxiety when participating in the collaborative group. Specifically, numerous participants

acknowledged actually feeling better about themselves and experiencing a sense of relief about their current proficiency level and oral communication skills, especially after observing their peers struggle in a low-stress and relaxing atmosphere.

Based on nonverbal cues and brief remarks, a number of participants appeared initially uncertain regarding their role in the study at the outset of the first day. Whether such initial feelings were founded on curiosity, anxiety, uncertainty of the expectations, or even cynicism, virtually all hesitation appeared to subside once the study was clearly explained to all. After explaining the gist of the study and the role participants would play in it, buy-in appeared to be largely attained once participants understood that the study's findings would likely have repercussions on future academic instruction methodologies at the USAFA and beyond. In effect, participants understood their role in shaping the future of FL instruction, particularly with regards to how narrative video scripts might be used to introduce video content.

In addition, the explanation of the treatment and assessment phases of the study appeared to motivate participants who grasped that in addition to receiving valuable Spanish language instruction as part of the study, they would also be afforded a unique perspective ideally suited to gauge their current linguistic ability and proficiency. The USAFA academic, athletic, and military training curriculum is built around the notion of positive competition and team work. The majority of USAFA cadets are inherently competitive in nature, as a competitive mindset is essential to accomplishing the types of feats needed for admission in all areas of life (academics, athletics, leadership opportunities, group settings, etc.). Furthermore, USAFA cadet's academic, military, and

athletic accomplishments are attained in a highly competitive environment with tangible recognition and benefits for superior performance. Thus, it is not surprising that many participants appreciated the opportunity to test their proficiency via the use of AO strategies, videos, and tests.

Apart from the overwhelmingly positive feedback expressing a preference for either AO strategy over the lack of an AO tool, the participants provided additional suggestions for future uses of narrative video scripts. Foremost among these was the recommendation for more effective participant preparation key to increasing the benefits of narrative video scripts. For example, some participants recommended access to Spanish-English dictionaries and previously defined vocabulary lists, and urged greater availability of faculty to clarify pronunciation and correct usage of certain words or phrases. A number of participants suggested incorporating a performance component in which individuals physically act out the narrative video script sequence of events, instead of simply reading the scripts in small groups or individually. One participant further expounded on this idea by proposing small group skits that members could briefly prepare and perform before their peers. In short, this participant asserted that such a strategy would allow participants to not only compare different group's interpretations of the narrative and events, but also provide a means to ascertain which group most accurately portrayed the actual events, as depicted in the subsequent video viewing.

For a few participants, the collaborative group style did little to alleviate already present anxiety stemming from either generating oral language in a second language or simply speaking aloud in front of others. For others, the researcher's firm adherence to

the rules of engagement (clearly conveyed at the start of each session) not only prevented essential access to reference materials and faculty expertise, but also appeared to inhibit the learning process. Interestingly, while a number of participants mentioned that a timely correction of grossly mispronounced words would be beneficial to improved oral communication, others asserted that knowing no one would correct their oral generation of Spanish seemed almost liberating, as it was conducive to a more relaxing and pleasant classroom environment.

Overall, the majority of participants voiced support for access to an AO strategy in the FL classroom. Specifically, overwhelming feedback indicated that access to an AO strategy prior to viewing target language video is more beneficial to understanding and retention, when compared to launching into a target language video without any form of previewing introduction. One participant voiced concern that excessive use of the English language by the researcher as part of the study took away from the learning experience. This individual feedback notwithstanding, a couple of participants inquired as to the feasibility of using either form of this study's AO in their classroom during the current or future semesters. When evaluated as a whole, the poignant survey feedback appears to support the findings of this study, and validate what previous researchers have documented, which is that in the FL classroom, the use of creative and useful AO strategies is essential to increased understanding and retention.

CHAPTER 5

**CONCLUSIONS, OUTCOMES, AND IMPLICATIONS**

**Research Study Conclusions**

The following research questions for the current study were derived from the literature review exploring the effects of AO strategies on learner comprehension in FL classrooms.

1. What is the effect of using narrative video script AO strategies to introduce target language video on comprehension in intermediate-level Spanish language college students?

1a. Is there a statistically significant main effect of treatment on multiple choice test scores? Treatments were quiet individual reading of narrative video scripts (AOq), collaborative group reading of narrative video scripts (AOg), and control group participants who were not provided a narrative video script (AO). Is there a statistically significant effect of video script reading compared to the control condition?

1b. Are there statistically significant pairwise differences in multiple choice test scores between narrative video script quiet individual reading (AOq) and narrative video script collaborative group reading (AOg), between narrative video script quiet individual reading (AOq) and control group, and between narrative video script collaborative group reading (AOg) and control group?

2a. What conclusions can be inferred from a posttest survey administered to all study

participants, who participated in all three conditions, regarding the effectiveness of a

quiet individual reading narrative video script AO (AOq), a collaborative group reading

narrative video script AO (AOg), and not having access to a narrative video script AO

(control group)?

2b. What conclusions can be inferred from posttest surveys administered regarding the

potential benefits of AO strategies to lower anxiety levels in FL learners?

Findings indicate that study participants benefited from the use of the group and

quiet AO strategies, when compared to control group participants. A statistically

significant increase in mean test score was found for participants exposed to the

treatments via an AO strategy, when compared to those who did not receive an AO

treatment. There was also a statistically significant albeit much smaller difference in

mean test score between participants exposed to the group versus the quiet AO, with

higher scores obtained by those receiving the group AO treatment.

In the study, participants in the group AO slightly outperformed their peers in the

quiet AO group, while significantly outperforming their control group peers. For

example, on day 1 the group AO mean score was 6.7 out of 10, compared to 6.3 for quiet

AO, and 4.7 for control. Similar trends were detected in days 2 and 3. In day 2, means

were 6.6, 6.4, and 4.6 for group AO, quiet AO, and control group, respectively. In day 3,

the scores were slightly lower across all groups, though the trends were consistent with

the previous two days. In this instance, group AO participants had a mean of 6.3,

compared to 6.2 for quiet AO, and 4.4 for control group members.

Regarding posttest survey results, participant feedback was consistent with the test data. For example, 44% of participants stated that the use of a group or quiet narrative video script AO was extremely helpful, while 50% stated it was somewhat helpful and only 6% stated it was neither helpful nor unhelpful. In addition, 86% stated that the use of a quiet AO was either extremely or somewhat helpful, and 88% stated that the use of a group AO was either extremely or somewhat helpful. This is consistent with survey results of participants in the control group, of which 98% stated that any access to an AO would have to varying degrees improved their overall performance in the study. These results support the utility of an AO.

When asked to consider the effect of either quiet or group AO strategies on anxiety levels, 86% stated that having access to a quiet AO strategy reduced their anxiety level to varying degrees, while 88% stated that the group AO strategy lowered any anxiety they experienced anywhere from slightly to extremely. This is consistent with feedback voiced by 78% of participants, in essence stating that they experienced varying degrees of increased anxiety, as control group members, due to a lack of access to an AO strategy.

On a final note, participant written feedback on the posttest survey reinforced the conclusions drawn in this study, which are supported by informal observational notes taken by the researcher during the study. In essence, participants overwhelmingly voiced appreciation for access to narrative video script AO strategies via brief remarks annotated on the surveys.

Not surprisingly, researcher observational notes also support the reported benefits of AO strategies in the FL classroom, as instances of confusion and frustration were significantly more visible among control group participants, when compared to their peers in either AO group.

**Comparing Results to Existing Literature**

As explained in the review of the literature, Herron and Haley (1992) asserted that the use of video facilitates FL comprehension and retention by rendering the information more meaningful to students. Video has been and continues to be heavily utilized in FL classrooms to provide natural language instruction designed to increase comprehension and raise cultural awareness in learners of all ages (Chamot, 1993; Cummins, 1989; Harlow & Muyskens, 1994; Herron, Corrie, Dubreil, & Cole, 2002; Huberman & Medish, 1975; Manning, 2006; Herron & Moos, 1993; Secules, Herron, & Tomaselo, 1992; Shrum & Glisan, 2000; Svensson & Borgarskola, 2006; Tanner, 1985).

Video-based instruction as a tool in the FL classroom is common. However, the use of video as an instructional tool is rendered more effective, with regards to language acquisition and retention, if introduced by an equally effective AO tool, a conclusion also reported in a number of studies (Cononelos & Oliva, 1993; Herron, 1994; Herron & Moos, 1993; Joiner, 1990; Oliva & Pollastrini, 1995; Schwartz, 1986).

There are many ways to effectively utilize AO strategies in the FL classroom. Studies consistently demonstrate that AO strategies significantly enhance the effectiveness of video instruction as a tool in FL acquisition (Herron, Cole, York, & Linden, 1998; Lund, 1990; Schwartz, 1995). Studies also support a finding of this study,

which proposes that increased learner anxiety levels inherent with FL instruction can be reduced via effective AO strategies in FL classrooms, rendering the use of video in FL classrooms more effective (Oliva & Pollastrini, 1995; Schwartz, 1995; Young, 1992).

In this study, the use of collaborative group reading and quiet individual reading of narrative video scripts (as AO strategies) proved beneficial to learners of a second language. In past studies, researchers have assessed the effectiveness of differing AO strategies in the form of technology instruction, short written summaries, and contextual pictures to enhance FL instruction in the areas of comprehension, culture, and fiction. Overall, the results documented in diverse studies support the findings of this study, and serve to provide FL teachers instructing students at all levels with an abundance of promising applications, some of which are described in chapter two of this study (Chung & Huang, 1998; Hague & Scott, 1994; Hanley, Herron, and Cole, 1995; Herron, 1994; Herron, Cole, York, & Linden, 1998; Herron, Corrie, Dubreil, & Cole, 2002; Herron & Hanley, 1992; Joyner, 1990; Kauffmann, 1996; Lin & Chen, 2006; Mueller, 1980; Omaggio, 1986; Schwartz, 1995; Teichert, 1996).

This study's findings are supported by previous findings cited above. In particular, the use of transcriptions of short video materials is useful to introduce FL video to learners, a finding reported by Herron and Moos (1993), Joyner (1990), and Lund (1990). Joyner (1990) further posits that this is particularly true if the video content is authentic and contains language structures and vocabulary that learners have not been previously exposed to in previous instruction. Tedick and Walker (1995) also stated that technology and text-based AO strategies provide learners with a context of what the

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learner needs to get out of upcoming lessons, particularly if FL instruction is tailored to the manner in which individual students learn target languages. Hague and Scott (1994) reported similar findings, citing that topic familiarity and introductory knowledge of upcoming material is essential to equipping learners with skills and background needed to make sense of new content. It is therefore not surprising that this study's use of narrative video scripts used to introduce authentic video content yielded similar results to past studies.

Researchers have examined the benefits of AO strategies, in FL classrooms, to reduce FL learner anxiety as increased language production is necessary to progress in the language (Oliva & Pollastrini, 1995; Schwartz, 1995; Young, 1992). Anxiety and frustration can easily arise in FL students learning new material or more advanced facets of the target language. Anxiety can have a debilitating effect on FL students, an occurrence cited by Oliva and Pollastrini (1995) in their study of second language acquisition via virtual instruction. In their findings, Oliva and Pollastrini asserted that AO strategies similar to those employed in this study and consisting of user-friendly interfaces, combined with effective introductory techniques, proved helpful to reducing learner anxiety and increasing retention.

Younger generations increasingly rely on diverse formats of audiovisual representation for learning as well as recreation (Schwartz, 1995). Schwartz also suggested that electronic media can have an anxiety-alleviating effect on FL learners. Schwartz cautioned that anxiety reduction resulting from topic familiarity can be easily nullified if the target language video material is not properly introduced. In essence,

effective AO strategies similar to those employed in this study not only serve to provide learners with a useful glimpse into the upcoming material, but also help reduce learner anxiety due to greater familiarity with new material (Schwartz, 1995).

Young (1992) takes the question of language learning anxiety a step further by examining the feasibility that the four skill areas associated with FL instruction (listening, speaking, reading, and writing) may induce varying levels of anxiety in learners. Unanimously, prolific researchers in this topic such as Krashen, Omaggio, Terrell, and Rardin cited by Young (1992) agree that speaking or generating oral communication in a target language is the most stressful and anxiety inducing aspect of language learning. In effect, Young proposed that the use of collaborative group readings provided participants with an avenue to utilize their oral speaking skills in a non-threatening and low-anxiety environment.

The benefits of my study's collaborative group reading AO strategy therefore go well beyond the useful introduction of FL content in the FL classroom. In effect, this AO strategy provided participants with a safe and relatively stress-free setting ideally suited to practice oral communication skills without feeling as though they were in the hot seat, under duress to effectively produce language for a grade, or being informally evaluated by classmates. The use of small intimate collaborative groups, in which all members equally participated in the generation of orally produced language, provided an ideal setting for participants to engage in the learning process, while gaining confidence in their ability to generate spoken language in a low threat setting.

**Discussion of Results**

  Based on study results and participant survey feedback, narrative video scripts appear to be effective tools to introduce video in the foreign language classroom. Exposure to upcoming video content, whether via collaborative group reading or individual quiet reading of narrative video scripts, provides learners valuable insight into new material about to be introduced in class.

  Although participant feedback supports reported results that both AO strategies utilized in this study were helpful, it also validates the findings that utilizing narrative video scripts in a collaborative group setting engages students in the learning process and is more effective than quiet individual reading. There are three feasible explanations for this finding.

  First, collaborative group reading engages participants in active participatory learning, making each member accountable to the group to not only follow the narrative video script reading, but to also be prepared to read individual lines aloud. In essence, this strategy epitomizes a learner-centered approach in which participants are accountable to be prepared and are expected to demonstrate an active involvement in the learning process. This form of positive peer-pressure inherently demands greater attention, involvement, and participation, all of which contribute to the learning and retention process.

  Second, increased use of the senses is inherent to the collaborative group reading approach. Whereas quietly reading entails listening to the words in one's own mind, the collaborative group reading approach provides students additional learning stimuli in the

form of peer voices, accents, tones, speech rate, and inflection. Greater external stimuli can increase meaning, and further reinforces learned content retention because it enables learners to associate content with individual voices and outward recitations by classroom peers. Simply stated, instead of just remembering that narrative video script lines were read, the learner benefits from recall that an individual classmate recited the lines, and a memory of that peer's voice is likely to improve retention.

Third, collaborative group participants did not have the option to forego reading the script, which was an option available to participants reading quietly. Thus, while quiet individual reading participants were expected to actually read the narrative video script, and by all indications most appeared to do so, they could in effect have opted to read some, all, or none of the narrative video script without having to answer to their peers. Whereas quiet individual group participants benefited from access to an AO, their internal motivation dictated their level of involvement in the reading process. Thus, while motivated learners would likely make good use of the individual reading AO strategy for increased learning and retention, others may feel less compelled to utilize this AO strategy to their benefit.

In the end, learners are likely to benefit from access to narrative video scripts, used as AO strategies, to introduce upcoming FL content. While some may prefer quiet individual reading to the collaborative group approach, the latter method is inherently designed to motivate participants to engage in their own learning, whereas the prior affords learners the option to engage or not engage in the learning process. When taken as a whole, access to any form of an AO can only serve to help introduce new material to

learners, and as such can only enhance the learning process. Nevertheless, the fact remains that the collaborative group reading is more learner-centered than quiet individual reading, primarily due to its insistence that all members engage and demonstrate their involvement in the learning process, primarily via reading aloud and following along as others do.

When considering AO strategies in the FL classroom, teachers should consider utilizing a strategy that enhances the likelihood of learner engagement with verification. The collaborative group reading approach meets this criteria because it compels learners to engage in the learning process with verification. Some learning environments may be more conducive to the quiet reading approach. However, it is reasonable to support the notion that outward demonstrations of learner involvement in the learning process are more likely to circumvent learner disengagement.

In addition, reading aloud in a low-stress environment is more likely to engage timid, disengaged, or otherwise disinterested learners. Research shows that speaking aloud in a foreign language is the single greatest source of anxiety among the majority of learners, when compared to listening, reading, or writing (Young, 1992). Learners that are encouraged to read aloud in a low-stress collaborative approach environment are likely to gain confidence in their ability to read aloud in the target language, while further benefiting from practice in oral communication.

**Limitations**

Study limitations primarily involved the participant sample size, which consisted of a select group of 50 USAFA cadets. Although study results were consistent for each

day, the statistical significance between the collaborative group reading, quiet individual reading, and control groups may have been different with larger and more diverse participant population sizes. Also, the measurement instruments were constructed solely by the researcher, though test content validity was supported via three USAFA Spanish language professors and three USAFA advanced Spanish cadets prior to the study. Finally, a second round of tests using the same procedures and the same participants may have served to confirm study results.

**Future Study Areas Related to this Study**

As a follow-up to this study, it would be interesting to assess the effectiveness of narrative audio script group and quiet AO strategies. In particular, the utilization of similar AO strategies in classrooms studying different second languages and consisting of varying sample sizes might serve to validate the results of this study, while assessing the benefits of AO strategies to introduce audio content in the FL classroom.

Further, the study of potential benefits of video and audio AO strategies among participants with increased proficiency would ascertain whether AO strategies are rendered more or less effective as participant proficiency level increases in the FL classroom.

A final area worthy of future exploration deals with the matter of learner anxiety in the FL classroom. Specifically, it is worth considering whether anxiety experienced by learners is reduced, and if so to what degree, by video and audio AO strategies as language proficiency increases. In other words, what would be the effect of video and audio AO strategies on learner anxiety levels as language proficiency increases?

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**Personal Statement**

The results of this study serve to validate informal findings I have reached over several years of service as course director and professor of Spanish and French at the USAFA. As technological advances continue to permeate and increasingly dominate many aspects of FL instruction, it is imperative that as teachers we continue to seek out more effective means of incorporating strategies that will maximize the use of technology in the classroom.

Learners in the 21$^{st}$ century have largely grown up in the technological era. As such, it is essential that educators embrace the inherent benefits of technology in the classroom, while continually exploring new approaches to bridge the gap between individual learning styles and best applications of technology in the classroom. In short, creative strategies that serve to prepare the FL learner for upcoming content, presented via a plethora of technological tools, are likely to not only increase comprehension, but also yield improved short- and long-term retention.

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**Appendix A**

Participant Posttest Survey

1. How would you *describe* the overall effectiveness of using narrative video scripts as advance organizers to introduce foreign language video? Please select **only one** response.

a. Extremely helpful
b. Somewhat helpful
c. Neither helpful nor unhelpful
d. Somewhat unhelpful
e. Extremely unhelpful

2. How would you *describe* the effectiveness of **quietly reading** the narrative video scripts as an advance organizer to introduce foreign language video? Please select **only one** response.

a. Extremely helpful
b. Somewhat helpful
c. Neither helpful nor unhelpful
d. Somewhat unhelpful
e. Extremely unhelpful

3. How would you *describe* the effectiveness of **role playing/group reading** of the narrative video scripts as an advance organizer to introduce foreign language video? Please select **only one** response.

a. Extremely helpful
b. Somewhat helpful
c. Neither helpful nor unhelpful
d. Somewhat unhelpful
e. Extremely unhelpful

4. How would you *compare* the effectiveness of **quietly reading** the narrative video script to **role playing/group reading** of the narrative video script? Please select **only one** response.

a. Quiet reading was **a lot more** effective than role playing/group reading
b. Quiet reading was **a little more** effective than role playing/group reading
c. Quiet reading was **as** effective as role playing/group reading
d. **Neither** quiet reading **nor** role playing/group reading were effective
e. Role playing/group reading was **a lot more** effective than quiet reading
f. Role playing/group reading was **a little more** effective than quiet reading


5. After participating in the three groups, how would you *describe* your experience as a participant in the group that <u>did not have access</u> to a narrative video script prior to watching the video? Please select **only one** response.

a. I would have performed better **only** with a group reading/role playing strategy
b. I would have performed better **only** with a quiet reading strategy
c. I would have performed better with **either** group reading/role playing **or** quiet reading strategy
d. I **performed as well** as I would have with **either** group reading/role playing **or** quiet reading
e. I would **not** have performed better with a group reading role/playing strategy
f. I would **not** have performed better with a quiet reading strategy
g. I would **not** have performed better with **either** group reading/role playing **or** quiet reading

6. Based on your experience as a participant in this study, how would you describe the impact of using the **quietly reading** narrative video script advance organizer strategy on your level of anxiety, when you watched the videos and took the multiple questions tests? Please select **only one** response.

a. Any anxiety I experienced as a result of watching the videos and taking the tests was **not reduced** by the use of the advance organizer strategies
b. Any anxiety I experienced as a result of watching the videos and taking the tests was **slightly reduced** by the use of the advance organizer strategies
c. Any anxiety I experienced as a result of watching the videos and/or taking the tests was **moderately reduced** by the use of the advance organizer strategies
d. Any anxiety I experienced as a result of watching the videos and/or taking the tests was **significantly reduced** by the use of the advance organizer strategies
e. Any anxiety I experienced as a result of watching the videos and taking the tests was **tremendously reduced** by the use of the advance organizer strategies
f. I did not experience anxiety as a result of watching the videos and taking the tests
g. Any anxiety I experienced as a participant in this study was not as a result of watching the videos and taking the multiple choice tests


7. Based on your experience as a participant in this study, how would you describe the impact of using the **role playing/group reading** narrative video script advance organizer strategy on your level of anxiety, when you watched the videos and took the multiple questions tests? Please select **only one** response.

a. Any anxiety I experienced as a result of watching the videos and taking the tests was **not reduced** by the use of the advance organizer strategies
b. Any anxiety I experienced as a result of watching the videos and taking the tests was **slightly reduced** by the use of the advance organizer strategies
c. Any anxiety I experienced as a result of watching the videos and/or taking the tests was **moderately reduced** by the use of the advance organizer strategies
d. Any anxiety I experienced as a result of watching the videos and/or taking the tests was **significantly reduced** by the use of the advance organizer strategies
e. Any anxiety I experienced as a result of watching the videos and taking the tests was **tremendously reduced** by the use of the advance organizer strategies
f. I did not experience anxiety as a result of watching the videos and taking the tests
g. Any anxiety I experienced as a participant in this study was not as a result of watching the videos and taking the multiple choice tests

8. Based on your experience as a participant in this study, how would you describe the impact of **not using** a narrative video script advance organizer strategy on your level of anxiety, when you watched the videos and took the multiple questions tests? Please select **only one** response.

a. Any anxiety I experienced as a result of watching the videos and taking the tests was **not increased** by the lack of access to an advance organizer strategy
b. Any anxiety I experienced as a result of watching the videos and taking the tests was **slightly increased** by the lack of access to an advance organizer strategy
c. Any anxiety I experienced as a result of watching the videos and/or taking the tests was **moderately increased** by the lack of access to an advance organizer strategy
d. Any anxiety I experienced as a result of watching the videos and/or taking the tests was **significantly increased** by the lack of access to an advance organizer strategy
e. Any anxiety I experienced as a result of watching the videos and taking the tests was **tremendously increased** by the lack of access to an advance organizer strategy
f. I did not experience anxiety as a result of watching the videos and taking the tests
g. Any anxiety I experienced as a participant in this study was not as a result of watching the videos and taking the multiple choice tests

9. After participating in the three groups (not using a video script, quiet reading of a video script, and role playing/group reading of a video script), do you have additional suggestions regarding other ways narrative video scripts could be used to introduce foreign language video? Please explain.

10. Please feel free to provide additional comments, remarks, or suggestions pertinent to your experience as a participant in this study. Thank you.

**Appendix B**

Session Number 1 Participant Multiple Choice Test Key (Fotonovela #1)

1. In the opening scene, Johnny answers the phone and gives the caller an excuse to explain why Aguayo is not available to take the phone call. Which statement best describes this excuse?
a. Johnny tells the caller that the boss is meeting with a client in his office
**b. Johnny tells the caller that the boss is in the bathroom with a client**
c. Johnny tells the caller that the boss is escorting a new employee
d. Johnny tells the caller that the boss is out to lunch with a client
e. Johnny tells the caller that the boss is showing the bathroom to a new employee

2. In the video, we are introduced to a new office employee called Mariela. What is her job?
a. Editorial writer
b. Customer relations
c. Network administrator
d. Artistic photographer
**e. Graphic artist**

3. When practicing greeting new clients, Eric pretends to be the employee and Johnny pretends to be what?
a. A famous artist seeking to have his work showcased by the magazine
b. A well known athlete about to be interviewed by the magazine
**c. A wealthy man that would like to purchase the magazine**
d. A business representative for a modeling agency interested in discussing a business proposal
e. A vendor that would like to sell a product to the magazine

4. What is the significance of the hot dogs and buns?
a. Eric is perplexed because he does not know how to feed his peers with only hot dogs and buns
b. Eric wants to know if it is acceptable to consume hot dogs and buns in the work place
**c. Eric uses the quantity of hot dogs and buns to show that not everything in the world is normal**
d. Eric wishes he had a package of ten hot dogs and a package of eight buns instead
e. Eric has hot dogs and buns, but their significance is not addressed in the video

5. What reason does Mariela provide for ordering a pizza on her first day?
**a. She did not know how to find the office, so she followed the pizza delivery man to the office**
b. She did not know how to introduce herself, so she used the pizza as an ice breaker
c. She did not want to make a bad first impression, so she bought pizza to be liked by her peers
d. She did not want to go without lunch on the first day, so she had pizza delivered to the office
e. Mariela did not order the pizza, but agreed to pay for it to impress her new coworkers


6. When introducing the office staff to Mariela, Aguayo (the boss) explains that Diana's duties include which of the following?
a. Graphic illustrations
b. Budget and finances
c. Customer relations
**d. Sales and marketing**
e. Aguayo does not explain what Diana's duties include


7. When Mariela (the new employee) introduces herself to the office staff, what information about herself does she provide?
a. She started her university studies at the age of 22
b. She would like to apply to study at a college in Monterrey
c. She is eager to start working as the magazine's graphic artist
**d. She is a young college student from Monterrey**
e. She expresses surprise that she has been hired for this job at the age of 22


8. What insight into her family background does Mariela provide the office staff?
**a. She comes from a large family**
b. She belongs to a well known family
c. She is 22 years old and is the oldest child in her family
d. She left her family at the age of 22 to study in Monterrey
e. She wishes her family were larger and well known

9. According to Mariela, her parents have stayed together for how long and what is their secret?
a. Her parents have been married 22 years and neither has ever wanted to abandon their children
**b. Her parents have been married 50 years and promised each other that the one that left would have to care for all of the children**
c. Her parents have been married 50 years but the secret to their marital success is not mentioned in the video
d. Her parents have been married 22 years and the secret to their marital success is having a lot of children
e. Her parents have been married 22 years and believe that since they are both 50 years old, it is too late to abandon their spouse


10. In the final scene, Eric voices his impression of Mariela. Which statement best represents what Eric says?
a. Mariela's pizza was not very good, but she is pretty and intelligent
b. Mariela's pizza stunt was in poor taste, but she is still a talented individual
c. Mariela's idea to buy pizza was clever, and she is good looking but not particularly gifted
d. Mariela's choice of pizza restaurant is impressive, and makes up for her lack of intelligence
**e. Mariela's taste in pizza is excellent, and she is a beautiful, gifted, and smart woman**

**Appendix C**

Session Number 1 Participant Multiple Choice Test (Fotonovela #1)

1. In the opening scene, Johnny answers the phone and gives the caller an excuse to explain why Aguayo is not available to take the phone call. Which statement best describes this excuse?
a. Johnny tells the caller that the boss is meeting with a client in his office
b. Johnny tells the caller that the boss is in the bathroom with a client
c. Johnny tells the caller that the boss is escorting a new employee
d. Johnny tells the caller that the boss is out to lunch with a client
e. Johnny tells the caller that the boss is showing the bathroom to a new employee


2. In the video, we are introduced to a new office employee called Mariela. What is her job?
a. Editorial writer
b. Customer relations
c. Network administrator
d. Artistic photographer
e. Graphic artist


3. When practicing greeting new clients, Eric pretends to be the employee and Johnny pretends to be what?
a. A famous artist seeking to have his work showcased by the magazine
b. A well known athlete about to be interviewed by the magazine
c. A wealthy man that would like to purchase the magazine
d. A business representative for a modeling agency interested in discussing a business proposal
e. A vendor that would like to sell a product to the magazine


4. What is the significance of the hot dogs and buns?
a. Eric is perplexed because he does not know how to feed his peers with only hot dogs and buns
b. Eric wants to know if it is acceptable to consume hot dogs and buns in the work place
c. Eric uses the quantity of hot dogs and buns to show that not everything in the world is normal
d. Eric wishes he had a package of ten hot dogs and a package of eight buns instead
e. Eric has hot dogs and buns, but their significance is not addressed in the video

5. What reason does Mariela provide for ordering a pizza on her first day?
a. She did not know how to find the office, so she followed the pizza delivery man to the office
b. She did not know how to introduce herself, so she used the pizza as an ice breaker
c. She did not want to make a bad first impression, so she bought pizza to be liked by her peers
d. She did not want to go without lunch on the first day, so she had pizza delivered to the office
e. Mariela did not order the pizza, but agreed to pay for it to impress her new coworkers


6. When introducing the office staff to Mariela, Aguayo (the boss) explains that Diana's duties include which of the following?
a. Graphic illustrations
b. Budget and finances
c. Customer relations
d. Sales and marketing
e. Aguayo does not explain what Diana's duties include


7. When Mariela (the new employee) introduces herself to the office staff, what information about herself does she provide?
a. She started her university studies at the age of 22
b. She would like to apply to study at a college in Monterrey
c. She is eager to start working as the magazine's graphic artist
d. She is a young college student from Monterrey
e. She expresses surprise that she has been hired for this job at the age of 22


8. What insight into her family background does Mariela provide the office staff?
a. She comes from a large family
b. She belongs to a well known family
c. She is 22 years old and is the oldest child in her family
d. She left her family at the age of 22 to study in Monterrey
e. She wishes her family were larger and well known

9. According to Mariela, her parents have stayed together for how long and what is their secret?
a. Her parents have been married 22 years and neither has ever wanted to abandon their children
b. Her parents have been married 50 years and promised each other that the one that left would have to care for all of the children
c. Her parents have been married 50 years but the secret to their marital success is not mentioned in the video
d. Her parents have been married 22 years and the secret to their marital success is having a lot of children
e. Her parents have been married 22 years and believe that since they are both 50 years old, it is too late to abandon their spouse


10. In the final scene, Eric voices his impression of Mariela. Which statement best represents what Eric says?
a. Mariela's pizza was not very good, but she is pretty and intelligent
b. Mariela's pizza stunt was in poor taste, but she is still a talented individual
c. Mariela's idea to buy pizza was clever, and she is good looking but not particularly gifted
d. Mariela's choice of pizza restaurant is impressive, and makes up for her lack of intelligence
e. Mariela's taste in pizza is excellent, and she is a beautiful, gifted, and smart woman

**Appendix D**

Session Number 2 Participant Multiple Choice Test Key (Fotonovela #4)

1. What important item does Diana urge Eric and Fabiola to take on their trip?
a. Credit card
b. Driver's license
c. Airplane ticket
d. Extra cash
**e. Passport**


2. When planning for his trip, what important item would Eric like to take with him?
**a. Plastic machete**
b. Toy gun
c. Pocket knife
d. Sharpened axe
e. Pepper spray


3. Where are the travelers headed?
a. Colombia
b. Brazil
c. Honduras
**d. Venezuela**
e. Chile


4. Based on the video, which statement is correct?
**a. Eric asks a colleague for help closing his suitcase**
b. Aguayo urges Eric to take a second suit case
c. Diana does not see a problem with any of the items Eric wants to take with him
d. The travelers are unsure how to get to their hotel
e. Johnny appears jealous at not being able to go on the trip


5. How would you describe Mariela's attitude regarding her interest in experiencing new cultures?
a. Dread
b. Apathy
c. Nervousness
d. Not addressed in video
**e. Excitement**

6. What is the purpose of the trip?
a. To photograph endangered birds
b. To capture native people going about their daily life
**c. To do a story on ecotourism**
d. To document the events of a safari
e. To Record the sights and sounds of city life


7. Based on information provided in the video, which statement is correct?
a. The traveler's flight is scheduled to take off at 0830 AM
**b. The traveler's will depart via gate 12 at the airport**
c. The traveler's will have to pay nearly $50 to use the hotel's airport shuttle
d. The traveler's will not be able to use a taxi from the airport to the hotel
e. The traveler's rental car has been reserved and can be picked up near baggage claim 12


8. Based on the information provided in the video, which statement best represents what the traveler's can expect during their upcoming trip?
a. Primitive lodging and the use of an interpreter
b. Access to a local studio and a local photographer
c. Potentially life threatening encounters with hostile natives
**d. To stay at a hotel and benefit from the services of a local guide**
e. Violent thunderstorms resulting in flash floods


9. What detail is provided regarding one of the traveler's passport picture?
a. Eric would prefer that his colleagues not see his passport picture
b. Diana urges one of the travelers to get a new passport picture as soon as possible
**c. Fabiola claims her passport picture is awful as a result of feeling frustrated while waiting for a long time for the picture to be taken**
d. Johnny openly mocks one of the traveler's passport pictures
e. The topic of passport pictures is not addressed in the video


10. Which statement reveals information provided in the video?
a. Eric compares himself to a Latino Indiana Jones
**b. Eric sees himself as a Mexican Crocodile Dundee**
c. Fabiola informs the travelers that local street vendors are harmless
d. The travelers can expect the local terrain to be arid and dessert like
e. The travelers are warned to be on the lookout for Pumas leaping from trees

**Appendix E**

Session Number 2 Participant Multiple Choice Test (Fotonovela #4)

1. What important item does Diana urge Eric and Fabiola to take on their trip?
a. Credit card
b. Driver's license
c. Airplane ticket
d. Extra cash
e. Passport


2. When planning for his trip, what important item would Eric like to take with him?
a. Plastic machete
b. Toy gun
c. Pocket knife
d. Sharpened axe
e. Pepper spray


3. Where are the travelers headed?
a. Colombia
b. Brazil
c. Honduras
d. Venezuela
e. Chile


4. Based on the video, which statement is correct?
a. Eric asks a colleague for help closing his suitcase
b. Aguayo urges Eric to take a second suit case
c. Diana does not see a problem with any of the items Eric wants to take with him
d. The travelers are unsure how to get to their hotel
e. Johnny appears jealous at not being able to go on the trip


5. How would you describe Mariela's attitude regarding her interest in experiencing new cultures?
a. Dread
b. Apathy
c. Nervousness
d. Not addressed in video
e. Excitement

6. What is the purpose of the trip?
a. To photograph endangered birds
b. To capture native people going about their daily life
c. To do a story on ecotourism
d. To document the events of a safari
e. To Record the sights and sounds of city life


7. Based on information provided in the video, which statement is correct?
a. The traveler's flight is scheduled to take off at 0830 AM
b. The traveler's will depart via gate 12 at the airport
c. The traveler's will have to pay nearly $50 to use the hotel's airport shuttle
d. The traveler's will not be able to use a taxi from the airport to the hotel
e. The traveler's rental car has been reserved and can be picked up near baggage claim 12


8. Based on the information provided in the video, which statement best represents what the traveler's can expect during their upcoming trip?
a. Primitive lodging and the use of an interpreter
b. Access to a local studio and a local photographer
c. Potentially life threatening encounters with hostile natives
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e. The travelers are warned to be on the lookout for Pumas leaping from trees

**Appendix F**

Session Number 3 Participant Multiple Choice Test Key (Fotonovela #10)

1. According to the video, how much did Johnny pay for the paintings?
a. Fair market value
b. A little more than they are worth
**c. Very little**
d. Too much
e. The amount Johnny paid for the paintings is not addressed in the video


2. What is Johnny's initial reason for purchasing the paintings?
a. To write an editorial about the painter
**b. To write an article about the paintings**
c. To use the paintings as an investment
d. To decorate the office he shares with his colleagues
d. To give away as gifts to a special friend


3. How does Johnny deal with the initial reaction Mariela and Eric have towards the paintings?
a. Johnny expresses understanding at Mariela and Eric's initial reaction to the paintings
**b. Johnny tells Mariela and Eric that he will show them how to properly critique art**
c. Johnny ignores Mariela and Eric's initial reaction to the paintings
d. Johnny pleads with Mariela and Eric to not voice their opinions regarding the paintings
e. Johnny does not deal with Mariela and Eric's initial reaction to the paintings


4. What words does Johnny urge Mariela and Eric use when describing art they find distasteful?
a. Bright or dark
b. Simple or complex
c. Interesting or intriguing
**d. Primitive or radical**
e. Compelling or thought provoking

5. When pretending to be at an art exposition, where does Eric state he would rather be instead?
a. Eating at a restaurant
b. Watching a sporting event
c. On a date
d. Playing soccer
**e. At a movie theater**


6. Upon initially seeing one of the paintings in the office (not the auction), how does Fabiola react to this particular painting?
**a. She describes the painting as beautiful**
b. She states it is a complicated painting
c. She claims to be captivated with the colors of this painting
d. She describes the genre of painting
e. She inquires about the painter


7. When negotiating to purchase the painting in the office (not the auction), what minor detail does Fabiola voice regarding the painting she wants to buy?
a. The painting seems too bright and does not match the color of her apartment's walls
b. The painting appears overly faded, prompting her to consider getting it touched up
**c. The painting lacks yellow, which is the color of a piece of furniture she owns**
d. The painting is overly priced and slightly out of her price range
e. The painting needs a dark frame to accentuate the vivid colors


8. After purchasing the painting at the office (not the auction) from Johnny, what concession does Fabiola make and what reason does she give for making this concession?
**a. She decides to not have the painting altered out of respect to the painter**
b. She opts to change the color of her apartment's walls to better match the painting
c. She agrees to pay a purchase price that she states is too high because she hopes to resell the painting for a profit
d. She drops her request to meet the painter because it is too expensive to have more art commissioned by this artist
e. She accepts Johnny's condition that the painting not be displayed at work because of the controversy among her colleagues regarding the value of this painting

9. At the art auction (not the office), what unusual request does Fabiola make after winning the bid on a duplicate Mona Lisa painting?
a. She would like to make payments in installments since she over bid for the painting
b. She would like to get her money back due to changing her mind about wanting the painting
c. She would like to discuss the possibility of commissioning the painter to paint her
d. She would like to display the painting at a public location of her choice
**e. She would like to speak with the painter about altering the woman's smile on the painting**


10. Based on the video, which statement best describes Fabiola's expertise regarding paintings and art in general?
a. Fabiola admits that although she does not possess a critical eye, she is still passionate about art
b. Fabiola pretends to know little about art, but in reality she is quite the expert in this area
c. Fabiola expresses a lifelong desire to study art, but admits this will probably not come true
**d. Fabiola fancies herself a connoisseur of art, but in reality this is not the case**
e. Fabiola believes she lacks a critical eye regarding art, but in reality she is talented in this area

**Appendix G**

Session Number 3 Participant Multiple Choice Test (Fotonovela #10)

1. According to the video, how much did Johnny pay for the paintings?
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e. Johnny does not deal with Mariela and Eric's initial reaction to the paintings


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c. Fabiola expresses a lifelong desire to study art, but admits this will probably not come true
d. Fabiola fancies herself a connoisseur of art, but in reality this is not the case
e. Fabiola believes she lacks a critical eye regarding art, but in reality she is talented in this area

**Appendix H**

Participant Demographic Survey

This survey will be treated confidentially and will only be available to the researcher. It will have no bearing or impact on your cadet career in any way. Please circle or fill in the blank. Thank you for your participation.

1. What is your gender?      a. male            b. female

2. What is your age? _____

3. What country are you a citizen of?
a. USA              b. Other (please write name of country here):
_____

4. What US state or territory do you call home?
_____

5. What is your USAFA year group?
a. 2010            b. 2011            c. 2012            d. 2013

6. How many semesters of Spanish did you have in school before arriving at USAFA (best guess)? _____

7. How would you rate your Spanish linguist ability at the start of the current semester?
a. Native (fluent)
b. Near fluent
c. Somewhat fluent
d. A little fluent
e. Beginner

8. Which best describes you?
a. Spanish is my first language AND it was the primary language spoken in my home prior to USAFA
b. Spanish is my first language BUT it was NOT the primary language spoken in my home prior to USAFA
c. Spanish is not my first language BUT it was the primary language spoken in my home prior to USAFA
d. Spanish is not my first language AND it was NOT the primary language spoken in my home prior to USAFA


9. Approximately how much time (if any) have you lived in a Spanish speaking environment outside of the continental US (may include US territories and nation's abroad) to include residing, traveling, immersion, etc?
Years: _____          Months: _____          Weeks: _____


10. How would you categorize the Spanish course you are currently enrolled in at USAFA?
a. Extremely hard
b. Somewhat hard
c. Neither hard nor easy
d. Somewhat easy
e. Extremely easy


11. Which best describes your race?
a. White/Caucasian                     b. White/Hispanic origin
c. Latino                                      d. African American
e. Pacific Islander                        f. Asian
g. Middle Eastern/Mediterranean    h. Other (please write in)
_____