

THE EFFECT OF THREE MODES OF INSTRUCTION ON
COMPREHENSION AND ATTITUDE SCORES OF
SECONDARY LANGUAGE ARTS STUDENTS

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PREFACE

This study is concerned with three different modes of instruction and how these modes affect both the comprehension and attitudes of the students who experience them. Two of the modes are commonly used in classrooms every day (direct instruction and teachers using media in their instruction). This study adds a third less commonly used mode in which students create and use mediated materials in class presentations.

To carry out this study, it was necessary to enlist the aid of many people. First, the Sand Springs Public Schools and especially Mrs. Sherry Morgan and her twelfth grade English classes are to be thanked for their cooperation. Without Mrs. Morgan's assistance in allowing her classes to be used, as well as her kind consent to teach the unit as it was outlined, this study could not have been done. Thanks also go to Bob Bennett and the OSU Audiovisual Center staff, Harris Elder of the OSU English Department, and to the English Department of East Central High School in Tulsa, Oklahoma, for their gracious help in gathering the materials and equipment I needed for this study.

I would also like to express my appreciation to my major adviser, Dr. Leon Munson, for his support and assistance throughout this project. It was his encouragement that led me to pursue a doctoral program in language arts. Thanks are also in order for the other members of my committee who have been very conscientious about making suggestions for the improvement of this study. For this valuable assistance I wish to

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CHAPTER I

PRESENTATION OF THE PROBLEM

Introduction

When educators brought technology into the classroom, it was known more for its novelty and exclusivity than for any beneficial effects it might have on learning, since well-to-do schools were usually the only ones who could afford to buy the expensive equipment that technology produced. Even when technology grew more commonplace and classrooms all across the nation were outfitted with enough new gadgetry to make them the envy of every science fiction fan, much equipment ended up collecting dust in the supply cabinet rather than being used to facilitate instruction.

The tremendous expectations of educators who were instrumental in securing new funds and equipment were not realized. The equipment and materials were available, but teachers were not using them. One cause of poor utilization was that teachers often were not taught how to use media properly. Even when media courses were added to the teacher education curricula, they often ended up as little more than checklists of equipment operation. Seldom were teachers taught how to utilize effectively the new educational materials in the classroom, how to select well-made and cost-efficient, commercially produced materials,

or how to produce their own materials.¹ In addition, rarely was the student in these classes referred to as anything but a passive consumer. Media usually were presented as the sole domain of teachers.²

Statement of the Problem

It was in this climate that most initial research on the effects of media utilization on instruction took place. Comparisons were made between non-mediated instruction--meaning lecture and discussion--and mediated instruction, where the teacher used the media and the students listened and/or viewed.

A third approach that has recently received attention is student-centered mediated instruction. While this approach does involve teachers' use of media to some degree, the main element that differentiates it from teacher-centered mediated instruction is that students are the primary users and producers of media in the classroom.

While at present, student-centered approaches to classroom media utilization are more the exception than the rule, they are on the increase. Teachers are realizing that today's students are much more at home in the world of electronic gadgetry than their elders. Since this is the case, it is logical for teachers to let students take a more active role in using media in the classroom. A good example of this trend is illustrated by the October, 1977, issue of English Journal which was devoted to suggestions on how English teachers can

¹Philip M. Turner, "Is Misuse of Media Giving Us a Black Eye?" Audiovisual Instruction, Vol. 22, No. 8 (October, 1977), p. 24.

²John H. Clarke, "One Minute of Hate: Multi-Media Misuse Pre-1984," English Journal, Vol. 63, No. 7 (October, 1974), p. 51.

meaningfully integrate media into their classes.

This is not to say the student-centered approach is not without pitfalls. One problem is that few teachers are effective users of media themselves and therefore feel uncomfortable when asked to direct students in such activities. While this attitude is understandable, in many cases it is unjustified. Many schools currently have library/media specialists on staff who are trained to assist teachers with the technical side of such classroom activities. A teacher's lack of confidence or expertise is no longer the good excuse it once was.³

Purpose of the Study

Since most media research approached the problem from a teacher-centered point of view, student-centered approaches to media usage seemed a highly desirable and significant area of study. To do this, it seemed logical to compare student-centered mediated instruction with the two other commonly used instructional strategies, direct instruction and teacher-centered mediated instruction, to determine if the mode of instruction had any effect on student attitude and comprehension. To be more specific, the purpose of this study was to compare students' academic performance in a high school English class using the three different modes of instruction described above and to investigate the effect of these modes on general attitude toward the class, attitude toward the type of content covered, and attitude toward the mode of instruction.

³James Morrow and Murray Suid, "Media in the English Classroom: Some Pedagogical Issues," English Journal, Vol. 63, No. 7 (October, 1974), p. 43.

Definition of Terms

Direct Instruction refers to instruction in which the teacher either lectures or leads class discussion with no audiovisual materials being used. This method was designated as mode 1 for this study.

Teacher-centered Mediated Instruction refers to instruction in which the teacher uses audiovisual materials, such as transparencies, videotapes, and slides, as one of the dominant means of presenting material to the class. This method was designated as mode 2 for this study.

Student-centered Mediated Instruction is defined as instruction in which the teacher takes on the role of facilitator rather than presenter and helps students use and produce audiovisual materials for classroom presentations. This method was designated as mode 3 for this study.

Attitude is defined here as a learned implicit process which is potentially bipolar, varies in its intensity, and mediates evaluative behavior.⁴

Comprehension is used to indicate the cognitive gains of students as related to the concepts covered during the two-week unit of study.

Significance of the Study

The importance of this study stems mainly from the comparison of the three modes of instruction. Until now, most research investigated instruction and the use of media in the instructional process only from the perspective of the teacher. This study examined an additional

⁴Charles E. Osgood, George J. Suci, and Percy H. Tannenbaum, The Measurement of Meaning (Urbana, Illinois, 1957), p. 190.

dimension, that of student involvement with media. The results of this study might suggest to teachers that there are alternative ways of using media in their classrooms that will allow students a more active participation in the learning process.⁵

Limitations

Several limitations are inherent in a study of this kind. First, the selection and assignment of subjects was for the most part dictated by the fact that a public school situation was used. Existing classes and scheduled class meetings could not be altered in order to randomly assign subjects to treatments.

A second limitation was that a number of students completed only a portion of the instruments or were absent on days the instruments were administered. These factors limited the number of students included in this study. In addition, there was a wide variation in the size of the classes, with 25 students in the smallest class and 36 in the largest.

Another limiting factor was the curiosity of the students. With each class involved in different activities, it was inevitable that students became curious about what other classes were doing, especially since some groups were using special equipment and materials. Precise orientation of the teacher and the students was carried out in an effort to reduce the effect of the students' curiosity.

A fourth limitation to be considered is that pre-tests were not part of the ordinary routine of classes. In essence, the pre-tests

⁵Edgar Dale, Audiovisual Methods in Teaching (New York, 1969), p. 119.

sensitized the students to the fact that something unusual was taking place. Again, careful orientation by the teacher was used to explain the procedure so that students' curiosity was not unduly aroused.

Another factor that affected the study was that two of the modes of instruction (Teacher-centered Mediated Instruction and especially Student-centered Mediated Instruction) were not the usual manner in which this English class was conducted. Direct Instruction, meaning lecture and discussion, was the mode the students were familiar with.

These last few limitations all revolve around the fact that changes in routine were noticeable to the students. In essence, the "Hawthorne effect"⁶ could have caused the students to respond differently than they would have under normal classroom conditions.

⁶Frederick N. Kerlinger, Foundations of Behavioral Research: Education and Psychological Inquiry (New York, 1964), p. 318.

CHAPTER II

REVIEW OF THE LITERATURE

Studies dealing with media and the instructional process began to appear soon after projectors and recorders arrived in classrooms. Many studies during this period quickly came under fire. Although Gordon¹ was dealing specifically with television, his comments are in the same vein as other early critics of media research. He felt that this first generation of testing was mainly for the purpose of selling the educator on the idea that television was a satisfactory instrument for the mediation of all kinds of instruction on all levels. Media were not a panacea, yet this was the claim many overenthusiastic technologists seemed to be making. Whether through incompetence or overzealousness, early studies in the area of media and its place in the instructional process said little about how to effectively use media in the classroom.

DiVesta² had his own term for the poor quality of early media research: "dustbowl empiricism," in which the typical questions were "Can films teach? Can device X teach better than device Y? Is medium X better than medium Y for reaching a given objective?" Instead of

¹George Gordon, Classroom Television: New Frontiers in ITV (New York, 1970), p. 89.

²Francis J. DiVesta, "Trait-Treatment Interactions, Cognitive Processes, and Research on Communication Media," Audio Visual Communication Review, Vol. 23, No. 2 (Summer, 1975), p. 185.

trying to identify the tasks each device or medium did well, or how they might interact to promote learning, the focus was on comparison of specific types of media with each other.

The next step in the evolution of media research concerned comparisons of a different nature. One exhaustive review of the literature on the effectiveness of instructional television is a good example. Chu and Schramm³ listed over 400 studies related to television and learning, many of which compared television to traditional teaching. In fifteen percent of the studies, televised instruction was superior to conventional teaching; in twelve percent, it was inferior. In the other eighty-three percent, no significant differences were found. In other words, televised instruction seemed to be no more or less effective than "live" instruction in improving student achievement. At this point questions arose as to why more variables were not included in these studies. Were there differences that the research designs and analyses did not allow to emerge? Or perhaps an even more basic question is, should television or any other medium be trying to do the same things "live" instruction does, or is there some other unique contribution to education it can make that no other medium can? This question remains unanswered.

Because of early promotional efforts that oversold and underproduced, educational media developed somewhat of a jaded reputation which hindered good solid research into how and when to most effectively use media. More recent research in the area, however, has broadened

³Goodwin C. Chu and Wilbur Schramm, Learning from Television: What the Research Says (Washington, D. C., 1967).

its scope to incorporate media into an overall instructional framework rather than dealing with it as an isolated entity. This was a natural step in the progression of media research according to William H. Allen,⁴ since the results to date had been so fragmented and scattered that to generalize from them was next to impossible.

It was at this point that researchers began to look at media in the context of an overall instructional system. The instructional designer's development process was not complete without careful consideration of how media could be incorporated. For example, in such instructional approaches as Keller's Personalized System of Instruction,⁵ Postlethwait's Audio-Tutorial Approach,⁶ and Precision Teaching,⁷ mediated materials and equipment are the primary systems used to deliver the content to the student.

Another area that early research failed to address adequately was modal preference of the student. "The failure to find consistent differences in the effectiveness of various methods led to the conclusion that some students do better under one method while others do

⁴William H. Allen, "Intellectual Abilities and Instructional Media Design," Audio Visual Communication Review, Vol. 23, No. 2 (Summer, 1975), p. 139.

⁵F. S. Keller, "Good-bye Teacher ...," Journal of Applied Behavioral Analysis, Vol. I (1968), pp. 79-89.

⁶Samuel N. Postlethwait, John D. Novak, and Hallard T. Murray, Jr., The Audio-Tutorial Approach to Learning (Minneapolis, 1972).

⁷James A. Kulik and Peter Jaksa, "PSI and Other Educational Technologies in College Teaching," Educational Technology, Vol. XVII, No. 9 (September, 1977), pp. 12-19.

better with a different method of instruction."⁸ This opened a whole new area for exploration, but again, many studies dealt with only one medium or sensory modality. For this reason, the studies are so narrowly defined that they provide little guidance for the teacher who might want to individualize to meet unique modality needs of students but may lack the skills or resources to do so.

The chief disappointment at this point in reviewing the literature was that none of the approaches listed above corresponded closely to the instructional modes used in this study. In the first group cited, one isolated medium was usually compared to another medium or to "traditional" teaching. In the latter group, media were part of a highly structured, non-traditional approach.

The study reported here incorporated media in quite a different way. For example, the Teacher-centered Mediated Instruction mode is a fairly traditional mode which incorporates not one medium, as some of the previously mentioned studies did, but a variety of media. The one study which came closest to using this mode was reported by Doshnallain and Gliasain,⁹ which involved the teaching of Irish by audiovisual methods and by a highly structured code cognition approach called A. B. C. The majority of the 450 teachers participating in the study favored the audiovisual approach because of pupil enjoyment and teacher satisfaction, even though the A. B. C. approach was thought to give

⁸Arlee Johnson, "Student Success, Student Characteristics, and Method of Instruction: A Summary of the Research and New Findings" (paper presented at the Annual Meeting of the Speech Communication Association, San Francisco, California, December 27-30, 1976).

⁹Tomas Doshnallain and Michael Gliasain, Audio Visual Methods Vs. A. B. C. Methods in the Teaching of Irish (Dublin, 1975), pp. 87-88.

better results in certain specific aspects of language teaching. In effectiveness of producing general results, though, the audiovisual method was favored because factors other than academic results were considered important by the teachers.

The Student-centered Mediated Instruction mode concerns students as both producers and consumers of media. In all the studies located, none dealt with student production as it affected comprehension and attitude. The most closely related ideas reported in the literature dealt with activity learning, which was defined as "purposeful experience" or "learning by doing" by Dale.¹⁰ He felt that too often educational experiences for older students relied too much on verbal symbols instead of offering varied sensory experiences. Olsen and Bruner¹¹ agreed that learners are never too old to benefit from experiences at all levels, from the concrete to the abstract. This principle is basic to the Student-centered Mediated Instruction mode as it was carried out in this study, since students planned and produced materials for their class which required them to manipulate both materials and ideas.

With the Direct Instruction mode, a wealth of material was available. Numerous studies dealt with effectiveness of the two techniques (lecture and discussion) that comprise this mode. The problem was that in most of them the two modes were compared and not considered together,

¹⁰Edgar Dale, Audiovisual Methods in Teaching (New York, 1969), p. 111.

¹¹David R. Olsen and Jerome S. Bruner, "Learning Through Experience and Learning Through Media," Media and Symbols: The Forms of Expression, Communication, and Education, ed. David R. Olsen (Chicago, 1974), p. 127.

as was done in this study. As Dubin and Taveggia¹² and McKeachie¹³ found in the research which compared the two techniques, results were conflicting. In their work, Byers and Hedrick¹⁴ tried to determine the strengths of each technique and found the lecture method showed higher test scores, while discussion yielded higher interest and attendance. They suggested a combination of the two, as was done in this study, probably would incorporate the positive aspects of both methods.

In the few studies where lecture alone was compared to types of mediated instruction, results again were unclear. If a large quantity of material was to be covered in a relatively short time, the studies usually favored the lecture format over individual types of media such as filmstrips and television. In many of these cases, time was a crucial factor since the mediated modes usually took more preparation and presentation time.

From this review of literature it can be seen that no studies were found in which the modes of instruction closely matched those used in this experiment. Although some studies related to effectiveness of individual types of media, such as television and films, few dealt with media as this study proposed. Such was the case with Teacher-centered Mediated Instruction, which is not like such highly structured approaches as those developed by Keller and Postlethwait. It is similar

¹²Robert Dubin and Thomas C. Taveggia, The Teaching-Learning Paradox (Eugene, 1968).

¹³W. J. McKeachie, "The Decline and Fall of the Laws of Learning," Educational Researcher, Vol. 3, No. 3 (1974), pp. 7-11.

¹⁴William S. Byers and Robert E. Hedrick, A Comparison of Two Teaching Strategies: Lecture Vs. Discussion in a Small Classroom Environment at Florida Southern College (Orlando, 1976), p. 12.

to the traditional approach in which media are integrated much as textbooks are. No studies were located which incorporated media in exactly this way.

With Student-centered Mediated Instruction, the same was true. Studies neglected the student as a producer of media. Even with Direct Instruction, defined here as a combination of both lecture and discussion, past research again ignored the combination of these two elements, although it did deal with them individually.

It becomes clear from reviewing the literature about mediated modes of instruction that little research has been done that directly relates to this study. A review of materials in the ERIC system, as well as a search of other sources of information, yielded only the few studies mentioned. This is regrettable in that it shows a lack of concern about an important area of educational research, but at the same time, it increases the value of the effort made in this study to deal with a significant topic.

Based on previous successful experiences with student use of media in the classroom, and since no research was available which compared this method to other modes, it seemed logical to suppose that Student-centered Mediated Instruction might prove to be superior to Direct Instruction and Teacher-centered Mediated Instruction.

Hypotheses

Hypothesis I: On comprehension, the mean of students receiving Student-centered Mediated Instruction will be greater than the mean of students receiving Teacher-centered Mediated Instruction, and the mean of students receiving Teacher-centered Mediated Instruction will be

greater than the mean of students receiving Direct Instruction.

Hypothesis II: On how students feel generally about the class, the mean attitude of students receiving Student-centered Mediated Instruction will be greater than the mean of students receiving Teacher-centered Mediated Instruction, and the mean attitude of students receiving Teacher-centered Mediated Instruction will be greater than the mean of students receiving Direct Instruction.

Hypothesis III: On attitude toward the type of content covered in the class, the mean attitude of students receiving Student-centered Mediated Instruction will be greater than the mean of students receiving Teacher-centered Mediated Instruction, and the mean attitude of students receiving Teacher-centered Mediated Instruction will be greater than the mean of students receiving Direct Instruction.

Hypothesis IV: On mode of instruction, the mean attitude of students receiving Student-centered Mediated Instruction will be greater than the mean of students receiving Teacher-centered Mediated Instruction, and the mean attitude of students receiving Teacher-centered Mediated Instruction will be greater than the mean of students receiving Direct Instruction.

CHAPTER III

METHODOLOGY

Selection and Assignment of Subjects

Subjects selected for this study were college-bound, high school seniors at Charles Page High School in Sand Springs, Oklahoma. The town of Sand Springs is situated on the outskirts of Tulsa and is largely an industrial community of about 20,000 inhabitants. The three-year high school has approximately 1,200 students, 200 of whom are in college-bound senior English classes.

Because of the constraint of existing class schedules, students could not be assigned randomly for participation in the study. Instead, three existing classes of college-bound senior English students were used, with modes of instruction being randomly assigned to each of the three classes. To account for varying sizes of classes and for instruments that were not completely filled out by some students, a base number of fourteen students was randomly selected in each class for participation in the study.

Measures

Two different measures were taken on each student--attitude and comprehension (Appendix A). To measure three different aspects of student attitude (general attitude toward the class, attitude toward

the type of content covered, and attitude toward various modes of instruction), Osgood's semantic differential¹ was used. This questionnaire was constructed so that each student responded to the same nine scales for seventeen different concepts. The concepts were selected so that they encompassed all three modes of instruction as well as general attitude toward the class and attitude toward the type of content. The nine scales included:

1. good	_____	bad
2. valuable	_____	worthless
3. interesting	_____	boring
4. free	_____	constrained
5. humorous	_____	serious
6. light	_____	heavy
7. active	_____	passive
8. excitable	_____	calm
9. fast	_____	slow

The seventeen concepts included:

- A. Teacher Using Lecture Method
- B. Teacher Using Lecture Method with Transparencies
- C. Teacher Leading Class Discussion
- D. Students Discussing in Small Groups
- E. Teacher Showing Films
- F. Teacher Showing Filmstrips
- G. Teacher Showing Slides

¹Charles E. Osgood, George J. Suci, and Percy H. Tannenbaum, The Measurement of Meaning (Urbana, Illinois, 1957).

- H. Teacher Playing Records or Tape Recordings
- I. Students Working on Projects in Small Groups
- J. Students Using Media (Films, Slides, Etc.) They Produce for
Small Group Presentation to Rest of Class
- K. Studying Drama
- L. Studying Essays
- M. Studying Journalistic Articles
- N. Studying Fiction, Such as Short Stories and Novels
- O. Studying Poetry
- P. Generally, How You Feel About This Class
- Q. Generally, How You Feel About the Atmosphere or Climate in
This Class

The instrument used to evaluate comprehension was designed by the instructor and two other English teachers who were familiar with the content of the unit of study. After arriving at objectives for the unit, the three-person panel selected items for the test judged to be the most valid in light of these objectives. To lessen student curiosity, the test was made to resemble as closely as possible the regular classroom examination format. A total of 100 points was possible on the comprehension test.

Both the instruments were administered before the unit began and after the unit ended. Hence, pre-test and post-test scores were available for each student on both the comprehension and the attitude test.

Procedures

One teacher conducted all three classes, using a different mode of instruction for each. The teacher used in this experiment was the

regular instructor for the three classes. This was done in an effort to keep the classroom as normal as possible during the course of the experiment. A new instructor would have been very conspicuous. The content covered in the unit was Eighteenth Century English literature. Selected works by Addison and Steele, Swift, and Goldsmith comprised the content of the two-week unit. The same basic content was covered in all three classes with only the mode of instruction being different.

<u>Class</u>	<u>Mode of Instruction</u>
2nd hour	Mode 1--Direct Instruction
3rd hour	Mode 3--Student-centered Mediated Instruction
4th hour	Mode 2--Teacher-centered Mediated Instruction

To standardize the procedures for each mode, the teacher was given an outline that told what was to be done in each class every day of the two-week unit (Appendix B). This not only provided more control over each mode, but it also helped the teacher feel more prepared and confident about what to do in each class. The following will summarize how the three modes were carried out in the classroom.

Mode 1: Direct Instruction

The teacher was told exactly what content to cover and that lecture and class discussion were the only teaching techniques to use.

Mode 2: Teacher-centered Mediated Instruction

The teacher again covered the same content but was given equipment and materials such as films and videotapes to cover part of the content.

Mode 3: Student-centered Mediated Instruction

After a short introduction to the unit by the teacher, the

students were divided into groups of five or six to prepare a 25- to 30-minute presentation for the class. Assignments were made so that all the content areas of the unit were covered. Equipment and materials were available to each group with the teacher acting as a facilitator for the groups rather than a presenter of information. Class meetings were work sessions for each group to prepare its presentation. After preparation, two days were allotted for the groups to present their material. The presentations utilized videotapes, transparencies, slide/tapes, etc.

Data Analysis

Both pre-test and post-test scores were obtained for each student in the following areas:

<u>Area</u>	<u>Basis for Score</u>
1. comprehension	comprehension test
2. attitude	semantic differential scales
toward class	concepts P, Q
toward content	concepts K, L, M, N, O
toward mode 1	concepts A, C
toward mode 2	concepts B, E, F, G, H
toward mode 3	concepts D, I, J

With this information it was possible to compare all three groups not only on the areas listed above, but also on each group's attitude toward the mode of instruction it experienced. Thus, a total of four analyses were done using analysis of covariance. The technique was used because the subjects could not be randomly assigned or matched.

Since the preparation and analysis of data from the attitude

questionnaire were more complex than that required for the comprehension test, a more detailed description of that procedure is necessary. As mentioned before, the semantic differential attitude questionnaire comprised seventeen concepts that encompassed general attitude toward the class, attitude toward the type of class content, and attitude toward each of the three modes of instruction.

Students responded to each concept on nine sets of bipolar scales. Each scale was scored from 1 to 7 as in the example below:

good 7 : 6 : 5 : 4 : 3 : 2 : 1 bad

Pairs were reversed and the order shuffled to lessen response bias patterns. Because of this, and because the questionnaire was seventeen pages long, information from each student's questionnaire was transferred to a one-page summary sheet (Appendix C). Each column represented a concept and was averaged. Then the averages of those columns related to one type of attitude were averaged to give a score on each dimension of attitude for each student. For example, concepts A and C dealt with attitude toward Direct Instruction. These columns were averaged and a mean of the two columns was then arrived at.

CHAPTER IV

RESULTS

To gauge the relative effect of three modes of instruction on comprehension and attitude, treatments were assigned randomly to the three groups of students with pre-tests and post-tests given to each group. The comprehension tests provided the scores to compute the analysis of covariance for Hypothesis I. Data from the attitude questionnaire were used for the other hypotheses.

Analysis of covariance was used since random selection and assignment of subjects were impossible. Analysis of covariance "tests the significance of the differences between means of final experimental data by taking into account and adjusting initial differences in the data."¹ This procedure removed the correlation between pre-test and post-test scores in such a way that any differences found were no more than chance and were therefore due to the treatment the group received.

If the analysis of covariance yielded a significant F ratio, the means were tested to isolate the pairs between which significant differences were found. In other words, the analysis of covariance told if there was a significant difference, and then the means were tested to find where that difference lay.

¹Frederick N. Kerlinger, Foundations of Behavioral Research: Educational and Psychological Inquiry (New York, 1964), p. 347.

Hypothesis I: On comprehension, the mean of students receiving Student-centered Mediated Instruction will be greater than the mean of students receiving Teacher-centered Mediated Instruction, and the mean of students receiving Teacher-centered Mediated Instruction will be greater than the mean of students receiving Direct Instruction.

As can be seen in Figure 1, the Direct Instruction group scored highest with a mean of 94.57, followed by the Teacher-centered Mediated Instruction group with 90.43 and the Student-centered Mediated Instruction group with 85.93. The analysis of covariance yielded an F ratio of 4.27 which was significant at the 0.05 level of confidence.

To further isolate the groups between which the significant differences lay, a difference-between-means test was done for which the standard error of the difference was calculated as 2.9142. Thus using a t table, the critical value of t at 38 degrees of freedom for the within mean square was 2.021. By multiplying these two values, the critical difference of 5.8896 was arrived at. When the differences of the various means were tested, only one pair had a difference larger than the critical difference of 5.8896. This was the difference between Direct Instruction and Student-centered Mediated Instruction, which was 8.6428. A difference as large as this would occur by chance less than five times in 100. This means that on the comprehension test the significant difference was between the Direct Instruction group and the Student-centered Mediated Instruction group. In other words, subjects in the Direct Instruction group tended to gain significantly more knowledge than those in the Student-centered Mediated Instruction group. This finding is in line with the research on lecture presentations mentioned earlier.

Hypothesis II: On how students feel generally about the class, the mean attitude of students receiving Student-centered Mediated

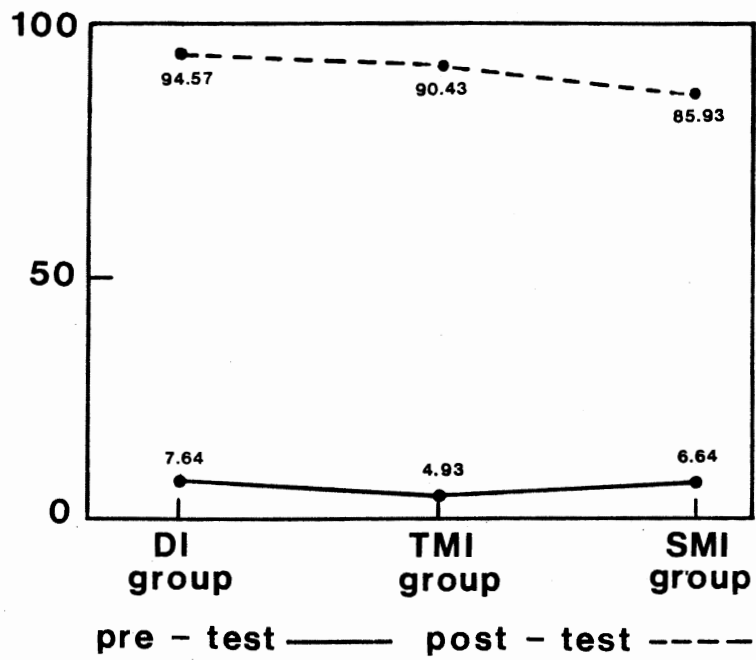


Figure 1. Mean Scores on Comprehension Test

Instruction will be greater than the mean of students receiving Teacher-centered Mediated Instruction, and the mean attitude of students receiving Teacher-centered Mediated Instruction will be greater than the mean of students receiving Direct Instruction.

On the general attitude toward the class portion of the attitude questionnaire, all gain scores dropped slightly. Figure 2 shows the mean for Direct Instruction students dropped 0.15, followed closely by a 0.17 drop for Student-centered Mediated Instruction students. Teacher-centered Mediated Instruction students lost 0.4. On overall post-test means, Student-centered Mediated Instruction students had the highest with 5.34. Teacher-centered Mediated Instruction was next with 5.13 and Direct Instruction was last with 4.54.

These scores seem to indicate that general attitudes toward the class did not change appreciably for the Direct Instruction and Student-centered Mediated Instruction students, although Student-centered Mediated Instruction students had higher means on both tests than Direct Instruction students. While Teacher-centered Mediated Instruction students did show a somewhat greater change in attitude than the other groups, they still scored higher on both measures than Direct Instruction students.

To find out if the change in scores for the three groups was significant, an analysis of covariance was used. The F ratio of 0.28 was not significant. The difference in the means of the three groups was not great enough to be attributed to the mode of instruction. Even though the hypothesis was not supported, it should be noted the Student-centered Mediated Instruction group did have a higher mean than the Teacher-centered Mediated Instruction group and the Teacher-centered Mediated Instruction group did have a higher mean than the Direct

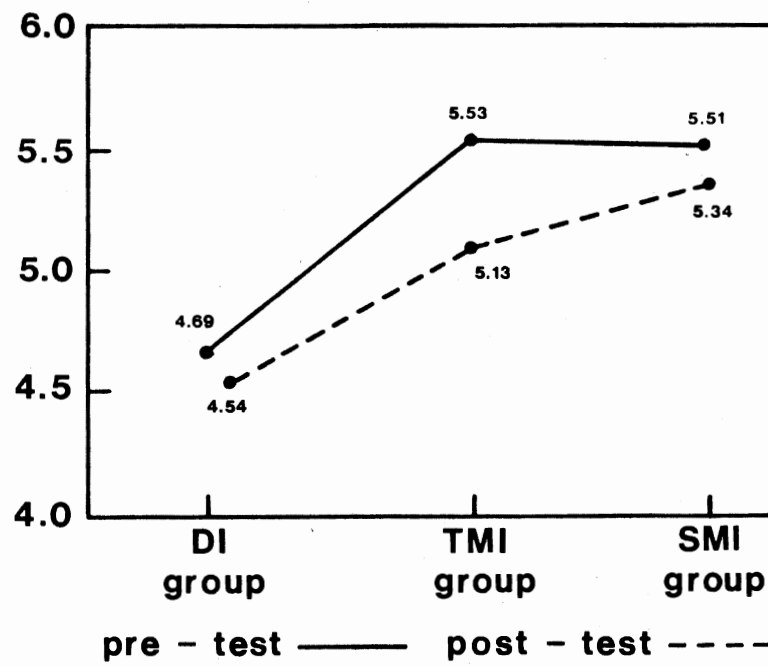


Figure 2. Mean Scores for Attitude Toward the Class in General

Instruction group.

It is apparent from the mean scores that attitudes toward the class were relatively stable throughout the study. The treatment each group received did not affect to any great degree how they felt as a whole about the class. Evidently, other factors which this study did not seek to isolate must play a part in overall attitude toward the class.

Hypothesis III: On the attitude toward the type of content covered in the class, the mean attitude of students receiving Student-centered Mediated Instruction will be greater than the mean of students receiving Teacher-centered Mediated Instruction, and the mean attitude of students receiving Teacher-centered Mediated Instruction will be greater than the mean of students receiving Direct Instruction.

The post-test means showed that the Direct Instruction group had a mean of 4.35, which was a gain of 0.07. Teacher-centered Mediated Instruction students gained 0.1 to end up with a post-test mean of 4.61. Student-centered Mediated Instruction students lost 0.07 and had a post-test mean of 4.57. These data are shown in Figure 3.

Even though the mean attitude of Student-centered Mediated Instruction students was the only one to drop, it was a small change and this group still had the second highest post-test mean attitude. As with general attitude toward the class, the Direct Instruction group again had the lowest means on both the pre-test and the post-test.

This information points to the fact that the attitude toward the type of content, like that of attitude toward the class, was relatively stable throughout the study. This is borne out by the analysis of covariance that resulted in an F ratio of 0.24, $p > 0.05$.

The mean scores in this analysis seem again to point out that little change occurred as a result of the mode of instruction received. The small variation in this aspect of attitude, and of attitude toward

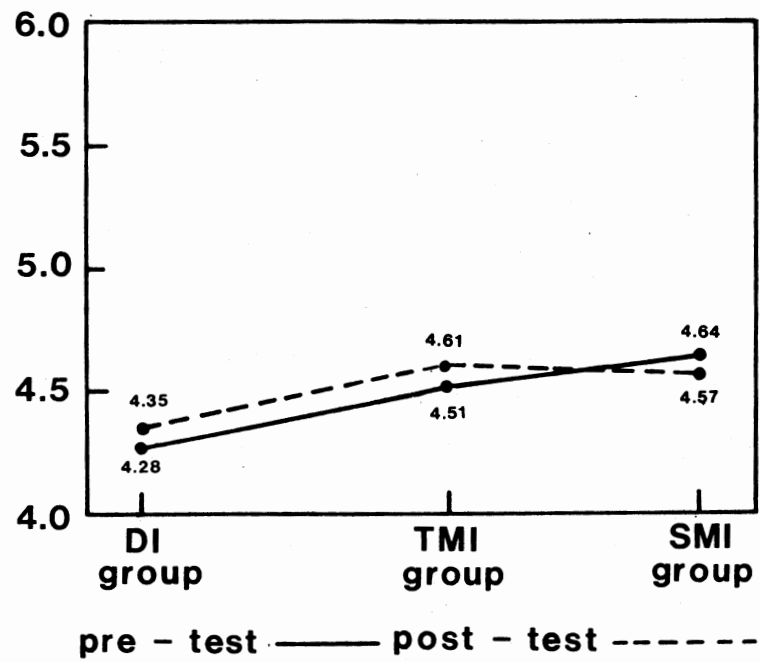


Figure 3. Mean Scores for Attitude Toward the Type of Content

the class, seems to indicate that these are relatively stable characteristics and are probably influenced by more complex interactions than this study was designed to measure.

Hypothesis IV: On mode of instruction, the mean attitude of students receiving Student-centered Mediated Instruction will be greater than the mean of students receiving Teacher-centered Mediated Instruction, and the mean attitude of students receiving Teacher-centered Mediated Instruction will be greater than the mean of students receiving Direct Instruction.

On attitude toward the mode of instruction, the post-test means showed little change for the Direct Instruction and Teacher-centered Mediated Instruction modes, with Direct Instruction having 4.61 and Teacher-centered Mediated Instruction having 4.6. In Figure 4, it can be seen that students having Direct Instruction and Teacher-centered Mediated Instruction experienced little change during the experiment. Although the mean attitude of Direct Instruction students dropped some, the loss was not nearly as great as for the Student-centered Mediated Instruction group.

An F ratio of 3.72 was significant at the 0.05 level of confidence. An analysis of each combination of two groups was then done to isolate the groups between which the significant difference lay. This analysis resulted in a difference between the Student-centered Mediated Instruction group and the Teacher-centered Mediated Instruction group of 0.3909 which was statistically significant. It is apparent from these results that the treatment the Student-centered Mediated Instruction group received had a negative effect on their attitude toward the mode of instruction they experienced. For this reason, Hypothesis IV was not supported.

Of the analyses of covariance used to test the four hypotheses,

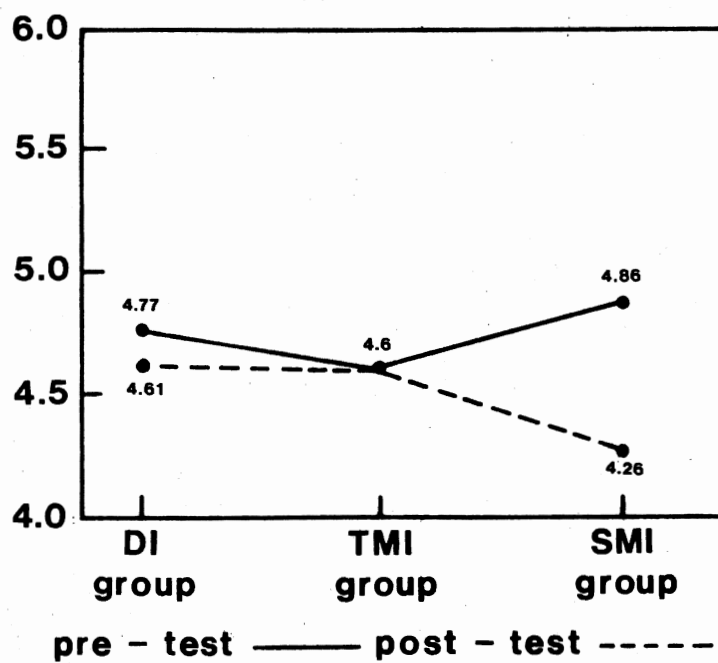


Figure 4. Mean Scores for Attitude Toward the Mode of Instruction Experienced

two of the four proved significant when tested, although in both cases, the hypotheses could not be accepted since the Student-centered Mediated Instruction group did not score higher than the Teacher-centered Mediated Instruction group, and the Teacher-centered Mediated Instruction group did not score higher than the Direct Instruction group (Table I). In other words, the Student-centered Mediated Instruction mode in both cases failed to deliver better results than the other two modes as measured by post-test mean scores for comprehension and attitude toward mode of instruction.

On the other two aspects of attitude measured (attitude toward the class and the type of content), no significant differences were found. The scores on both showed little change over the course of the two-week unit. For this reason, it is probable that more complex and diverse factors than those analyzed in this study contribute to changes in these aspects of student attitude.

TABLE I
SUMMARY TABLE OF MEANS

Measure	Direct Instruction Group	Teacher-centered Mediated Instruction Group	Student-centered Mediated Instruction Group
Comprehension:			
pre-test mean	7.64	4.93	6.64
post-test mean	94.57	90.43	85.93
mean gain	86.93	85.5	79.29
Attitude toward class:			
pre-test mean	4.69	5.53	5.51
post-test mean	4.54	5.13	5.34
mean gain	-0.15	-0.4	-0.17
Attitude toward content:			
pre-test mean	4.28	4.51	4.64
post-test mean	4.35	4.61	4.57
mean gain	0.07	0.1	-0.07
Attitude toward mode:			
pre-test mean	4.77	4.56	4.86
post-test mean	4.61	4.62	4.22
mean gain	-0.16	0.06	-0.64

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The purpose of this study was to look at three different modes of instruction and see how each affected comprehension and attitude. The modes of instruction were defined as Direct Instruction, Teacher-centered Mediated Instruction, and Student-centered Mediated Instruction.

Once the procedures for each mode were clearly delineated, the modes were assigned randomly to existing classes of senior English students at Charles Page High School in Sand Springs, Oklahoma. To gather the necessary data on comprehension and attitude, tests were devised for each area and were administered both before and after the unit of work. The comprehension test was designed by a team of three teachers familiar with the content of the unit. The attitude questionnaire used the semantic differential and was constructed so that it incorporated items that pertained to each aspect of attitude the study dealt with (attitude toward each mode of instruction, attitude toward the type of content covered, and general attitude toward the class).

The content of the unit was Eighteenth Century English literature and included selected works by Addison and Steele, Swift, and Goldsmith. Although the mode of instruction differed for each of the three classes,

the same content was covered during the two-week unit.

To minimize the fact that a research project was being conducted, the regular classroom teacher taught all three modes; and the comprehension test was constructed so that the format was as close as possible to tests usually given in these classes. In addition, the teacher attempted to explain the procedures in such a way that the students' curiosity was not unduly aroused.

Conclusions of the Study

Pre-test and post-test scores were obtained for each student on both the comprehension test and the attitude questionnaire. These were analyzed using the analysis of covariance. Two analyses yielded significant F ratios. On these two (comprehension and attitude toward the mode of instruction experienced) the results showed that, for the two analyses which were significant, the hypotheses could not be accepted. In both cases, the Student-centered Mediated Instruction group did not have a higher mean than the Teacher-centered Mediated Instruction group; and the Teacher-centered Mediated Instruction group did not have a higher mean than the Direct Instruction group. Since the results were significant, the difference in scores must have been the result of the treatment and not chance. Therefore, Student-centered Mediated Instruction, as defined and carried out in this study, must not be as effective as Direct Instruction and Teacher-centered Mediated Instruction, as measured by tests on comprehension and attitude toward the mode of instruction experienced.

The fact that the unit of work only lasted two weeks may explain in part why this occurred. Perhaps such concentrated blocks of time

are not effective for modes that involve a lot of student interaction. At the same time, these shorter units are advantageous for modes such as lecture and discussion according to the literature.

Another factor that may have had an effect on the study was the teacher. Mrs. Morgan is an excellent instructor. In fact, this may have created a problem. She is very good at both lecturing and leading class discussions since these are her usual teaching techniques. The Direct Instruction mode as she practiced it in this study was probably not typical of most teachers.

Another probable reason that Student-centered Mediated Instruction students did not score higher is the uniqueness and novelty of that mode of instruction compared to the type of instruction the students were accustomed to. It is very possible that this kind of group activity and interaction could be distracting. These activities were such a break from the normal routine that they could be viewed more as opportunities to interact with fellow classmates than as learning experiences. If this were the case, it would be easy for the students' attention to stray from the cognitive skills involved to the affective ones. In other words, the process may have been so interesting and so much fun that the content may have been overshadowed. The high pre-test mean for attitude toward this mode of instruction is an indication that this might have been the case.

While Student-centered Mediated Instruction may be an appealing idea to students, they usually do not know enough about it to realize that this mode demands more from them as far as self-discipline and independent learning are concerned. There is no teacher standing in front of the class pointing out important concepts and delineating

exactly what is to be done and how it is to be done, as is usually the case with Direct Instruction and Teacher-centered Mediated Instruction. Although the cognitive demands are much the same as with the other modes, since the content is the same, the processes involved in Student-centered Mediated Instruction are more complex and the responsibility for carrying them out rests with the student.

In both Direct Instruction and Teacher-centered Mediated Instruction, the teacher is responsible for presenting the material and organizing it in a logical way. In Student-centered Mediated Instruction, this task falls to the student. Teachers have much more training and experience doing this than do students. It is perhaps a fault of the procedures outlined for this mode that instructions should have stressed this important difference more and given the teacher more guidelines for how to impress this upon the students.

Another factor to consider at this point is that the students may have been so caught up in their own presentations that they did not pay very close attention to the others. The class periods designated for the presentations may have been spent either worrying about their own presentation or being relieved when it was finally over. These emotional factors could have a great bearing on how well the students performed on the comprehension test.

For the analyses of attitude toward the class and attitude toward the type of content, no significant differences were found. These were very stable characteristics and showed very little change over the course of the study. Evidently, the mode of instruction affected these two aspects of attitude very little. From this, it seems that perhaps variables other than mode of instruction, such as teacher-student

interaction, student interaction, time of day, and instructional materials used, may play a more prominent role in determining attitudes toward the content and the class.

Even though statistical significance was not found, it should be noted that Student-centered Mediated Instruction students had the highest post-test mean attitude toward the class in general. They also had the second highest post-test mean attitude toward the type of content.

Recommendations for Further Study and Investigation

This study brought to light many areas that might be pursued in greater depth. There are elements cursorily dealt with that could be enlarged upon, as well as avenues that naturally lead into areas outside the realm of this particular study.

If attempts were made to replicate this study, there are several areas where procedures could be stricter that perhaps would yield different results than those reported here. For example, one weakness was the fact that Student-centered Mediated Instruction students were relatively unfamiliar with this mode of instruction and perhaps had misconceptions about it. To remedy this, it might be suggested that students used in a study be given opportunities to experience the mode before the study was begun. In this way, the novelty would be lessened. At the same time, if explanations were more explicit as to what kinds of student behaviors were involved in Student-centered Mediated Instruction, perhaps fewer students would go into it with misconceptions. They might realize they have to rely more on themselves than on the teacher. These recommendations in addition to allowing a longer period

of time for the unit would go far toward eliminating weaknesses of this present study that were apparent only from hindsight. Future investigators could benefit from this experience.

The existing data from this study also offer a wealth of possibilities for further research, especially data collected from the attitude questionnaire. The semantic differential can tell more about the students than this study reflects or intended to reflect. For example, the student responses could be analyzed on the evaluative, potency, and activity meaning dimensions; or perhaps analyzing each of the seventeen concepts individually could be done, rather than grouping them around three aspects of attitude as was done in this study.

Another possibility--a logical extension of this study--would be the reliability of attitudes, meaning their stability over time. A longitudinal study of this type easily could be done and would require little additional preparation since the comprehension and attitude tests simply could be re-administered at a later date.

Another offshoot of this study might be to test the effectiveness of these three modes of instruction with students accustomed to different types of instructional modes. For example, test students in alternative programs, such as modular scheduling, which are designed to foster self-motivated learning to see if they do better in particular modes than those who are in more traditional programs.

It might also be interesting to see if students at different grade levels perform better in one mode than another. This study used high school seniors, but studies which deal with elementary, junior high, or college students might also be done.

The fact that this study showed little change in attitude toward

the type of content and attitude toward the class in general might lead to a study designed to identify what variables do affect these attitudes. By broadening the attitude questionnaire, or using some other instrument, it might be possible to isolate these factors.

The weaknesses of this study and the directions pointed to for further investigation tend to render the findings less than ideal. Until some of the recommendations outlined here are carried out, the true worth of Student-centered Mediated Instruction cannot be determined adequately. Although results of this study were not very positive, as far as Student-centered Mediated Instruction was concerned, if future studies remedy the weaknesses, a better measure of the value of this mode may be obtained.

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APPENDIXES

APPENDIX A

COMPREHENSION TEST AND ATTITUDE QUESTIONNAIRE

II. Short Answer

1. What is satire?
2. Give two examples of satire, one from 18th Century literature and one from contemporary times, not necessarily literature. Support your answer.
3. One meaning of "wit" is the ability to perceive and express in an ingeniously humorous manner the relationship between things that superficially seem different. Give one example of wit in the 18th Century literature and support your answer.
4. What were the general social conditions of the period?
5. How was early journalism such as the Spectator and the Tattler different from the newspapers today?
6. In what ways were the newspapers then the same as those today?
7. What is the significance of the titles Addison and Steele chose for their newspapers?
8. What was the "modest proposal" made by Swift?
9. What prompted Swift to write "A Modest Proposal"?
10. What is the significance of the title, She Stoops to Conquer?

Name _____

Below you find different types of activities that often go on in a classroom. Beneath each activity will be a set of scales. You are to rate the activity on each of the scales in order.

If you feel that the activity is very closely related to one end of the scale, make an X as follows:

X : : : : : :

OR

: : : : : X

If you feel it is quite closely related, but not extremely, make an X as follows:

: X : : : : :

OR

: : : : X :

If you consider it neutral, both sides are equally associated, or if the scale is completely irrelevant, then place an X in the middle space.

: : : X : : :

IMPORTANT: Place your X in the space and not on the boundary:

THIS

: X :

NOT THIS

: X :

Do not worry or puzzle over individual items. It is your first impression that we want. On the other hand, please do not be careless, because we want your true impressions.

TEACHER USING LECTURE METHOD

1. good	: : : : : :	bad
2. free	: : : : : :	constrained
3. worthless	: : : : : :	valuable
4. fast	: : : : : :	slow
5. calm	: : : : : :	excitable
6. serious	: : : : : :	humorous
7. interesting	: : : : : :	boring
8. light	: : : : : :	heavy
9. passive	: : : : : :	active

TEACHER USING LECTURE METHOD WITH TRANSPARENCIES

1. valuable	_____ : _____ : _____ : _____ : _____ : _____	worthless
2. light	_____ : _____ : _____ : _____ : _____ : _____	heavy
3. humorous	_____ : _____ : _____ : _____ : _____ : _____	serious
4. bad	_____ : _____ : _____ : _____ : _____ : _____	good
5. active	_____ : _____ : _____ : _____ : _____ : _____	passive
6. interesting	_____ : _____ : _____ : _____ : _____ : _____	boring
7. excitable	_____ : _____ : _____ : _____ : _____ : _____	calm
8. fast	_____ : _____ : _____ : _____ : _____ : _____	slow
9. constrained	_____ : _____ : _____ : _____ : _____ : _____	free

TEACHER LEADING CLASS DISCUSSION

1. good	: : : : : :	bad
2. excitable	: : : : : :	calm
3. passive	: : : : : :	active
4. fast	: : : : : :	slow
5. boring	: : : : : :	interesting
6. heavy	: : : : : :	light
7. free	: : : : : :	constrained
8. humorous	: : : : : :	serious
9. valuable	: : : : : :	worthless

TEACHER SHOWING FILMS

1. fast	_____ : _____ : _____ : _____ : _____ : _____	slow
2. calm	_____ : _____ : _____ : _____ : _____ : _____	excitable
3. serious	_____ : _____ : _____ : _____ : _____ : _____	humorous
4. bad	_____ : _____ : _____ : _____ : _____ : _____	good
5. active	_____ : _____ : _____ : _____ : _____ : _____	passive
6. boring	_____ : _____ : _____ : _____ : _____ : _____	interesting
7. heavy	_____ : _____ : _____ : _____ : _____ : _____	light
8. valuable	_____ : _____ : _____ : _____ : _____ : _____	worthless
9. free	_____ : _____ : _____ : _____ : _____ : _____	constrained

TEACHER SHOWING FILMSTRIPS

1. excitable	:	:	:	:	:	:	calm
2. humorous	:	:	:	:	:	:	serious
3. heavy	:	:	:	:	:	:	light
4. bad	:	:	:	:	:	:	good
5. fast	:	:	:	:	:	:	slow
6. constrained	:	:	:	:	:	:	free
7. interesting	:	:	:	:	:	:	boring
8. worthless	:	:	:	:	:	:	valuable
9. passive	:	:	:	:	:	:	active

TEACHER SHOWING SLIDES

1. constrained	_____ : _____ : _____ : _____ : _____ : _____	free
2. calm	_____ : _____ : _____ : _____ : _____ : _____	excitable
3. bad	_____ : _____ : _____ : _____ : _____ : _____	good
4. serious	_____ : _____ : _____ : _____ : _____ : _____	humorous
5. active	_____ : _____ : _____ : _____ : _____ : _____	passive
6. light	_____ : _____ : _____ : _____ : _____ : _____	heavy
7. valuable	_____ : _____ : _____ : _____ : _____ : _____	worthless
8. interesting	_____ : _____ : _____ : _____ : _____ : _____	boring
9. slow	_____ : _____ : _____ : _____ : _____ : _____	fast

TEACHER PLAYING RECORDS OR TAPE RECORDINGS

1. excitable	_____ : _____ : _____ : _____ : _____ : _____	calm
2. humorous	_____ : _____ : _____ : _____ : _____ : _____	serious
3. good	_____ : _____ : _____ : _____ : _____ : _____	bad
4. worthless	_____ : _____ : _____ : _____ : _____ : _____	valuable
5. light	_____ : _____ : _____ : _____ : _____ : _____	heavy
6. passive	_____ : _____ : _____ : _____ : _____ : _____	active
7. boring	_____ : _____ : _____ : _____ : _____ : _____	interesting
8. fast	_____ : _____ : _____ : _____ : _____ : _____	slow
9. free	_____ : _____ : _____ : _____ : _____ : _____	constrained

STUDENTS WORKING ON PROJECTS IN SMALL GROUPS

1. passive	_____ : : : : : _____	active
2. heavy	_____ : : : : : _____	light
3. fast	_____ : : : : : _____	slow
4. free	_____ : : : : : _____	constrained
5. boring	_____ : : : : : _____	interesting
6. excitable	_____ : : : : : _____	calm
7. bad	_____ : : : : : _____	good
8. valuable	_____ : : : : : _____	worthless
9. humorous	_____ : : : : : _____	serious

STUDYING DRAMA

1. serious	_____ : _____ : _____ : _____ : _____ : _____	humorous
2. excitable	_____ : _____ : _____ : _____ : _____ : _____	calm
3. heavy	_____ : _____ : _____ : _____ : _____ : _____	light
4. valuable	_____ : _____ : _____ : _____ : _____ : _____	worthless
5. boring	_____ : _____ : _____ : _____ : _____ : _____	interesting
6. slow	_____ : _____ : _____ : _____ : _____ : _____	fast
7. free	_____ : _____ : _____ : _____ : _____ : _____	constrained
8. bad	_____ : _____ : _____ : _____ : _____ : _____	good
9. active	_____ : _____ : _____ : _____ : _____ : _____	passive

STUDYING JOURNALISTIC ARTICLES

1. calm	_____	excitable
2. interesting	_____	boring
3. passive	_____	active
4. good	_____	bad
5. serious	_____	humorous
6. free	_____	constrained
7. heavy	_____	light
8. valuable	_____	worthless
9. slow	_____	fast

STUDYING FICTION, SUCH AS SHORT STORIES
AND NOVELS

1. light	_____ : : : : : _____	heavy
2. calm	_____ : : : : : _____	excitable
3. constrained	_____ : : : : : _____	free
4. fast	_____ : : : : : _____	slow
5. worthless	_____ : : : : : _____	valuable
6. passive	_____ : : : : : _____	active
7. interesting	_____ : : : : : _____	boring
8. bad	_____ : : : : : _____	good
9. humorous	_____ : : : : : _____	serious

STUDYING POETRY

1. good	: : : : : :	bad
2. worthless	: : : : : :	valuable
3. fast	: : : : : :	slow
4. boring	: : : : : :	interesting
5. calm	: : : : : :	excitable
6. active	: : : : : :	passive
7. humorous	: : : : : :	serious
8. free	: : : : : :	constrained
9. heavy	: : : : : :	light

GENERALLY, HOW YOU FEEL ABOUT THIS CLASS

- | | | |
|--------------|---|-------------|
| 1. free | _____ : _____ : _____ : _____ : _____ : _____ | constrained |
| 2. bad | _____ : _____ : _____ : _____ : _____ : _____ | good |
| 3. slow | _____ : _____ : _____ : _____ : _____ : _____ | fast |
| 4. boring | _____ : _____ : _____ : _____ : _____ : _____ | interesting |
| 5. light | _____ : _____ : _____ : _____ : _____ : _____ | heavy |
| 6. excitable | _____ : _____ : _____ : _____ : _____ : _____ | calm |
| 7. serious | _____ : _____ : _____ : _____ : _____ : _____ | humorous |
| 8. active | _____ : _____ : _____ : _____ : _____ : _____ | passive |
| 9. worthless | _____ : _____ : _____ : _____ : _____ : _____ | valuable |

GENERALLY, HOW YOU FEEL ABOUT THE ATMOSPHERE OR
CLIMATE IN THIS CLASS

- | | | | | | | | | |
|----------------|-------|---|---|---|---|---|---|-----------|
| 1. heavy | _____ | : | : | : | : | : | : | light |
| 2. passive | _____ | : | : | : | : | : | : | active |
| 3. good | _____ | : | : | : | : | : | : | bad |
| 4. constrained | _____ | : | : | : | : | : | : | free |
| 5. interesting | _____ | : | : | : | : | : | : | boring |
| 6. calm | _____ | : | : | : | : | : | : | excitable |
| 7. slow | _____ | : | : | : | : | : | : | fast |
| 8. valuable | _____ | : | : | : | : | : | : | worthless |
| 9. serious | _____ | : | : | : | : | : | : | humorous |

APPENDIX B

OBJECTIVES, MATERIALS, AND PROCEDURES

OBJECTIVES OF UNIT

1. Students will be able to define satire and give appropriate examples of it from 18th Century literature and contemporary life.
2. Students will be able to define comedy of manners and show how She Stoops to Conquer is an example of one.
3. Students will be able to discuss the social conditions of the 18th Century and how they were reflected in the literature of the period.
4. Students will be able to demonstrate an understanding of how wit was used in 18th Century literature by giving appropriate examples from the literature.
5. Students will be able to compare and contrast journalism of the 18th Century, such as that of Addison and Steele, with journalism today.
6. Students will be able to analyze the Lilliput chapter of Gulliver's Travels and show how it relates to and reflects 18th Century English government and government today.
7. Students will be able to explain the conditions leading to the writing of "A Modest Proposal" and what elements of satire are apparent in it.

MATERIAL COVERED IN THE UNIT

1. From Adventures in English Literature by McCormick:
 - pp. 269-280, Historical Introduction by J. B. Priestley
 - pp. 286-295, Addison and Steele
 - The Tattler: Prospectus
 - The Spectator: The Spectator Club
 - The Spectator: A Young Lady's Diary
 - pp. 312-333, Jonathan Swift's Gulliver's Travels
 - from A Voyage to Lilliput
 - from A Voyage to Brobdingnag
2. From English Literature by Daiches:
 - pp. 338-381, Oliver Goldsmith's She Stoops to Conquer
3. From The Literature of England by Anderson:
 - pp. 528-531, Jonathan Swift's "A Modest Proposal"

PROCEDURE

The first day's introduction will be basically the same for all groups. Cover the main objectives of the whole unit, and for the classes that don't see the film, give them orally any of the pertinent information from the film.

Mode 1 (2nd Hour)

In this class use only lecture and discussion--no media.

- Feb. 21, Mon. give attitude test and content pre-test
 introduce unit (objectives)
 make reading assignments
- 22, Tues. introduce She Stoops to Conquer
 go over Act I and II
- 23, Wed. Act III
- 24, Thurs. Acts IV and V
- 25, Fri. discuss Addison and Steele
- 28, Mon. Swift--Gulliver's Travels
- Mar. 1, Tues. Swift--"A Modest Proposal"
- 2, Wed. review
- 3, Thurs. give attitude test and content post-test

Mode 2 (4th Hour)

- Feb. 21, Mon. give attitude test and content pre-test
 introduce unit (objectives)
 show film (14 min.)
- Feb. 22, Tues. give intro. to She Stoops to Conquer

show videotape (no reading assignment)

Feb. 23, Wed. show videotape

24, Thurs. show videotape

25, Fri. discuss Addison and Steele, transparencies

28, Mon. Swift--Gulliver's Travels, film

Mar. 1, Tues. Swift--"A Modest Proposal"

2, Wed. review

3, Thurs. give attitude test and content post-test

Mode 3 (3rd Hour)

Feb. 21, Mon. give attitude test and content pre-test

introduce unit (objectives)

give students group assignments and explain

explain grading of projects

22, Tues. work in groups

through

25, Fri. work in groups

28, Mon. 20 min. or so to finalize projects

1st group presents

Mar. 1, Tues. 2nd and 3rd groups present

2, Wed. 4th and 5th groups present

3, Thurs. attitude test and content post-test

GROUP PROJECT EXPLANATION

Each group is to make a 20-25 minute presentation to the class over their assigned topic and following the guidelines they are given. They will be responsible on the test not only for their assignment, but for all the material presented by the other groups.

Each group will be graded three times.

1. Each member will grade how well the other group members participated and fulfilled their responsibilities.
2. Each member of the class will grade each project as a whole. Each student will be given a form on which to do this.
3. The teacher will grade each presentation.

In planning and presenting, the groups should be as creative as possible with their assignments. Use any supplementary materials available to research the topics.

APPENDIX C

ATTITUDE SUMMARY SHEET

CONCEPTS

Scales	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
good bad 1																	
valuable worthless 2																	
interesting boring 3																	
free constrained 4																	
humorous serious 5																	
light heavy 6																	
active passive 7																	
excitable calm 8																	
fast slow 9																	

Name _____ Hour _____ Pre _____ Post _____

VITA

Susan Raye Clabaugh

Candidate for the Degree of

Doctor of Education

Thesis: THE EFFECT OF THREE MODES OF INSTRUCTION ON COMPREHENSION AND ATTITUDE SCORES OF SECONDARY LANGUAGE ARTS STUDENTS

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Miami, Oklahoma, September 7, 1948, the daughter of Mr. and Mrs. E. R. Clabaugh, Jr.

Education: Graduated from Pryor High School, Pryor, Oklahoma, in May, 1966; received Bachelor of Science degree in Language Arts and Library Science Education from Oklahoma State University in 1970; received Master of Science degree in Secondary Education with an emphasis in educational media from Oklahoma State University in 1975; completed requirements for the Doctor of Education degree in Curriculum and Instruction with an emphasis in Language Arts Education in December, 1977.

Professional Experience: English teacher and team leader at East Central High School, Tulsa, Oklahoma, 1970-1974; English instructor in Adult Education, Tulsa Public Schools, 1972-1974; graduate teaching assistant in Library Science at Oklahoma State University, 1974-1975; graduate teaching assistant in educational media at Oklahoma State University, 1975-1976; instructor and program development specialist for OSU/Sapulpa Teacher Corps project in the College of Education at Oklahoma State University, 1976-present.

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