

AN EVALUATION OF THE USE OF TELEVISION  
IN TEACHING LANGUAGE ARTS

Josiane Waksberg

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### ABSTRACT

This study was aimed at determining whether television could be effective in teaching both the history of the English language and word-attack skills through the use of etymology. It also attempted to determine whether television could be instrumental in bringing about a change in attitude towards the English language. A pre-post test control group design was employed. Eighty S<sub>s</sub> (Grade 5 pupils) were sampled in both experimental and control groups. The experimental group was exposed to an ITV program on the history and etymology of the English language. The primary finding indicated that television was effective in teaching word-attack skills and knowledge of history\* ( $p < 0.01$ ). A trend ( $p < 0.10$ ) was also evident in the positive change of attitude towards the English language that ensued after viewing the program. These findings support the "Sesame Street" results showing that both simple and cognitive skills in English can be taught by television.

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## CHAPTER I

### INTRODUCTION

Television has been considered by many to be the ultimate in media. It combines not only the audio-visual excitement of films but also its unique contribution, a sense of immediacy. Moreover, for educators it possesses two additional factors which increase its appeal, accessibility and ease of usage.

Over the past twenty years the use of television as a pedagogical tool has greatly increased. In fact, television has proved to be as successful in teaching as face-to-face instruction in a variety of subject areas. (Chu & Schramm, 1967).

However, though considerable use of educational television has been made in the last few years to teach vocabulary (especially since the advent of Sesame Street, 1969) no known use of the medium has been applied to teaching the etymology of words.

This thesis-equivalent deals with the problem of teaching one aspect of language arts, using television as a vehicle. In particular, it is concerned with the explicit use of television to teach both the history of the English language and the use of etymology as one method for determining the meaning of unfamiliar words.

### 1.1 Problem Statement

The purpose of this study was to demonstrate that at the elementary school level, the television medium, using as content the origin and the history of the English language, could successfully do the following:

- (1) stimulate interest in the English language;
- (2) give a brief overall view of some of the major influences which have contributed to the formation of English;
- (3) supply one method for unlocking the meaning of unfamiliar words.<sup>1</sup>

The specific behavioural objectives for the program were as follows:

- (a) the pupil would be able to demonstrate that he had learned the meaning of the basic Greek elements of some commonly employed words;
- (b) given an unfamiliar word based on known Greek elements (see Appendix A, p. 60) the pupil would be able to determine the meaning of that word (in the context in which it was given) by using structural analysis.
- (c) the pupil would be able to demonstrate that he had acquired a general background knowledge of

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<sup>1</sup>This method, structural analysis, is detailed in Reading Instruction Through Diagnostic Teaching, Harris and Smith, pp. 206-237.

some of the groups that influenced the English language, and at least two of the methods by which this was accomplished;

- (d) the pupil would be able to demonstrate an understanding of the vital, dynamic and continually changing nature of all languages.

## 1.2 Content

The television portion of this study consists of one program, "The Melting Pot", which was developed as an introduction to a proposed series of ten programs, all dealing with language; its origin, development and present-day usage. This continuum of ten ITV programs is outlined in Appendix B, p. 66.

The content of this introductory program may be divided into two related but distinct parts. The first section of the ITV program is an overview of the history of the English language, while the second part deals with using structural analysis and basic Greek word elements to determine the meaning of unfamiliar English words.

The importance of language has been capsulized by Borger & Seaborne (1967) when they note that, "The use of language is part of the fabric of human behavior--not simply one kind of activity amongst others, but one that plays a specialized mediating role between the individual and his environment." Moreover, the necessity for primary teaching of history of the English language according to Dufy (1970)



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is that, "Once we know the history of the language, we can no longer view English as frozen... The language is vital, dynamic and changing. Elementary language arts instruction should reflect this reality."

Additionally, Klein (1966) points out that, "... words are not only the elements of a language but also the history of the people speaking it." That is, the history of the English language is also the history of English-speaking people, their interests, their abilities, and their importance in the world. Thus children are accordingly exposed to their heritage.

The history of the English language is complex. For purposes of the television portion of this study the elements were simplified and the pupils were exposed to the following information:

- The English language had its distant origins in a tongue called Indo-European.
- The first Aryans in Britain were the Celts. They had relatively little influence on the English language.
- The Romans, who stayed in Britain for four hundred years, had a great influence on the languages.
- The English language in the form of Anglo-Saxon, was brought to Britain in the 5th century A.D. by Teutonic invaders (e.g. Angles, Saxons).
- New Teutonic words were contributed to English

by reason of the partial Danish conquest beginning in 790 A.D. (Vikings).

--Norman French was added to and modified the existing English language especially in the domain of fashion, war and courtly expressions. This began at the time of the Norman conquest in 1066, and continued for about two hundred years. --Greek influence made its way into English by way of Latin, since Latin is composed of many Greek words.

The methods by which language is modified was reduced to two basic ideas for this program. The first was that conquerors usually impose their language on the vanquished race. This is a particularly important point when dealing with English for "more than any other of the important modern languages, it has been subjected to external influences...", McNight (1923). The second was that a dominant country can influence other countries and their respective languages by its economic or cultural importance.

The above description is a gross simplification of both the events and the methods, but was considered necessary for the following reasons: (1) the first part of the program, encapsulating this information, is only twelve minutes long; (2) for the intended audience the whole program (twenty-two minutes) consists of new material and thus only a limited amount of information could be covered successfully;

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(3) the program is aimed at a Grade 5 level and thus simplification is essential.

To demonstrate why the program had to be reduced to basic, though sometimes slightly misleading information, one example will suffice, "How did Latin come to influence English vocabulary?"

Some of the earliest English loan-words from Latin were acquired from the British Celts who had been Latinized because of the Roman conquest. In the mid-fifth century, when Teutonic tribes invaded Britain, their language which forms the basis for English, had already been subjected to Roman influence prior to the invasion. The later advent of Christian missionaries (before 1066) brought with them Roman language, culture and education.

However, the greatest number of Latin borrowings occurred after 1066. The Norman conquest itself brought a great influx of Latin loan-words through the influence of the French language. More Latin words came directly into the English language in the 13th century with the "rebirth of knowledge" and the need for additional words to express it. The Renaissance created a renewal of interest in Rome and thus more borrowing from Latin, while the glory that was France of the 17th century brought more French (thus Latin-based) words into English. If we also include all the inventions of the past century for which names Latin elements were used, we get a very complex pattern. Pyles (1971).

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It can thus be seen that tracing language influences to their origins and continuing through their subsequent development would be a complicated task and frankly puzzling to elementary school children for whom none of the above-mentioned historical events have any meaning. At a high school level, discussing many of these ramifications would, of course, be possible and in fact necessary.

The second part of the TV program deals with new vocabulary and word-attack skills. The importance of vocabulary is stressed by Cole (1946) who suggests that, "In all probability, an inadequate vocabulary is the greatest single cause for failure to read with comprehension, in either general or technical fields." Harris and Smith (1972) also point out that, "... reading involves many skills other than word recognition, but the learner has to start with words because they are the units that make up the message he wants to understand."

Most of the effort that goes into teaching children to read words is aimed at developing instantaneous or automatic responses to as many words as possible. As this is not feasible, every reader continues to need and use a wide variety of word-analysis skills. Of the many word-recognition techniques available to the mature reader, most are taught in the elementary grades.

Word-recognition skills may be grouped into three categories, synthetic, analytical and syntactical. The

synthetic skills are word skills concerned almost entirely with relating the printed word with one that is in the child's listening and speaking vocabulary. The analytic skills are word skills concerned with finding letter patterns, dividing the word into parts, and using context to suggest the appropriate word. Syntactic skills are concerned with what is expected on the basis of the language pattern, the position of the word in the sentence, punctuation and linguistic cues.

The present study deals with one aspect of the analytical skills. In the program, "The Melting Pot", the student is taught a few basic Greek elements and shown how they can be combined to form many English words. The student is also shown how to use structural analysis to pick out Greek elements in English words. The purpose is to enable the pupil to discover the meaning of many unfamiliar words which are based on Greek morphemes (usually in a written rather than an oral context).

Much research has been done in the field of children's vocabulary. Unfortunately, as Petty (1967) points out, most of the studies have been attempts to measure the total scope of their vocabularies or, "... to be counts of the frequency with which words occurred in the various types of writing... of children of various grade levels..." (Braddock, 1969).

Since the pedagogical use of etymology and word-analysis as a method for determining the meaning of unfamiliar English words is a specialized aspect of the use of structural

analysis, the author found little material on this particular subject while doing a literature review.

The following abstracts and periodical lists were referred to: (1) The Educational Index, 1965-1974; (2) ERIC, 1965-1973; (3) NCTE (Abstract of English Studies), 1963-1973; under these headings: Vocabulary, Etymology, Word-attack Skills, Language-Arts Teaching, Language, Television in Education.

Interestingly enough a study of the English abstracts of NCTE showed an increase in the number of articles published about the etymology of specific words but none dealing with the pedagogical aspect of etymology.

Some studies were found, however, on how children build up vocabulary. In contrast to direct experience, which is the best method of learning not only a word but its meaning, investigators recognize three ways in which vocabulary is built in relation to reading: (1) wide reading, (2) direct instruction, (3) incidental instruction. (Russell & Fea, 1963).

Direct vocabulary instruction selects appropriate words to be taught and then teaches association of meaning by various techniques. Although McCullough (1957b) stressed the importance of vocabulary study, the basic problems remain as follows:

1. Which words should be taught?
2. Which methods should be used?

3. Why employ a particular method as none of the vocabulary methods have shown themselves to be particularly effective?

Surprisingly, although Miles (1945) estimated from his and similar studies that the effect of direct word study is approximately three times that of incidental word study, "... the literature contains few examples of methods of word study which have been scientifically proven valuable." (Russell & Fea, 1963).

In spite of this, a great number of books and articles seem to assume a priori that learning Greek and Latin word-elements as an aid to determining the meaning of English words is effective. For instance, Harris and Smith (1972) state that "a knowledge of the meanings of some of the more common prefixes and suffixes will... aid the pupil in recognizing the derived word and attaching the proper meaning to it." Deighton (1959) makes the claim that learning twenty-five Latin and Greek suffixes will help determine the meaning of over two-hundred English words. A College Programmed Course (Feinstein, 1969) has two chapters teaching words exclusively by this method.

In fact, there is a sizeable body of literature (some examples are in the bibliography) on etymology, and how to use etymology as a pedagogical tool, but little research on the effectiveness of using this method. As Blount (1973) stressed, much of the recent research on literature, language

and composition has consisted of descriptive and status studies. "Empirical research in which variables are manipulated and in which the effect of these variables is observed and reported has been rare." Moreover, he points out that Petty, Harold and Stoll (1968) who focussed on eighty studies concerned directly with the pedagogical aspect of vocabulary came up with the shattering conclusion that the profession knew little of substance about the teaching of vocabulary.

The previous year Petty had also concluded that, although vocabulary could be taught, there was no best way to teach it. Why then pick this particular approach to vocabulary building? The writer felt that learning basic roots, suffixes and prefixes from the Greek (and eventually in later programs from other sources) would not just supply the child with the knowledge of a few words but assist him in future extrapolations, in many instances when the context might not supply a clue to the meaning of a word. For although, "... context always determines the meaning of a word, it does not necessarily reveal that meaning." (Deighton, 1959).

This is not to advocate the archaic idea that Latin should be taught in schools as an aid to English. Poud (1938) found that a study of Latin was of little value in increasing the meaning of vocabulary of high school students. The modern alternative, however, was tried by Otterman (1955). He taught prefixes and roots to twenty Grade 7 classes for thirty days, ten minutes per day. Pupils were tested by



ability to interpret the meaning of unfamiliar words containing the elements. The results indicated that only those of high intelligence showed a statistically reliable gain in ability to interpret the new words.

Though this would seem to be limiting it must be remembered that there is not one method which has been proved superior. What has been shown, for example Strang (1944), is that unsystematic or casual word study has little value. Thus direct word study is called for. The eclectic approach would seem to be the most effective as each child learns in a different way.

McCullough (1957b) seems to endorse this view as she concludes that multisensory impressions of the word are superior to a unisensory approach; meaning, structural analysis and comprehension are closely related, classifying words increases appreciation of relationships among them and thus increases meaning, and knowledge of roots and affixes may be helpful, though some prefixes may have conflicting meanings. Therefore, unless a specific learning style can be matched to a particular teaching method, for effective vocabulary building a broad spectrum of approaches would seem to be indicated.

### 1.3 Method (Why Television?)

Since it has been shown that Instructional Television (ITV) is generally as effective as face-to-face instruction

(Chu & Schramm, 1967), this study is concerned with the appropriateness of the television medium in attaining the pre-determined goals. The difficulty, of course, is matching a particular subject matter with a particular medium. Gagne (1969) delineates a number of major functions of communication in learning (see p. 14) which might be equally well performed by any medium. Moreover, a medium well adapted for one communication function may be ill adapted for a second and different function within the same instructional sequence. Since the one perfect instructional medium has yet to be found, the medium, which it was felt, best satisfied the pre-determined goals was the one chosen.

What then were the advantages to using television as the medium for teaching the history of language?

One of the main objectives of this program series was to produce a more positive attitude<sup>1</sup> on the part of the student towards the study of the English language and it has been shown repeatedly that television can be instrumental in modifying a viewer's attitude. On this subject Torkelson (1968) states: "Motion pictures and television over the past decade have proved successful in stimulating interest, aiding retention, and in influencing attitudes."

Another goal of the program was supplying background information on the history of language. For this particular task TV, a dynamic medium, can show both visually and orally

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<sup>1</sup>Attitude is operationally defined on p. 22.

how people looked, acted and spoke at different periods in English history. This active presentation of words in their historical context can both stimulate interest and be an aid in retention.

The third main objective was the actual learning of Greek root words and how they could be combined to form English words. With ITV the words can be shown on the screen, the letters interchanged, the lens can zoom in on an important part of the word and generally, as has been demonstrated on "Sesame Street" and "The Electric Company", word presentation can be made dynamic and exciting.

It might be argued that film might be as effective as television for much of the instructional sequence. However, there are several points in favour of television. First, it is much easier to create special effects on television than on film. Secondly, because of the immediate feedback afforded by TV, the producer's errors may be rectified immediately, thus shortening production time. Lastly, and surprisingly, TV though common at home, still has a novelty effect in North American schools where it is used less than 3 per cent of the time. (Du Molin, 1971).

#### Application of Some Learning Theories to the Planned Television Program.

--The proposed television program used as its base, Gagne's (1965) hierarchical model. Gagne accepts eight categories of learning, each with its own rules, but arranged in a hierarchy from simple to complex on the assumption that

each higher order learning depends upon the mastery of the one below it.

The ITV program had two objectives in terms of practical language usage. First, the knowledge to be acquired concerning Greek roots, and secondly, the use of structural analysis plus the knowledge of root words to unlock the meaning of new words. In Gagne's system, acquiring new words would be Type 2 learning, "stimulus-response", i.e. the learner acquires a precise response to a discriminated stimulus. Analyzing words is a more complex skill and would fall under Type 7, "principle learning", in which a principle is defined as a chain of two or more concepts.

The two major classical families of learning, S-R learning theories, and cognitive learning theories were also invoked as this particular program and the series following it includes, and will include, principles espoused by each of the theories. Thus the program includes the following points emphasized by S-R theories: activity on the part of the learner, repetition, reinforcement, generalization/discrimination, and motivation. Also included are ideas from cognitive theorists: the use of perceptual features, organization of knowledge, learning with understanding, cognitive feedback, goal-setting and divergent as well as convergent thinking. (Hilgard & Bower, 1966).

Some of the principles enunciated above could not be realized, of course, with only one program. Attitude,

particularly, would be difficult to modify with only one TV presentation. The ~~program~~ described previously is only part of a series and moreover should be used with a teacher who could initiate some of the follow-up activities and provide the necessary feedback. For this particular study a teacher was not used as it was the effects of the program itself that were to be evaluated and not the additional effectiveness of a competent teacher.

Media Presentation.--The behavioral objectives for this thesis-equivalent have already been stated. The programs were based on Gagne's (1969) functions of communications in instruction and analysis of instructional events in terms of sequential, component stages. The functions of communication can then be described for each of these stages separately.

These functions, and how they apply to the television medium and to this particular program, are as follows:

GAINING AND CONTROLLING THE ATTENTION OF THE LEARNER.--This is one function that a well-designed program might achieve via TV. A puzzling, exciting or amusing situation is presented which stimulates the attention of the viewer. This strategy must be employed more than once during a program in order to sustain the viewer's attention, ideally everytime a new objective is to be reached.

PRESENTING THE STIMULI FOR LEARNING.--In this case the stimuli, being visual as well as oral (historical situations,

words) plus demanding movement, was ideally suited to the television medium.

INFORMING THE LEARNER OF THE REQUIRED PERFORMANCE.--The viewer was told and shown quite early in the program what he would be able to do at its completion,

RECALLING PREVIOUSLY LEARNED CAPABILITIES.--Students in Grade 5 have all had some practice with structural analysis (e.g. using suffixes and prefixes) and this knowledge was briefly reviewed before presenting the Greek words.

GUIDANCE OF LEARNING.--Learning was guided by (a) careful selection of the material that was presented, (b) an emphasis on the important points, (c) the asking of questions and the provision of the correct answers. Due to the nature of the medium most of the learning was of a didactic nature rather than of a "discovery by self" type.

PROVIDING FEEDBACK.--This is television's weakest point. Television has no immediately verifiable feedback mechanism that would be of immediate benefit to pupils viewing this program. It is because of this circumstance that a teacher-helper was suggested. The teacher could provide the necessary feedback.

PROMOTING TRANSFER OF LEARNING.--Transfer of learning is expected to be slight after exposure to only one of the ten shows. However, if all ten programs on the English language were shown, each containing a variety of examples, and if

each were followed up by activities initiated by the teacher, it would seem reasonable that the pupils would be able to apply their new-found knowledge to many new situations, both in and out of school.

The introductory program itself was divided into two parts. The first part was a brief overview of the history of the English language, beginning with Man's first attempt to speak and concluding with modern-day English. This section combined live action and slides. The second part of the program, of ten minutes' duration, showed the following:

(1) basic Greek words to be learned, (2) how Greek words can be combined to form English words, and (3) how to analyze English words based on Greek roots.

To optionally fulfill all functions of communication in instruction, in this case to provide some feedback, a study guide was given to each child before viewing the program. This guide (see Appendix A) contained four main points and five questions, all of which were asked and answered during the program itself.

### Related Research

A review of the research material on ITV reveals two important facts. First, that although much has been written about television, there is little documentation about the use of television in education. Secondly, the experimental design used in many of the studies has been of uneven quality.

Moreover, many of the comparative studies of the effectiveness of ITV have been "uninterpretable". (Murphy & Gross, 1966).

Keeping these two reservations in mind, we shall now turn to what the research says about the effectiveness of television as a pedagogical tool.

This problem has been tested in a number of ways. By comparing television instruction with no instruction (as in the present study) by comparing the results of TV instruction to a set standard, or by comparing ITV with conventional, or face-to-face instruction--the most commonly tested of the three.

Chu & Schramm (1967) report that all the experiments showed essentially the same finding, i.e. "...no significant difference between learning from television teaching and learning from conventional teaching.". Where there was a significant difference, it was a bit more likely to be in favour of television rather than of conventional instruction.

Chu & Schramm also point out that studies indicate that TV instruction is apt to be more effective at the primary level than at the secondary school or college level. Moreover, "...so far as we can tell from present evidence, television can be used efficiently to teach any subject matter where one-way communication will contribute to learning".

Nevertheless some subject areas lend themselves more readily to TV than others. As far as can be ascertained from



the review of literature, no work has been done with ITV using etymology to teach language skills and vocabulary. However, there have been considerable studies conducted on the use of history on learning vocabulary both in English and in foreign languages, and on language skills.

Chu & Schramm report that Suchy et al (1960) conducted a three-year experiment in which high school students were taught American history either by television or by conventional instruction. In both the first and second year, the TV group scored significantly higher than the conventional instruction groups.

In the same survey, Gottschalk (1969) reported that college students learning German from closed-circuit television did significantly better in aural and reading comprehension than students taught by the conventional method.

Schramm (1962) compared the results of teaching various subjects by TV and found that televised language skills turned out to be less effective than many other televised subjects at the early elementary school level.

However, by far the best documented study on teaching vocabulary and language skills has come not from ITV but from ETV with "Sesame Street". Bogatz et al (1971) who directed the first year's summative evaluation on the program declared that "Sesame Street" proved that television was an effective medium for teaching children important single facts and skills and complex cognitive skills.

These results also suggest a possible explanation for the results obtained by Schramm in 1962. Bogatz (1971) points out that "...a conscious, well-financed attempt to educate as well as entertain on TV had never occurred before... The traditional view... probably sees educational television and entertaining television as mutually exclusive".

Overall, what have been the findings of the effectiveness of ITV? The studies indicate that ITV works best when it is made an integral part of instruction, i.e. when television does not carry the whole teaching burden, but is accompanied by a variety of learning aids. Chu & Schramm (1967) report that in Denver, a major experiment on the use of television to teach foreign languages came to the general conclusion that the well-trained and motivated classroom teacher was the most effective learning aid.

In summary, the evidence which has now come from many countries, from studies of all age levels from preschool to adults, and from a great variety of subject matter and learning objectives has adequately demonstrated that instructional television can serve as an efficient tool of learning. The questions to be asked are no longer whether students learn from television but rather, in a given situation, how can ITV be used effectively. (Chu & Schramm, 1967).

The present study attempts to verify the effectiveness of ITV in teaching the history of the English language and in using etymology to teach vocabulary and word-attack skills.

## CHAPTER II

### PROCEDURES

This chapter is concerned with the development of the hypotheses and the description of the population at large as well as the sample chosen. The experimental design and the variables used are also discussed. This chapter also explains why the measuring instruments had to be tailor-made and how they were tested for reliability and validity. In addition, the data obtained and how it was analyzed is also discussed.

#### 2.1 Hypotheses

The following hypotheses were postulated.

Students exposed to an ITV program will undergo a change in attitude towards the central theme of the program.

Students exposed to an ITV program will demonstrate a significant increase in knowledge of the subject area covered within that program.

Specifically:

The experimental group will demonstrate a significantly greater positive change in attitude towards the English language than the control group. For purposes of this study a change in attitude is operationally defined as the difference in scores obtained between pre- and post-tests of the Likert Scale Test.

The experimental group will reveal a significantly greater increase in the results obtained on the performance test after viewing the program than the control group.

#### Rationale

Since it has been adequately demonstrated that ITV can both teach concepts and facts and also modify existing ideas, it follows that if the experimental program is presented effectively, a significant increase in both attitude and performance should be evident among the experimental group.

#### Influence of Reading Level

Knowledge of the reading level of the students exposed to the program was considered essential for the following reasons.

(a) Since good readers, on the whole, are usually better students and more intelligent than poor readers, this knowledge would indicate which group was the most influenced by the ITV program, the low reading level or the high reading level students.

(b) As many words were flashed on the screen in the course of the program and as some of the test questions used a rather complex vocabulary (for Grade 5), these two elements might have been a contributing factor in modifying the results obtained.

That is, if the ITV program had contained no writing and if the test had been oral rather than written, a different

kind of data generation might have resulted.

## 2.2 Population and Sample

The target population must be clearly defined not only to determine the level at which the program must be aimed but also to help choose the appropriate medium itself, as media selection is based both on pupil characteristics and task variables (Briggs, 1970).

The target population for this study was composed of middle-class suburban English-speaking children at the upper elementary school level. These children were quite proficient in reading and possessed a wide background knowledge on divergent topics obtained from home, reading and television. All of these children had at least one TV set at home and all were sophisticated in terms of television viewing, having been brought up with technically perfect programs on commercial television.

The sample used to evaluate this study was six classes (160 subjects) at the Grade 5 level at Sunnydale Park School in Dollard des Ormeaux, Quebec. Eighty of the  $S_s$  were used in the experimental group and the remaining eighty were used as the control group.

Due to the problem of class scheduling and keeping the class atmosphere as natural as possible, the classes were treated as intact groups. Though intact groups may pose a threat to generalizability as they are usually not random

groups, in this case it was revealed that student assignment to these classes had been random. Therefore, the program's overall effect on the three intact experimental classes approximated the effect on a randomly selected group of  $S_s$ .

### 2.3 Design

The general design for this study can be diagrammed as follows:

R	$O_1$	X	$O_2$
R	$O_3$		$O_4$

In this study  $O_1$  and  $O_3$  refer to the initial observation of the experimental group and the control group respectively, i.e. a test of the students to determine their initial level of competence in English and their attitude towards the language. X refers to the treatment (ITV program) while  $O_2$  and  $O_4$  refer to the second observation of the experimental and the control group occurring after the treatment (post-test).

### 2.4 Variables

(1) Independent.--This experiment contains one independent variable, the television program, at two levels, treatment versus no treatment, i.e. being exposed to the program or not being exposed to it.

(2) Dependent.--There are two dependent variables. One is a positive change in attitude towards the English language, and the other is competency both in knowing

generally how different groups affected the English language and in using word attack skills with Greek root words.

(3) Moderator.--The moderator variable used in this study is reading level. This variable is important as reading level is a good indicator of the overall intellectual level of the student. (IQ results were unobtainable.) Thus one can give an approximation of the correlation between intelligence and the effects of TV teaching. Moreover, many words were flashed on the screen during the TV program itself and the tests contained many complex words (for Grade 5) which could also influence the results of the study.

(4) Control.--All the tests and any explanation necessary were carried out by the examiner so as to control for differences in personality of more than one examiner and also differences in information content that might be supplied to students.

## 2.5 Data and Instrumentation

The data was gathered by two sets of paper and pencil tests (pre-test and post-test) administered to all the  $S_s$  during class time. The two pre-tests (attitude and competency) were administered to the  $S_s$  consecutively and completed by the students within half an hour. Six days later the  $S_s$  viewed the ITV program and answered the post-test as soon as the program had ended. The control group followed the same pattern and time schedule except for viewing the program. Instructions and supervision were carried out by

the experimenter for all the groups.

Since available testing materials proved to be unfeasible, the tests to be administered had to be tailor-made. These tests were tried out on a pilot group similar to the subjects to be tested and were measured for validity and reliability.

Content validity for the competency test was determined in the following manner. A content outline was developed, i.e. a list of instructional objectives for the program, followed by a list of competencies which the student should possess if successfully taught. Performance items were then developed on the basis of the performance capabilities the student was expected to demonstrate. As Tuckman (1972) suggests, "The use of the content outline should establish content validity in that test items based on the outline assess or sample the mastery of that content which they are intended to test."

The items generated (twenty) were then administered to a pilot group and tested for internal consistency (reliability) in two ways. First each item was tested as to discriminability and difficulty. Only those items which had both satisfactory discriminability (above 0.67) and reasonable difficulty (between 0.33 and 0.67) were retained (Tuckman, 1972). The two exceptions to this rule were items 5 and 18 of the Performance Test. Since these items were uniformly easy they had some motivational value for the poorer



students. Moreover, because of their ease for both low and high scorers, they did not affect the relative position of scores (see Appendix C, p. 71).

Further tests were done on the computer using the Pearson Product-Moment Correlation (PPMC) to correlate the score for each individual item with the total score obtained by each  $S_s$  on the whole test. The fourteen items which yielded the greatest degree of internal consistency and also had satisfied the discriminability and difficulty requirements were retained.

To test the students' attitude towards the English language the Likert Scale was employed. This test was judged for content validity by two competent educators. Reliability was determined by using the PPMC and retaining the twenty items (out of thirty six) which had the highest correlation with the total scores.

The two sets of original questions plus the item analysis are to be found in Appendices C, p. 71 and D, p. 74.

## 2.6 Data Analysis

This study has one independent variable (ITV program), one moderator variable (reading level) and two dependent variables (an attitude test and a competency test). Statistically, however, this study was treated as two studies, the difference in each study being only the dependent variable.

A t-test was used to compare the difference in increment between the pre-test and post-test of the experimental group versus the control group. A t-test was employed for both competency and attitude discriminations.

The relationship between reading level and test results was compared using the Chi-square analysis.

### CHAPTER III

#### RESULTS

This chapter presents the results obtained in measuring change in performance and change in attitude towards the English language in a group of students after viewing the ITV program, "The Melting Pot". The moderating effect of reading ability on test results is also indicated.

##### 3.1 Change in Performance

Table 1 shows the mean of the increment of scores, between pre- and post-performance tests, for the experimental group and the control group. The experimental group mean, which is approximately four times higher than the mean of the control group, is highly significant ( $p < 0.001$ ). Removing the effects of the control increment, the net increment resulting from being exposed to the experimental ITV program is 1.80.

The actual mean score for the experimental group in the performance pre-test was found to be 5.575. Therefore, the net percentage increase in mean score is slightly above 30%.

##### 3.2 Change in Attitude

Table 2 shows the mean of the increment in scores between pre- and post-attitude tests for the experimental group and the control group. In this case a trend of superiority is evidenced in the experimental group versus the control

group in mean attitude gain scores ( $p < 0.10$ ).

TABLE 1

A t-TEST OF THE EXPERIMENTAL AND CONTROL GROUP. MEAN GAINS BETWEEN PRE-TEST AND POST-TEST PERFORMANCE SCORES

Groups	$\bar{X}$	$\bar{X}_1 - \bar{X}_2$
Experimental 1	$\bar{X}_1 = 2.2625$	1.80
Control 2	$\bar{X}_2 = 0.4625$	

$$t = 5.15 \quad df = 158 \quad p < 0.001$$

TABLE 2

A t-TEST OF THE EXPERIMENTAL AND CONTROL GROUP. MEAN GAINS BETWEEN PRE-TEST AND POST-TEST ATTITUDE SCORES

Groups	$\bar{X}$	$\bar{X}_1 - \bar{X}_2$
Experimental 1	$\bar{X}_1 = 1.3125$	3.2750
Control 2	$\bar{X}_2 = -1.9625$	

$$t = 1.80 \quad df = 158 \quad p < 0.10$$

### 3.3 Effects of Reading Level on Test Results

The results, when using a Chi-square analysis to compare raw test scores with reading level (for the experimental group) indicate that reading ability had a significant effect on performance test scores. Tables 3 and 4 show that the respondents with the higher reading levels exhibited greater

gains in achievement after viewing the program. At reading level 3, the increment of high scorers was 14.3%, at level 4 it was 18.2%, at level 5 it was 47.5% and at level 6 it was 33.3%. Though level six seems to have a smaller increment than level five, it must be remembered that the pre-test high scorers at level six were already in the 60% bracket. Therefore, even though the post-test showed a dramatic 95.2% of level six students scoring high on the post-test, the increment was 33.3%, i.e. smaller than that of level five. Table 5 indicates that students reading at levels four and five remained essentially in the same position in pre- and post-test attitude scores. Level four stayed exactly the same, while at level five there was a 5% increment of high scorers.

The two extremes, reading levels three and six, showed different results from those described above. Going from scores in pre- to post-test, the increment of low scorers for Grade 3 was 14.3% and for Grade 6, 33.3%.

For these groups, the program had a negative effect in inducing attitude change. Overall, however, the attitude change was positive. This is demonstrated explicitly in Table 2 where the mean gain for the "Experimental Group" is 1.3125.

TABLE 3

COMPARISON OF RAW SCORE ON PERFORMANCE PRE-TEST WITH READING LEVEL OF GRADE 5 PUPILS

		Experimental Group Reading Level				
		Level 3	Level 4	Level 5	Level 6	
Raw Score	Low (0-6)	7 85.7	8 72.7	27 67.5	8 38.1	50
	High (7-14)	1 14.3	3 27.3	13 32.5	13 61.9	30
		8 8.9	11 13.9	40 50.6	21 26.6	80 100.0

$$\chi^2 = 7.82 \quad df = 3 \quad p < 0.05$$

TABLE 4

COMPARISON OF RAW SCORE ON PERFORMANCE POST-TEST WITH READING LEVEL OF GRADE 5 PUPILS

		Experimental Group Reading Level				
		Level 3	Level 4	Level 5	Level 6	
Raw Score	Low (0-6)	6 71.4	6 54.5	8 20.0	1 4.8	21
	High (7-14)	2 28.6	5 45.5	32 80.0	20 95.2	59
		8 8.9	11 13.9	40 50.6	21 26.6	80 100.0

$$\chi^2 = 18.13 \quad df = 3 \quad p < 0.001$$

TABLE 5

COMPARISON OF RAW SCORE ON ATTITUDE PRE-  
TEST WITH READING LEVEL OF GRADE 5 PUPILS

	Experimental Group Reading Level				
	Level 3	Level 4	Level 5	Level 6	
Raw Score	6	2	13	3	24
	71.4	18.2	32.5	14.3	
Low (0-69)	2	9	27	18	56
	28.6	81.8	67.5	85.7	
High (70-100)	8	11	40	21	80
	8.9	13.9	50.6	26.6	

$$\chi^2 = 9.17 \quad df = 3 \quad p < 0.05$$

TABLE 6

COMPARISON OF RAW SCORE ON ATTITUDE POST-  
TEST WITH READING LEVEL OF GRADE 5 PUPILS

	Experimental Group Reading Level				
	Level 3	Level 4	Level 5	Level 6	
Raw Score	7	2	11	10	30
	85.7	18.2	27.5	47.6	
Low (0-69)	1	9	29	11	50
	14.3	81.8	72.5	52.4	
High (70-100)	8	11	40	21	80
	8.9	13.9	50.6	26.6	

$$\chi^2 = 11.40 \quad df = 3 \quad p < 0.01$$

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter is concerned with the effects of the ITV program on both achievement and attitude. It also includes a discussion of results, conclusions, and some suggestions for the improvement of the program.

#### 4.1 Effects of ITV Program on Achievement

The results of Table 1 indicate that pupils exposed to the ITV program, "The Melting Pot", did significantly better on a performance test than did the control group.

The null hypothesis which stated that there would be no statistically significant differences in achievement after viewing the ITV program can thus be rejected.

As predicted, reading level significantly affected the test results. Tables 3 and 4 show that although all pupils made gains in knowledge acquisition after viewing the program, the greatest improvement occurred with those pupils reading at or above level.

Although these results can be interpreted as being a direct consequence of intelligence (good readers are usually brighter students) it may also be due to the nature of the program which contained a great deal of new vocabulary, much of it presented visually as well as orally.



#### 4.2 Effects of ITV Program on Attitude

The results of the effects of the program on attitude towards the English language (see Table 2) are not as clear-cut as for achievement. The experimental group showed a slight positive increment while their control counterpart showed a slight negative increment.

As was stated in the hypothesis, it was not expected that one program would have enough of an effect to make any dramatic change in attitude.

Therefore the null hypothesis which stated that there would be no statistically significant differences in attitude after viewing the program, can be essentially sustained.

A better insight of change of attitude can be obtained by looking more specifically at the students' reading levels. Those pupils reading at level or slightly below level kept essentially the same attitude towards the English language while those pupils at the two ends of the reading spectrum showed a marked decrease in their attitude.

At first sight these latter results might seem surprising. However, a more careful examination could explain the results in the following manner.

Due to the nature of the questions raised, the vocabulary may have been too difficult for those at the low end of the spectrum and who may, in essence, have guessed many answers. (The pupils were asked to answer all questions on the tests.)

The good readers seem to have been victims of another problem, boredom. Most of them recognized the test and were not enthusiastic about redoing it. This might have had a moderating effect on their attitude.

This result also suggests the advisability of using a different pre- and post-test as a measuring device when testing children.

The same argument, however, does not apply to the achievement test. In this case the post-test motivated the pupils to respond positively both in terms of the ability to clearly understand the questions and to answer them more accurately.

#### 4.3 Conclusions and Suggestions for Revision

The findings in this study led to the following conclusions.

- (1) Pupils exposed to the ITV program on language did significantly better on a performance test than did the control group.
- (2) Although all the experimental group improved in achievement, those reading at level and above made the greatest gain.
- (3) Students not exposed to the ITV program showed a slight decline on their post-test on the attitude towards the English language.
- (4) Pupils reading at level and slightly below showed essentially no change in attitude after viewing the

program while those at the lowest and highest reading levels showed a decrease in their attitude.

- (5) The overall attitude towards the English language of the experimental group improved slightly after the pupils had been exposed to the program.

As hypothesized, the results indicate that ITV can teach history, vocabulary and word-attack skills successfully. Although an improvement in achievement was noted after viewing only one program, it was felt that a series of programs (as described in the Introduction) would have an even greater effect as learning would not only be sequential, but cumulative.

It was felt that the introductory program itself would have been more effective if several of the following suggestions could have been implemented. If the two parts of the program, the history of language and etymology as a educational tool, were not shown in conjunction but separately, each section would have a greater effect.

Unfortunately, this is not supported by facts gleaned from the tests administered to the pupils. The code book, when broken down into percentage of increase of correct responses from pre- to post-test, shows essentially little difference in incremental learning between the questions dealing with the history of language and those dealing with etymology. (See Appendix E, p. 84). In spite of this, the author felt, from observing the children during the

viewing and from personal opinion, that better results would have been produced if the program had only been concerned with one subject matter rather than two. This would have reduced the confusion which might have existed in the children's minds as to the aims of the program. It would also have enabled pupils to assimilate the initial background information before proceeding to new material. In fact, the importance of repetition cannot be too stressed as the question (number 3) which showed the highest percentage increase in correct responses was the one set of facts that was the most often repeated throughout the program.

It is thus suggested to use only the section on history as the introductory program. This part could be expanded and developed and the resulting clarity and purposeful redundancy would enable the pupil to absorb this new information to a greater degree.

The etymology section would be expanded to a fifteen minute format. More examples and especially more drill would be employed during the actual showing of the program as the questions (study guide) asked and answered during the program, "The Melting Pot", proved to be very popular with the pupils, in effect transforming them from passive spectators to active participants.

The cumulative effect of viewing ten programs on the same topic is even more important in the affective domain. The end of a series of ten language programs, preferably

accompanied by some teacher-oriented follow-up activity, would be a more reasonable time to test if any change in attitude had occurred. The results of this study indicate that the change would be positive as there is a trend in that direction.

The difference in results obtained from pupils reading at varying levels also suggests that using TV grouping by ability might be advisable. It is conceivable that a series of programs produced intentionally progressively more difficult might limit only the last few programs to the higher streams.

It might also be advisable to test the program on different socioeconomic samples of the population. If it were found that socioeconomic level and/or sophistication in using the language was a factor in understanding the program and in answering test questions, then the results of this survey could be used to modify the proposed program series.

In the last twenty years, programs on English in both ETV and ITV have tended to emphasize the literary side of language. The advent of "Sesame Street" changed that aspect on ETV and demonstrated that some of the teaching potentials of television could be realized. As yet there has been little corresponding change in ITV.

The results of this study indicate that ITV can be effective in teaching more complex aspects of language and language skills to young children.

APPENDIX A

THE MELTING POT  
Josiane Waksberg

November 1973

THE MELTING POT

43

FLOOR PLAN

SET II

Announcer

SET I  
(island)  
The Boy

SET III  
(dining room)  
Puppet Diane  
Diane Spirit  
Lucy

table

GRAPHIC STAND

CAM  
1

CAM  
2

CAM  
3

SET IV  
(black velvet)  
Ghosts



THE MELTING POT

<u>Video</u>	<u>Audio</u>
	THEME UP FULL
(1) VTR-1 (Fighting, hugging, kissing)	THEME OUT
(2) Take C2 (CU Announcer)	CUE <u>ANNOUNCER</u> : Do you know what all these people had in common? They were all trying to communicate. That is, they were trying to show someone else what they thought, how they felt. Now what you just saw were people communicating by actions, or signs. We have many signs to communicate. See how many of the next signs you can recognize.
(3) VTR-2 (Hand signals)	
(4) Take C2	CUE <u>ANNOUNCER</u> : Did you recognize them all? The last sign was like this. (HOLDS UP HAND), This means what?
(5) Dissolve to C3 (CU of hand)(Set IV)	Stop, you say, maybe... but not always.
(6) Zoom out to MS Girl	CUE <u>GIRL</u> : (LOOK OF AGONY ON FACE) May I leave the room, <u>please</u> !
(7) Take C2 (CU Announcer)	<u>ANNOUNCER</u> : Well, now you know what she wants! You have discovered one important fact--that signs are not as exact as language is.
(8) Dissolve to C1	THEME UP FULL.

Video

Audio

(Graphic I  
"THE MELTING POT")

- (9) Take C2  
(CU of Announcer)
- (10) Take T/C  
(Slide 1)
- (11) Take T/C  
(Slide 2)
- (12) Take C2  
(CU of Announcer)
- (13) Dissolve to C1  
(Graphic II "MAP  
OF EUROPE")
- (14) Take C2  
(CU of Announcer)
- (15) Take T/C  
(Slide 4)
- (16) Take T/C  
(Slide 5)  
Super "CELTIC"
- (17) Take T/C  
(Slide 6)

ANNOUNCER:  
But how and when did our  
language have its beginning?

VOICE OVER:  
Well, our language began long  
ago with primitive man. At  
that time people probably spoke  
in a series of grunts.

After many centuries those  
grunts developed into a series  
of sounds that we would call a  
language.

Of course, it is impossible for  
us to go back to the days of the  
cave men, so we shall start our  
story a little more recently.

Our language had its roots about  
five thousand years ago in Cen-  
tral Europe. At that time there  
was a group of people who spoke  
a language called Indo-European.  
Soon this group travelled to the  
east and west and wherever they  
went they brought their language  
with them.

This language forms the basis  
for most languages in Europe and  
India.

The group who got to England  
first, or Britain as it was  
called then, were the Celts.

These people spoke Celtic.

After a while the Celts were  
conquered by the Romans, who  
came from Italy.

<u>Video</u>	<u>Audio</u>
(18) Take T/C (Slide 7) Super "CELTIC/LATIN"	These Romans spoke Latin and now the two languages spoken in Britain were Celtic and Latin.
(19) Lose Super	
(20) Change to Slide 8	But people were very bloodthirsty in those days. They liked a good fight and they always wanted more land. So another group came to the island of Britain and conquered the people.
(21) Change to Slide 9	This time it was Germanic tribes, the Angles and the Saxons.
(22) Take C1 (Graphic III "CELTS, ROMANS & ANGLO- SAXONS")	This group was very tough. First they drove the Celts back and then they made life so uncomfortable for the Romans that they also left Britain.
(23) Take T/C (Slide 10)	So the Angles and the Saxons took over the country and now the language spoken in Britain became Anglo-Saxon which is the basis for the English language.
(24) Super C.G. "ANGLO- SAXON"	
(25) Erase Super	
(26) Change to Slide 11	At this time Britain changed its name from Britain to England because of the Angles. Get it?
(27) Super C.G. "BRITAIN-- ENGLAND"	Angles; Angleland; England.
(28) Take C2 (CU Announcer)	<u>ANNOUNCER:</u> But poor England was still to be invaded by two more groups.  <u>VOICE OVER:</u> Hey, wait a minute!  <u>ANNOUNCER:</u> (LOOKS AROUND, SURPRISED)

Video

(29) Take C3  
(CU Puppet, Set IV)

(30) Take C2  
(CU Announcer)

(31) Take C3  
(CU Puppet)

(32) Take C2  
(CU Announcer)

(33) Dissolve to T/C  
(Slide 12)

(34) Super C.G. "CELTS"

(35) Take C2  
(CU Announcer)

(36) Dissolve to T/C  
(Slide 13)

(37) Super C.G. "LATIN"

Audio

PUPPET:  
You don't actually expect people  
to remember what you've just  
been saying?

ANNOUNCER:  
(SMUGLY) Why not? I thought I  
spoke very well, superbly, in  
fact.

PUPPET:  
Well, maybe you're a genius, but  
the rest of us are just ordinary  
people. Why don't you explain  
it once more.

ANNOUNCER:  
Maybe you're right. I am pretty  
smart. O.K. Let's try this  
with the study guide. It's  
question number 2. I'll read  
it with you and you circle the  
correct answer as soon as I  
have finished.  
(READS QUESTION 2, STUDY GUIDE)

FADE UP MUSIC, CUT 2 (5 SECS)

FADE OUT MUSIC

ANNOUNCER (VOICE OVER):  
The answer is the Celts.

ANNOUNCER:  
Let's try number 3 now.  
(READS QUESTION 3, STUDY GUIDE)

FADE UP MUSIC, CUT 2 (5 SECS)

FADE OUT MUSIC

ANNOUNCER:  
And the answer to that is, of  
course, Latin. Are you ready  
for number 4 now?  
(READS QUESTION 4, STUDY GUIDE)

Video

- (38) Take T/C  
(Slide 14)
- (39) Super C.G. "ANGLO-SAXON"
- (40) Take C1  
(CU Announcer)
- (41) Dissolve to C2  
(MS, 2-shot, Diane & Lucy, (Set III))
- (42) Dissolve to C3  
(Vaseline lens over CU Roman (Set IV))
- (43) Take C2  
(MS, 2-shot, Diane & Lucy)
- (44) Take C3  
(CU Roman)
- (45) Take C2  
(MS, 2-shot, Diane & Lucy)

Audio

FADE UP MUSIC, CUT 2 (5 SECS)

FADE OUT MUSIC

VOICE OVER:

If you put down Anglo-Saxon, you are right on.

ANNOUNCER:

So now we know what the basis of English is, right? Right. Anglo-Saxon. But a lot of other languages have had an influence on English. Let's see, for example, how difficult it would be to have a normal conversation without the words that come from Latin.

DIANE:

(SETTING THE TABLE) You put the dishes on the table. I'll get the wine from the kitchen. Ah.. what's that?

LUCY:

It can't be, but it looks like a.. Roman.

ROMAN:

I am the spirit of ancient Rome. I have come to show you how much you owe to Latin for many of the words you speak. You repeat what you have just said and I shall take out all the words that came from Latin.

DIANE:

But I only used English words.

ROMAN:

Are you disobeying me?

LUCY:

You know I think you should humour him. He looks pretty mean.

Video

(Zoom in to CU  
Diane)

(46) Take C3  
(CU Roman)

Defocus camera

(47) a--Dissolve to T/C  
(Slide 15)

b--(Slide 16a)

(48) Change to Slide 16b

(49) Dissolve to C1  
(Graphic IV)

(50) Dissolve to T/C  
(Slide 17)

(51) Change to Slide 18

(52) Dissolve to C2  
(MS, 2-shot, Diane  
& Lucy)

(53) Zoom in slowly to  
CU Lucy

Audio

DIANE:

O.K. You put the ---- (LOOKS  
ASTONISHED WHEN WORDS WON'T COME  
OUT) on the ----. I'll get the  
---- from the ----.

ROMAN:

See. What did I tell you.  
Without my help your sentences  
wouldn't make much sense!

ANNOUNCER (VOICE OVER):

Meanwhile, back in England the  
Anglo-Saxons ruled, never sus-  
pecting that a group of savage  
warriors were now planning to  
attack them.

These were the fierce Vikings  
who came from Scandinavia.

After many years of fighting  
the Vikings took over parts of  
England and the Anglo-Saxons  
ruled over the other part. Of  
course, wherever they took over,  
the Vikings used their language  
and gradually it too became part  
of English.

Now I know you're all dying to  
find out one thing: how did the  
Viking language influence the  
English language. Well, I won't  
keep you in suspense any longer.

LUCY:

Did we actually see a Roman or  
did we imagine it?

DIANE:

I don't know, but we had better  
worry about our real guests.  
Would you see if they are coming?

LUCY:

(WALKS OVER TO CURTAIN)

Video

Audio

- (54) Take C3  
(CU Viking)  
(Vaseline lens)  
(Set IV)

- (55) Take C2  
(CU Lucy)

- (56) Take C3  
(Viking, CU)

- (57) Take C2  
(CU Diane)

- (58) Dissolve to T/C  
(Slide 19)

- (59) Change to Slide 20

- (60) Change to Slide 21

DIANE (VOICE OVER):

Oh, oh. I think you'd better turn around very slowly and tell me if we're having another visitor.

LUCY:

(TURNS AROUND SLOWLY) Is that a.. a Viking?

VIKING:

I am the spirit of the Vikings. We travelled from Denmark and wherever we went we fought and usually won. And as we conquered, we also gave our language to the country we had conquered. Do you know some of the words we brought, some of the changes we made?

LUCY:

Well, I'm not quite sure...

VIKING:

Oh, ignorant one! I gave you words like "egg", "anger", "odd", "take". I brought you the delightful "sk" sound. Why, you English used to say "shirt" until we Vikings showed you it was "skirt". Ah.. those were the days..

DIANE:

What did she mean, "those were the days?"

ANNOUNCER (VOICE OVER):

She meant England in the ninth century. Both the Vikings and the Anglo-Saxons ruled side by side. They were happy. They did not know that soon another group would attack England. These were the French, or really Normans. They came from that part of France which is called

Video

(61) Change to Slide 22

(62) Change to Slide 23

(63) a--Dissolve to C2  
(MS, 2-shot,  
Diane & Lucy)

b--Zoom in slowly  
to CU Diane

(64) Slow Dissolve to C3  
(CU Le Norman)  
(Vaseline lens)

(65) Take C2 (CU Diane)

(66) Take C3 (CU Le  
Norman)

(67) Take C2 (CU Lucy)

Audio

Normandy. These Normans brought a highly developed culture with them. And here something strange happened after the Normans had won. The king and his court spoke French, but the peasants continued to speak English.

DIANE:

You know we might as well sit down until this dream or hallucination is finished. There's no use going to the kitchen, oops, I hope that word doesn't bring the Roman back.

(DIANE LOOKS AROUND SURPRISED)

LE NORMAN (VOICE OVER):

No Madame, it is now my turn. Parbleu! They have saved the best for the last. It is now the turn of the French.

LE NORMAN:

We the French conquered your country in 1066 and we brought to you English peasants culture, refinement and civilization.

DIANE:

Say, you look just like the Roman fellow we had here. You must be his brother, I guess. Anyway, that wasn't very nice what you said about the English.

LE NORMAN:

You do not believe me, Mademoiselle? All right, let us make a test. Try to say any sentence about food, or fashion, or war, or love and you will see that all the words come from the French language.

LUCY:

All right. I'll try it. This evening we are serving a simple dinner. We wanted to have a banquet but we have no servants.



<u>Video</u>	<u>Audio</u>
(68) Take C3 (CU Le Norman)	<u>LE NORMAN:</u> Repeat your sentence. I shall take out all the words that come from the French.
(69) Take C2 (CU Lucy)	<u>LUCY:</u> Tonight we are ---- a ---- ----. We wanted to have a ---- but we have no ----.
(70) Take C3 (CU Le Norman)	<u>LE NORMAN:</u> Eh bien! What did I tell you. Ah! Le manger, l'amour. The French really knew how to live...
(71) Dissolve to C2 (MS, 2-shot, Diane & Lucy)	<u>DIANE:</u> Wait! (TURNS TO LUCY) I wanted to ask him something.  <u>LUCY:</u> What did you want to ask, him?  <u>DIANE:</u> What makes you think you know the answer?  <u>LUCY:</u> Well, at least I know where to look. What's the question?  <u>DIANE:</u> Well, if the French kept on speak- ing French and the English kept on speaking English, how come they don't speak both languages in England now?  <u>LUCY:</u> I think we'll find the answer here. (OPENS BOOK)  <u>VOICE OVER:</u> Here it is. After two hundred years, the French thought of themselves as English and began to speak the language of the ordinary people. But French had become so much part of the lan- guage that many of the French
(72) Dissolve to C1 (Graphic V)	

Video

(73) a--Dissolve to C2

b--Zoom in to CU  
Diane

(74) Dissolve to C1  
(Boy, MS, Set I)

(BOY CHANGES HATS  
AS ANNOUNCER SPEAKS)

(75) Take C2  
(CU Announcer)

(76) Take C1  
(MS Boy) R.H.S.

Audio

words remained.

DIANE:

In other words, the French of that time and the English of that time sort of blended and gave a new type of English.

LUCY:

Right! That's one of the reasons why our English language is so rich and varied.

DIANE:

O.K. I get the general idea. Every group that came to England and took over, changed the language the people were using at that time. But now all these spirits have got me so confused I don't remember who came when.

ANNOUNCER (VOICE OVER):

I can help you. We shall review all the main groups that lived in England.

The first recorded group in Britain were the dreamy Celts. Then came the proud Romans. Following this group came the savage Anglo-Saxons. And hardly had their dust settled than the fierce Vikings arrived. Then came the last group to conquer England, the Norman French in the 11th century.

ANNOUNCER:

Now that was easy, right? So now you're going to do it. Your study guide, question number 5 will help you. Ready, here we go.

VOICE OVER:

The first group in England was the dreamy ----. (6 SECS. PAUSE)

<u>Video</u>	<u>Audie</u>
(77) Wipe L.H.S. so Actor only on R.H.S.	
(78) C.G. on L.H.S. ("CELTS")	Right. The Celts.
(BOY KEEPS CHANGING HATS)	Then came the proud ----. (6 SECS. PAUSE)
(79) C.G. on L.H.S. ("ROMANS")	The proud Romans.  These were followed by the savage ----. (6 SECS. PAUSE)
(80) C.G. on L.H.S. ("ANGLO-SAXONS")	Anglo-Saxons.  Next came the fierce ----. (6 SECS. PAUSE)
(81) C.G. on L.H.S. ("VIKINGS")	Did you put down Vikings?  And the last group to conquer England was the civilized ----. (6 SECS. PAUSE)
(82) C.G. on L.H.S. ("NORMAN/FRENCH")	Either Norman or French was right. (PAUSE)
(83) Wipe: Take C1 Zoom in to MS Boy	Well, that was pretty good, but let's go through it <u>one more time</u> ..
(BOY IS PANTING WHEN HEARS ANNOUNCER, SHAKES HEAD IN NEGATION)	
(BOY KEEPS CHANGING HATS, GETS MIXED UP, FINALLY GIVES UP AND LEAVES)	First the Celts, then the Romans, then the Anglo-Saxons, then the Vikings and last of all the Normans.
(84) Take C2	<u>ANNOUNCER:</u> Hm, sorry about that little incident.. Now we saw one way the English language was changed. When groups of people came to England and took over they forced everyone to speak their language. (FADE UP MUSIC)
(85) Dissolve to C1 (Graphic IV)	

Video

- (86) Take C2  
(CU Announcer)
- (87) Dissolve to C1  
(Graphic VI)
- (88) Fade to black
- (89) Fade up C3  
(Vaseline lens)  
(CU Greek)(Set IV)
- (90) Take C2  
(CU Lucy)(Set III)
- (91) Take C3  
(CU Greek)
- (92) Take C2  
(CU Lucy)
- (93) Take C3  
(CU Greek)
- (94) a--Take C2  
(CU Lucy)

Audio

But there's another way language can be changed. It can be influenced by a country that is rich and powerful and thus spread out all over the world.

So our language has been a little like a melting pot--the more elements that have been mixed into it from different sources, the richer and more varied the mixture has become.

(UP MUSIC--5 SECS)

GREEK:

Hey, wait for me. How come nobody talked about me?

LUCY:

Who are you?

GREEK (VOICE OVER):

I am the spirit of Greece. I have come,.

LUCY:

I know, I know. You want to tell me how much Greek influenced English.

GREEK:

(ASTONISHED) How did you know?

LUCY:

We have our ways. But wait a minute--there were never any Greeks in England.

GREEK:

Well, you do know something after all. You're right. Our words came over with the Romans who used a lot of Greek words.

LUCY:

I'm delighted to hear it. But now look here spirit we have to go out

Video

b--Take C3  
(CU Greek)

(95) Take C2  
(MS Lucy)

(96) Take C3  
(CU Puppet)

(97) Take C2  
(MS Greek)

(98) Take C3  
(MS Puppet & Greek)

(99) Take C2  
(CU Greek)

(100) Take C3  
(CU Puppet)

Audio

so you'll just have to do your  
spooking somewhere else.

GREEK:

But I can't. I was sent here to  
teach you people something about  
Greek words and if I don't do it  
I'll be in big trouble.

LUCY:

I've got it. We've got to go, but  
we'll leave a friend with you.  
He'll tell us exactly what you  
said. Well so long. (LEAVES)

GREEK:

So long. I wonder who this friend  
is. I hope he's good looking.

PUPPET:

Here I am!

GREEK:

A puppet!! (SITS DOWN AND BURIES  
FACE IN HER HANDS. LOOKS UP)  
You expect me to talk to a puppet?

PUPPET:

Well, if I can talk to a ghost  
you can talk to a puppet.

GREEK:

(CROSSLY) Oh, very well. Let's  
start with the contributions the  
Greeks made to English.

PUPPET:

The what?

GREEK:

That's all I needed, not just a  
puppet, but a dumb puppet! Con-  
tri+bu-tion. That means what  
the Greeks gave to the English  
language.

PUPPET:

Oh, I see. O.K. What did they  
con.. con.. What did they give?

Video

(101) Take C2  
(CU Greek)

(102)  $\frac{1}{2}$ wipe C.G.  
("BIO = LIFE")

(103) Take C3  
(MS Greek & Puppet)

Lose wipe

(104)  $\frac{1}{2}$ wipe C.G.  
("LOG = STUDY")

Audio

GREEK:

Well, a lot of long English words are made up of two or more simple Greek words. If you know the simple Greek words, it's easy to understand the long English word. Get it?

PUPPET (VOICE OVER):

It's Greek to me. Yuk! Yuk!

GREEK:

(WITH DIGNITY) That joke was old 2,000 years ago. Now let's get back to Greek. Here's an example. Suppose we talk about life.

PUPPET (VOICE OVER):

I'd rather talk about baseball.

GREEK:

(IMPATIENTLY) Later. No "life" in Greek is "bio". Got that?

PUPPET:

Sure, let's see. He's got lots of bio. It's a tough bio. I don't know, it doesn't sound quite right!

GREEK:

No, no. It isn't a word in English by itself. You have to match it up with another word.

PUPPET:

Sort of like getting married.

GREEK:

Not exactly. You see these Greek words like to change partners all the time.

PUPPET (VOICE OVER):

Oh, swingers, eh?

GREEK:

Let's look at one of bio's partners. "log" which means word,

Video

Lose wipe

(105) Take C2  
(CU Greek)

(106)  $\frac{1}{2}$ wipe C.G.  
("BIOLOGY")

(107) Take C3  
(CU Puppet)

(108) Take C2  
(CU Greek)

(109) Take C3  
(CU Puppet)

(110) Take C2  
(MS Greek & Puppet)

(111)  $\frac{1}{2}$ wipe C.G.  
("GRAPH = WRITING")

Erase C.G.

Audio

or study.

Now if we put them together we get bio log. What English word does that make.

PUPPET:  
Frankly, I can't think of a word in English.

GREEK:  
(THINKING) Of course. (MUMBLES)  
You have to add a "y" and you get biology.

PUPPET:  
Biology. What does that mean?

GREEK:  
You jest. Why that is childishly easy.

PUPPET:  
I still don't know what it means.

GREEK:  
O.K. Let's take it one step at a time. Bio means life; log means study; so biology means the study of plants and animals.

PUPPET:  
Say that wasn't too difficult. How about introducing me to another two partners.

GREEK:  
Sure, but we'll just pick one new partner. Let's go back to bio and we'll pick a new partner for him.

Let's use "graph", which means writing. Got that? So when we match it with "bio" we get biography.

Video

(112)  $\frac{1}{2}$ wipe C.G.  
("BIO GRAPH Y")

Lose wipe

(113) Take C3  
(CU Puppet)

(114) a--Take C2  
(MS Greek)

b--Zoom in to CU  
Greek

(115)  $\frac{1}{2}$ wipe C.G.  
("AUTO = SELF")

(116) Take C3/Lose wipe  
(CU Puppet)

(117) Take C.G.  
("AUTO BIO GRAPH Y")

Audio

PUPPET:

Oh, I know what that means. Bio means life and graphy means writing, so biography means... it's a tough life when you have to write the answers to questions like yours.

GREEK:

That was not a very nice thing to say... also not a very smart thing to say. Biography means writing the story of someone's life. For instance, I can say I read Paul Newman's biography yesterday.

PUPPET:

Funny, I didn't think he would be your type.

GREEK:

Never mind that. We've got two more words to try out.

PUPPET (VOICE OVER):

I'm ready.

GREEK:

Let's take the word "auto"...

GREEK:

which means "self" in Greek. A car is really automobile, that is, something that moves by itself. Now you try one.

PUPPET:

Can I have some help?

GREEK (VOICE OVER):

Sure.

PUPPET:

(FACING CAMERA) I'll try it, you people help me.

GREEK (VOICE OVER):

Here is an English word made up



Video

(118) Dissolve to C3  
(CU Puppet)

(119) Take C2  
(CU Greek)

Defocus camera

(120) a--Take C3  
(CU Puppet)

b--Zoom out to MS  
of Puppet & Lucy

c--Zoom in to CU  
Puppet

(121) 1/2 wipe C.G.  
("TELE = FAR")

(122) Take C2/Lose wipe  
(CU Lucy)

Audio

of three small Greek words.  
Autobiography. What do you think  
it means?

PUPPET:

Let me see, a car that writes  
about its life? Living with one-  
self? No. Writing about life?  
Wait I think I've got it.  
(FACING CAMERA) But what do you  
think it means? That's it. It  
means writing the story of one's  
own life.

GREEK:

Oh, oh. My time is up. I'm  
fading away. But I haven't  
finished yet. Maybe you can tell  
your friends the last word.  
Goodbye ...

PUPPET:

Me? What do I know about Greek?  
In fact, what do I know about  
English? Where can I get some  
help? (LOOKS AT BOOK)

LUCY:

(SITS DOWN BESIDE HIM) Did you  
have a nice chat?

PUPPET:

Well, we certainly had a chat.  
Do you want to help me?

LUCY:

Sure, what do you want me to do?

PUPPET:

I want you to guess what some  
words mean. Don't look like that.  
I saw the Greek word "tele" which  
means from a distance, far away.  
Can you think of any words with  
"tele?"

LUCY:

That's easy. Television, tele-  
phone.

Video

(123) Take C3  
(CU Puppet)

(124) Take C1  
(CU Announcer)

(125) a-- $\frac{1}{2}$ wipe R.H.S.

b--Take C.G. L.H.S.  
(BIO = LIFE )  
(GRAPH = WRITING)  
(AUTO = SELF )  
(TELE = FAR )

(126) Lose wipe on R.H.S.  
(Answers appear on screen)

(127) Take C1

(128) Take (insert) CU of  
Boy with hats

(129) Take C1

(130) Take C3  
(CU of LE Norman  
Set III)

AudioPUPPET:

Television means seeing something that is far away and the telephone is an instrument to talk to someone who is far away. (FACES CAMERA) This is so easy, let's all try it. (LOOKS AROUND). Hey Announcer!

ANNOUNCER:

(LOOKS SURPRISED) Oh, sorry. Ahem! We're going to try to see how much we remember about Greek words. If you'll look at number 6 on your study guide.

(READS QUESTION 6, STUDY GUIDE)

FADE UP MUSIC, CUT 2 (20 SECS.)

FADE OUT MUSIC

ANNOUNCER (VOICE OVER):

Let's see how well you've done Bio is life. Graph is writing. Auto is self. Tele is at a distance, far.

That was good. It shows that you probably have a good memory. But let's see how good it really is. We shall go through the history sequence one more time and see if you can remember the order before I say it.

Now we'll get back to the Greeks and...

LE NORMAN:

Wait a minute. This is unfair. I demand equal time. The French were just as important as the

THE MELTING POT ➤

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Video

(131) Take C2  
(MS of Lucy &  
Le Norman)

(132) Take C3  
(CU of Greek)

(133) Take C2  
(LS of 4 People)

(134) Super Char. Gen.  
Credits

Fade to black

Audio

Greeks."

LUCY:  
No one said you weren't important.

LE NORMAN:  
You're playing favourites. Why  
I'm twice as good as that Greek  
spirit!

GREEK:  
I heard that, you male chauvinist  
ghost. Have you forgotten all  
the words we contributed to  
English?

LE NORMAN:  
You contributed! What about the  
words like dinner, banquet,  
servants...

ANNOUNCER:  
Now let's be reasonable about this.  
You were all important.

(FADE UP MUSIC)

LE NORMAN:  
But I was the most important.

GREEK:  
Don't make me laugh. Now the  
Greeks...

ANNOUNCER:  
Well, if you're going to be fair  
about this, what about the Anglo-  
Saxons and the Romans?

LUCY:  
And the Celts and the Vikings?

(MUSIC UP)

Four keep on arguing and  
gesticulating.

(MUSIC OUT)

STUDY GUIDE

2. Indo-European was the language from which most European languages came. The first group to arrive in Britain were the:

- (1) Jutes
- (2) Celts
- (3) Greeks

3. But this group was soon conquered by another one, the Romans. One of the languages now spoken in Britain was:

- (1) Latin
- (2) French
- (3) Greek

4. But now another group of people came to take over Britain. These were the Germanic tribes, the Angles and the Saxons. They threw out everyone and now the people of Britain spoke only:

- (1) Danish
- (2) Anglican
- (3) Anglo-Saxon

5. Put down in order the people who conquered Britain:

- (1)
- (2)
- (3)
- (4)
- (5)

6. Greek words can be combined to form English words. The following Greek words mean:

- (1) bio =
- (2) graph =
- (3) auto =
- (4) tele =

APPENDIX B

### NOTES FOR TEACHER USAGE

The videotape enclosed, "The Melting Pot" is the introductory segment of a Language Arts series of ten programs.

This series, aimed at a Grade 5 level, is intended to provide a cultural background on the origin and the development of the English language. It also reintroduces many word-attack skills. Beyond this a hoped-for result of the series is to stimulate interest in the English language.

The basic concepts and facts to be found on this tape are as follows:

- (1) The English language is varied and continually changing.
- (2) English has five basic language roots.
- (3) Language is influenced by cultural domination or physical domination.
- (4) Many English words have Greek roots--examples.
- (5) How to determine the meaning of unfamiliar English word based on Greek morphemes.

This program can be presented without any preliminary introduction by the teacher. It contains a study guide which is to be distributed before the program and used in conjunction with it. The answers to the study guide

questions will be answered by the TV announcer during the show. A multiple choice quiz accompanies this first unit as a test to determine how much the pupils have absorbed from this initial presentation. An attitude questionnaire is also available on request. It may be used after this tape; but preferably at the end of the series.

The following nine shows (see list below) contain teacher-directed activities to be done in conjunction with the program. None of the programs require any introduction.

Any comments or suggestions would be appreciated.

Please write to, Mrs. J. Waksberg, Department of Education, Sir George Williams University, Montreal, Quebec.

### List of Programs Plus Examples

Program I Introduction and words from Greek roots.

e.g. bio + logos = biology. (30 minutes)

II Words based on Latin roots and historical background.

e.g. cent + peds = centipede. (30 minutes)

III Words borrowed from other languages. Stress and IV dominance of country which dominates linguistically. Relate to present.

e.g. couvre + feu = curfew (French).  
skipper (Dutch). (30 minutes)

V Acronyms.

e.g. light amplification by stimulated  
emission of radiation = laser. (15 minutes)

Program VI Compound words and blends.

e.g. breakfast, smog, brunch. (15 minutes)

VII Names of famous people, used with capital  
letters and directly related to original person.

e.g. Platonic, Victorian. (15 minutes)

VIII Names of famous people which have become common  
words.

e.g. silhouette, sandwich, derrick. (15 minutes)

IX Unfamiliar use of familiar words (i.e. used  
figuratively).

e.g. He was lionized at the party. (15 minutes)

X Summary of basic ideas discussed in

Programs I-IX. (30 minutes)



APPENDIX C

### ITEM ANALYSIS

The techniques used to obtain Tables 1 and 2 are as follows.

#### Table 1

For purposes of item analysis the pilot Performance Test was divided into four sections (subtests) corresponding to the performance goals which were to be attained.

The goals are:

- (1) Subtest I The pupil will understand that language is varied and continually changing.
- (2) II The pupil will learn some basic Greek elements.
- (3) III The pupil will be able to understand unknown English words based on these known Greek elements.
- (4) IV The pupil will acquire some knowledge of who changed the English language and some of the means by which this was accomplished.

Each item on each subtest was then correlated with its corresponding subtotal.

Using this rationale both the correlation and the significance level were obtained using the computer program, P.P.M.C.

The Index of Difficulty, difficulty being defined as the extent to which test items can be responded to correctly by any student, and the Index of Discriminability, where discriminability refers to the extent to which a test item is responded to correctly by those students possessing more of the quality being measured and incorrectly by those students possessing less of this quality, were calculated by the method described in Tuckman (1972).

Only those items which correlated highly with the subtotal (where  $p < 0.05$ ) and whose index of discriminability was above 0.67, while difficulty was between 0.33 and 0.67, were retained. Questions numbered 5 and 18, which are exceptions, were kept for reasons mentioned earlier (p.27).

#### Table 2

The twenty items which showed the greatest correlation with the total test score (at  $p < 0.01$ ) were retained. The P.P.M.C. computer program was used for item analysis.

TABLE 1  
ITEM ANALYSIS OF PERFORMANCE TEST

Item on Test	Correla- tion with Subtotal	Signifi- cance	Index of Difficulty	Index of Discrimin- ability
Subtest I				
1	0.5064	0.003	0.65	0.69
6	0.5462	0.002	0.45	0.91
11	0.5123	0.003	0.25	0.60
20	0.5547	0.001	0.40	0.83
Subtest II				
2	0.1300	0.251	0.80	1.00
8	0.5154	0.003	0.85	1.00
9	0.4302	0.010	0.50	0.90
17	0.5064	0.003	0.50	0.90
19	0.2536	0.093	0.75	1.00
Subtest III				
3	0.6598	0.001	0.40	0.83
7	0.3671	0.026	0.08	1.00
10	0.2629	0.085	0.55	0.77
13	0.7262	0.001	0.65	1.00
14	0.4845	0.004	0.45	0.82
18	0.3765	0.023	0.07	0.83
Subtest IV				
4	0.5869	0.001	0.75	0.80
5	0.5866	0.001	0.09	1.00
12	0.1753	0.182	0.25	0.66
15	0.3653	0.026	0.55	0.77
16	0.7158	0.001	0.55	1.00

TABLE 2  
ITEM ANALYSIS OF LIKERT SCALE (ATTITUDE TEST)

Item on Scale	Correlation with Total	Significance
1	0.2704	0.083
2	.5107	.003
3	.3071	.056
4	.6298	.001
5	.1916	.165
6	.4220	.013
7	.0563	.388
8	0.3496	0.035
9	.4424	.010
10	.7253	.001
11	.5024	.004
12	.2494	.101
13	.5714	.001
14	.5809	.001
15	0.3605	0.030
16	.6491	.001
17	.4747	.006
18	.4853	.005
19	.4991	.004
20	.2699	.082
21	.1838	.175
22	0.5249	0.003
23	.4086	.016
24	.5832	.001
25	.6457	.001
26	.6404	.001
27	.7452	.001
28	.5266	.002
29	0.6459	0.001
30	.3015	.060
31	.4914	.004
32	.4192	.014
33	.6882	.001
34	.6582	.001
35	.8566	.001

APPENDIX D

ORIGINAL QUESTIONS FOR PERFORMANCE TEST

1. Which one of the following sentences is true about the English language?

- (a) English has always been the same as it is now.
- (b) English has not changed at all for the last five hundred years.
- (c) English has been slowly changing over the centuries.
- (d) English used to change a long time ago but it does not change now.

2. Which word best defines the underlined word?

- bio
- (a) Happiness.
  - (b) Far.
  - (c) Life.
  - (d) Freedom.

3. Choose the definition for the underlined word.

"Morse invented the telegraph."

- (a) A machine that writes quickly.
- (b) A machine that can send things over a great distance.
- (c) A machine that writes like a person.
- (d) A machine to send messages at a distance.

4. Which group of five below has had the most influence in changing the English language (make sure the groups are in the right time order)?

(a)	(b)	(c)	(d)
Romans	Anglo-Saxons	Celts	Germans
Vikings	Germans	Romans	French
Celts	French	Anglo-Saxons	Anglo-Saxons
French	Romans	Vikings	Russians
Anglo-Saxons	Russians	French	Romans

5. In what way did the groups you chose influence (have an effect upon) the English language?

- (a) By travelling to Britain.
- (b) By being powerful.
- (c) By conquering Britain.
- (d) By sending books to Britain.

6. Which one of the following sentences is true about any language?

- (a) All languages use the same alphabet.
- (b) Language is dynamic and continually changing.
- (c) Once a language is invented it always remains the same.
- (d) Language is not the best way of communicating.



7. Choose the definition for the underlined word.

"The man had a severe case of autophobia."

- (a) Fear of being alone.
- (b) Fear of planes.
- (c) Fear of open space.
- (d) Fear of heights.

8. Which word best defines the underlined word?

- tele
- (a) Self.
  - (b) Freedom.
  - (c) Far.
  - (d) Writing.

9. Which word best defines the underlined word?

- graph
- (a) Self.
  - (b) Writing.
  - (c) Study.
  - (d) Life.

10. Choose the definition for the underlined word.

"He was a noted biologist."

- (a) A person who studies paintings.
- (b) A person who studies the science of life.
- (c) A person who studies the science of the stars.
- (d) A person who studies rocks.

11. Which one of the following sentences applies to the English language?

- (a) It is only used by Americans and Canadians.
- (b) It often borrows words from other languages.
- (c) All its words originally came from Anglo-Saxon.
- (d) It is only three hundred years old.

12. Where did the English language originate (begin)?

- (a) In Ireland.
- (b) In England.
- (c) In Scotland.
- (d) In the United States.

13. Choose the definition for the underlined word.

"He was an expert in graphology."

- (a) The study of handwriting.
- (b) The art of writing.
- (c) The study of words.
- (d) The origin of language.

14. Choose the definition for the underlined word.

"The university has many telemeters."

- (a) A machine for measuring objects that are close.
- (b) An instrument to measure the height of brain waves.

- (c) A machine which photographs bacteria.
- (d) An instrument for measuring the distance of an object from a person.

15. Which one of the following groups influenced the English language without coming to the land where English began?

- (a) The Germans.
- (b) The Vikings.
- (c) The Normans.
- (d) The Greeks.

16. The group that you chose on question 15 influenced English by:

- (a) Being an important part of Latin.
- (b) Being friendly with Britain.
- (c) Sending tourists to Britain.
- (d) Being an important part of Celtic.

17. Which word best defines the underlined word?

- log
- (a) Far.
  - (b) Subject.
  - (c) Joy.
  - (d) Study.

18. Choose the definition for the underlined word.

"Do you know the biota of Quebec?"

- (a) The history of a place.
- (b) The language of a country.

(c) The animal and plant life of a place.

(d) The art of an area.

19. Which word best defines the underlined word?

auto. (a) Self.

(b) Joy.

(c) Writing.

(d) Life.

20. Pick the one sentence that is true about any language.

(a) Over a long period of time words always have the same meaning.

(b) There is only one correct way to use any word.

(c) The use of words is varied and always changing.

(d) All words only have one meaning.

ORIGINAL QUESTIONS FOR ATTITUDE TEST

1. I really enjoy hearing stories about the English language.
2. I would like to know where English words came from originally so that I can understand better the meaning of the words I use.
3. I do not really care if any foreign language caused some changes in the English language.
4. I would like to learn how to speak and write English better than I do now.
5. It is interesting to learn how each group that conquered Britain influenced the English language.
6. It would be quite dull to study how the meaning of words becomes different over the centuries.
7. The more I know about the meaning of words the better I can speak and write.
8. I would like to find out if English-speaking people are still borrowing words from other languages today.
9. I am not interested in finding out which countries use a lot of English words.
10. I would like to study about the history of the English language.
11. I do not care where the English language came from as long as people understand what I am saying.

12. It does not matter whether you use the right words when you speak as long as you get your ideas across.
13. I wish the school library had more books on the history of the English language.
14. Watching a movie about the history of the English language would be dull.
15. The more I can learn about the use of English words the better I shall be able to read.
16. I would enjoy discovering which foreign languages make use of English words.
17. I do not think I should learn how to express myself better than I do now.
18. The history of the English language is not very interesting.
19. I would enjoy learning about foreign languages that are changing our use of English today.
20. If I only know one definition of a word I can use it correctly all the time.
21. I do not have to understand exactly the meaning of the words I use to communicate with others.
22. I would like to learn things that help me to understand English better.
23. Learning the history of a word will not help me to understand it any better.
24. I do not really care about how English is being affected by other languages nowadays.

25. It would be interesting to learn how some words change their meanings over a long period of time.
26. I would enjoy watching a film on the history of our language.
27. I am not interested in learning whether the English language still borrows words from other languages nowadays.
28. I can understand the meaning of a word better after I have learned its history.
29. I am not interested in learning any more about the use of English words as I speak very well now.
30. I would enjoy learning how a language changes as people's occupations and attitudes change.
31. It must be pretty boring studying how a language changes as people change their ways.
32. I am not interested in learning about the history of the English language.
33. I would like to learn more about how to use English words.
34. I would enjoy learning the history of words as a guide to the people who used them.
35. It would be pretty dull to study how and why our words have been changing over the centuries.

APPENDIX E .



FINAL PERFORMANCE TEST

NAME \_\_\_\_\_

## AN ENGLISH LANGUAGE TEST

Directions

- (1) Put down your name at the top of the page.
- (2) Please read the following directions silently while the teacher reads them aloud.

This test does not count for marks, but please do your best work.

There are 14 questions in this test. There is only one correct answer to each question. After each question you should circle the letter in front of the correct answer.

Try to do the following example silently--right now.

Example

Which day follows Wednesday?

- (a) Tuesday
- (b) Thursday
- (c) Monday
- (d) Sunday

Did you get the correct answer? It was (b).

You have 20 minutes to complete the test.

1. Which one of the following sentences is true about the English language?

- (a) English has always been the same as it is now.
- (b) English has not changed at all for the last five hundred years.
- (c) English has been slowly changing over the centuries.
- (d) English used to change a long time ago but it does not change now.

2. Choose the definition for the underlined word.

"Morse invented the telegraph."

- (a) A machine that writes quickly.
- (b) A machine that can send things over a great distance.
- (c) A machine that writes like a person.
- (d) A machine to send messages at a distance.

3. Which group of five below has had the most influence in changing the English language (make sure the groups are in the right time order)?

(a)	(b)	(c)	(d)
Romans	Anglo-Saxons	Celts	Germans
Vikings	Germans	Romans	French
Celts	French	Anglo-Saxons	Anglo-Saxons
French	Romans	Vikings	Russians
Anglo-Saxons	Russians	French	Romans

4. In what way did the groups you chose influence (have an effect upon) the English language?

- (a) By travelling to Britain.
- (b) By being powerful.
- (c) By conquering Britain.
- (d) By sending books to Britain.

5. Which one of the following sentences is true about any language?

- (a) All languages use the same alphabet.
- (b) Language is dynamic and continually changing.
- (c) Once a language is invented it always remains the same.
- (d) Language is not the best way of communicating.

6. Which word best defines the underlined word.

- tele (a) Self.
- (b) Freedom.

- (c) Far.
- (d) Writing.

7. Which word best defines the underlined word.

- graph (a) Self.  
(b) Writing.  
(c) Study.  
(d) Life.

8. Choose the definition for the underlined word.

"He was an expert in graphology."

- (a) The study of handwriting.
- (b) The art of writing.
- (c) The study of words.
- (d) The origin of language.

9. Choose the definition for the underlined word.

"The university has many telemeters."

- (a) A machine for measuring objects that are close.
- (b) A machine for measuring the height of brain waves.
- (c) A machine which photographs bacteria.
- (d) An instrument for measuring the distance of an object from a person.

10. Which one of the following groups influenced the English language without coming to the land where English began?

- (a) The Germans.
- (b) The Vikings.
- (c) The Normans.
- (d) The Greeks.

11. The group that you chose on question 10 influenced English by:

- (a) Being an important part of Latin.
- (b) Being friendly with Britain.
- (c) Sending tourists to Britain.
- (d) Being an important part of Celtic.

12. Choose the definition for the underlined word.

- log (a) Far.  
(b) Subject.  
(c) Joy.  
(d) Study.

13. Choose the definition for the underlined word.

"Do you know the biota of Quebec?"

- (a) The history of a place.
- (b) The language of a country.
- (c) The animal and plant life of a place.
- (d) The art of an area.

14. Pick the one sentence that is true about any language.

- (a) Over a long period of time words always have the same meaning.
- (b) There is only one correct way to use any word.
- (c) The use of words is varied and always changing.
- (d) All words only have one meaning.

FINAL ATTITUDE TEST

NAME \_\_\_\_\_

## MY FEELINGS ABOUT THE ENGLISH LANGUAGE

Directions

- (1) Put down your name at the top of the page.
- (2) Please read the following directions silently while the teacher reads them aloud.

How do you feel about the English language? We shall use this test to find the answers to that question.

There are no right or wrong answers to this test. This test does not count for marks.

There are 20 questions in this test. In front of each question are 5 abbreviations.

SA strongly agree  
A agree  
U undecided  
D disagree  
SD strongly disagree

For each question circle the abbreviation which is closest to your feelings about that particular question.

Try to do the following example silently--right now.

Example

SA A U D SD Summer vacation should last 4 months instead of 2 months.

Most of you probably agree with this statement so you would have circled either SA or A.

You have 20 minutes to complete the test.

SA-strongly agree A-agree U-undecided D-disagree  
SD-strongly disagree

- SA A U D SD 1. I would like to know where English words come from originally so that I can understand better the meaning of the words I use.
- SA A U D SD 2. I would like to learn how to speak and write English better than I do now.
- SA A U D SD 3. I would like to study about the history of the English language.
- SA A U D SD 4. I do not care where the English language came from as long as people understand what I am saying.
- SA A U D SD 5. I wish the school library had more books on the history of the English language.
- SA A U D SD 6. Watching a movie about the history of the English language would be dull.
- SA A U D SD 7. I would enjoy discovering which foreign languages make use of English words.
- SA A U D SD 8. The history of the English language is not very interesting.
- SA A U D SD 9. I would enjoy learning about foreign languages that are changing our use of English today.
- SA A U D SD 10. I would like to learn things that help me to understand English better.
- SA A U D SD 11. I do not really care about how English is being affected by other languages nowadays.
- SA A U D SD 12. It would be interesting to learn how some words change their meanings over a long period of time.

SA-strongly agree, A-agree U-undecided D-disagree  
SD-strongly disagree

- |    |   |   |   |    |   |
|----|---|---|---|----|---|
| SA | A | U | D | SD | 13. I would enjoy watching a film on the history of our language.   |
| SA | A | U | D | SD | 14. I am not interested in learning whether the English language still borrows words from other languages nowadays. |
| SA | A | U | D | SD | 15. I can understand the meaning of a word better after I have learned its history.                                 |
| SA | A | U | D | SD | 16. I am not interested in learning any more about the use of English words as I speak very well now.               |
| SA | A | U | D | SD | 17. It must be pretty boring studying how a language changes as people change their ways.                           |
| SA | A | U | D | SD | 18. I would like to learn more about how to use English words.  |
| SA | A | U | D | SD | 19. I would enjoy learning the history of words as a guide to the people who used them.                             |
| SA | A | U | D | SD | 20. It would be pretty dull to study how and why our words have been changing over the centuries.                   |

APPENDIX F



ANALYSIS OF CODE BOOK: PERFORMANCE TEST

Questions Dealing With The History of Language			Questions Dealing With Etymology		
Percentage Increase of Correct Responses From Pre-Test to Post-Test			Percentage Increase of Correct Responses From Pre-Test to Post-Test		
Question Number	Experi- mental Group	Control Group	Question Number	Experi- mental Group	Control Group
1	0	0	2	-13%	-15%
3	43%	0	6	40%	- 8%
4	31%	-10%	7	10%	5%
5	11%	23%	8	12%	0
10	8%	- 3%	9	21%	11%
11	5%	- 7%	12	18%	- 7%
14	15%	11%	13	12%	7%

CODE BOOK

1. PERFORMANCE TEST

Questions

Marginal Totals

Experimental				Control			
Correct				Incorrect			
A	B	A	B	A	B	A	B
61	63	19	17	73	74	7	6
47	36	33	44	56	44	24	36

1. Which one of the following sentences is true about the English language?

- (a) English has always been the same as it is now.
- (b) English has not changed at all for the last five hundred years.
- (c) English has been slowly changing over the centuries.
- (d) English used to change a long time ago, but it does not change now.

2. Choose the definition for the underlined word.

- "Morse invented the telegraph."
- (a) A machine that writes quickly.
- (b) A machine that can send things over a great distance.
- (c) A machine that writes like a person.
- (d) A machine to send messages at a distance.

Note: There were 80 subjects in each group. Each subject did the questions twice.

\* A = Pre-test, B = Post-test.

# PERFORMANCE TEST--Continued

3. Which group of 5 below has had the most influence in changing the English language (make sure the groups are in the right time order)?

- |              |              |
|--------------|--------------|
| (a)          | (b)          |
| Romans       | Anglo-Saxons |
| Vikings      | Germans      |
| Celts        | French       |
| French       | Romans       |
| Anglo-Saxons | Russians     |
| (c)          | (d)          |
| Celts        | Germans      |
| Romans       | French       |
| Anglo-Saxons | Anglo-Saxons |
| Vikings      | Russians     |
| French       | Romans       |

4. In what way did the groups you chose influence (have an effect upon) the English language?

- (a) By travelling to Britain.  
 (b) By being powerful.  
 (c) By conquering Britain.  
 (d) By sending books to Britain.

\* A = Pre-test, B = Post-test.

Experimental				Control			
Correct		Incorrect		Correct		Incorrect	
A	B	A	B	A	B	A	B
21	56	59	24	25	26	55	54
18	43	62	37	27	19	53	61

# PERFORMANCE TEST--Continued

5. Which one of the following sentences is true about any language?
  - (a) All languages use the same alphabet.
  - (b) Language is dynamic and continually changing.
  - (c) Once a language is invented it always remains the same.
  - (d) Language is not the best way of communicating.
6. Which word best defines the underlined word.
 

tele

  - (a) Self.
  - (b) Freedom.
  - (c) Far.
  - (d) Writing.
7. Which word best defines the underlined word.
 

graph

  - (a) Self.
  - (b) Writing.
  - (c) Study.
  - (d) Life.

\* A = Pre-test, B = Post-test.

Experimental				Control			
Correct Incorrect				Correct Incorrect			
A	B	A	B	A	B	A	B
46	55	34	25	40	59	40	21
26	58	54	22	42	35	38	45
49	57	31	23	34	38	46	42

# PERFORMANCE TEST--Continued

Experimental		Control	
Correct Incorrect		Correct Incorrect	
A	B	A	B
7	17	15	16
73	63	65	64
28	45	25	34
52	35	55	46
27	34	37	34
53	46	43	46

- \* \* \*
8. Choose the definition for the underlined word.  
 "He was an expert in graphology."  
 (a) The study of handwriting.  
 (b) The art of writing.  
 (c) The study of words.  
 (d) The origin of language.
9. Choose the definition for the underlined word.  
 "The university has many telemeters."  
 (a) A machine for measuring objects that are close.  
 (b) An instrument to measure the height of brain waves.  
 (c) A machine that photographs bacteria.  
 (d) An instrument for measuring the distance of an object from a person.
10. Which one of the following groups influenced the English language without coming to the land where English began?  
 (a) The Germans.  
 (b) The Vikings.  
 (c) The Normans.  
 (d) The Greeks.

\* A = Pre-test, B = Post-test.

# PERFORMANCE TEST--Continued

11. The group that you chose on question 10 influenced English by:
- (a) Being an important part of Latin.
  - (b) Being friendly with Britain.
  - (c) Sending tourists to Britain.
  - (d) Being an important part of Celtic.
12. Choose the definition for the underlined word.
- log (a) Far.  
(b) Subject.  
(c) Joy.  
(d) Study.

13. Choose the definition for the underlined word.
- "Do you know the biota of Quebec?"
- (a) The history of a place.
  - (b) The language of a country.
  - (c) The animal and plant life of a place.
  - (d) The art of an area.

\* A = Pre-test, B = Post-test.

Experimental				Control			
Correct		Incorrect		Correct		Incorrect	
A	B	A	B	A	B	A	B
38	42	42	38	39	33	41	47
24	39	56	41	35	29	45	51
6	16	74	64	10	16	70	64

# PERFORMANCE TEST--Continued

Experimental		Control	
Correct, Incorrect		Correct, Incorrect	
A	B	A	B
48	60	55	64
32	20	25	16

14. Pick the one sentence that is true about any language.
- (a) Over a long period of time words always have the same meaning.
  - (b) There is only one correct way to use any word.
  - (c) The use of words is varied and always changing.
  - (d) All words only have one meaning.

\* ~ A = Pre-test, B = Post-test.

CODE BOOK2. ATTITUDE TEST

## Questions

## Marginal Totals

		Experi- mental		Control	
		*A	*B	*A	*B
1. I would like to know where English words come from originally so that I can understand better the meaning of the words I use.	SA	17	27	21	9
	A	45	40	42	37
	U	12	2	19	14
	D	3	6	7	14
	SD	3	5	2	7
2. I would like to learn how to speak and write English better than I do now.	SA	34	24	26	20
	A	15	35	33	40
	U	17	13	10	20
	D	11	4	13	8
	SD	3	4	9	14
3. I would like to study about the history of the English language.	SA	15	25	22	18
	A	21	21	25	34
	U	27	20	21	15
	D	13	9	18	18
	SD	4	5	5	7
4. I do not care where the English language came from as long as people understand what I am saying.	SA	11	6	16	15
	A	19	9	12	17
	U	11	12	14	14
	D	19	29	26	20
	SD	20	23	21	26
5. I wish the school library had more books on the history of the English language.	SA	11	22	15	20
	A	22	14	28	26
	U	19	26	23	23
	D	19	9	21	12
	SD	9	9	4	11

Note: There are 80 subjects in each group. Each test was administered twice.

\* A = Pre-test, B = Post-test.

SA-Strongly agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly disagree.



## ATTITUDE TEST-Continued

Questions	Marginal Totals			
	Experi- mental		Control	
	*A	*B	*A	*B
6. Watching a movie about the his- tory of the English language would be dull.	SA 7 A 17 U 15 D 17 SD 24	3 7 14 27 29	11 16 15 20 29	14 17 15 25 23
7. I would enjoy discovering which foreign languages make use of English words.	SA 25 A 34 U 12 D 3 SD 6	27 32 12 5 4	18 40 19 9 5	20 21 19 18 4
8. The history of the English lan- guage is not very interesting.	SA 2 A 8 U 17 D 30 SD 23	4 5 15 32 24	11 9 19 34 27	9 14 2 36 26
9. I would enjoy learning about foreign languages that are chang- ing our use of English today.	SA 12 A 36 U 18 D 6 SD 8	21 36 14 4 5	26 24 16 18 9	17 28 16 15 6
10. I would like to learn things that help me to understand English better.	SA 27 A 36 U 10 D 5 SD 2	24 32 15 6 3	29 32 15 12 3	25 38 10 15 4
11. I do not really care about how English is being affected by other languages nowadays.	SA 11 A 17 U 16 D 22 SD 14	1 5 45 16 13	7 15 15 26 28	9 15 17 34 22

\* A = Pre-test, B = Post-test

SA-Strongly agree, A-Agree, U-Undecided, D-Disagree,  
SD-Strongly disagree.

## ATTITUDE TEST--Continued

Questions	Marginal Totals			
	Experi- mental		Control	
	*A	*B	*A	*B
12. It would be interesting to learn how some words change their meanings over a long period of time	SA 29	10	31	19
	A 29	23	36	46
	U 13	45	13	12
	D 7	1	6	8
	SD 2	1	5	7
13. I would enjoy watching a film on the history of our language.	SA 19	32	27	39
	A 36	29	38	32
	U 14	12	10	14
	D 7	5	11	13
	SD 4	2	4	7
14. I am not interested in learning whether the English language still borrows words from other languages nowadays.	SA 4	8	4	3
	A 4	19	17	16
	U 21	13	20	20
	D 32	25	22	29
	SD 19	15	28	24
15. I can understand the meaning of a word better after I have learned its history.	SA 19	20	25	25
	A 29	29	30	29
	U 19	17	22	16
	D 8	9	11	15
	SD 5	5	3	7
16. I am not interested in learning any more about the use of English words as I speak very well now.	SA 8	5	10	7
	A 6	11	15	8
	U 14	12	14	13
	D 24	25	25	28
	SD 28	27	27	26
17. It must be pretty boring studying how a language changes as people change their ways.	SA 5	7	5	18
	A 8	9	16	21
	U 19	11	18	9
	D 19	30	29	34
	SD 29	23	20	13

\* A = Pre-test, B = Post-test.

SA-Strongly agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly disagree.

## ATTITUDE TEST--Continued

Questions	Marginal Totals			
	Experi- mental		Control	
	*A	*B	*A	*B
18. I would like to learn more about how to use English words.	SA 17	25	28	15
	A 28	31	32	34
	U 22	16	14	22
	D 7	8	11	13
	SD 6	0	6	8
19. I would enjoy learning the history of words as a guide to the people who used them.	SA 16	14	18	14
	A 14	42	24	32
	U 22	11	23	23
	D 15	5	17	16
	SD 13	8	9	7
20. It would be pretty dull to study how and why our words have been changing over the centuries.	SA 6	12	10	14
	A 7	11	12	16
	U 14	9	11	9
	D 21	23	26	33
	SD 32	25	32	20

\* A = Pre-test, B = Post-test.

SA-Strongly agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly disagree.

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