1-1-1979

A Survey of Media in the Spanish Language Classroom

Joanne Chacon
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A Survey of Media in the Spanish Language Classroom

(TITLE)

BY

Joanne Chacon

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1979

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

4/25/79

DATE

7-25-79

DATE
A SURVEY OF MEDIA
IN THE SPANISH LANGUAGE CLASSROOM

BY
JOANNE CHAGON

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A status survey of media in selected high school classrooms is the focus of this study. Questionnaires were sent to Spanish teachers in Region IV of the state of Illinois.

The purpose of the study was to gather data concerning the quantity, use, and adequacy of media as well as the selecting, funding, and housing of that media. Excluded from the study were software which accompany textbooks currently in use.

Quantity of media ranged from 0 to over 20. Tapes had the highest quantity with a median of 21, a mean of 17.31, and a mode of 20. Transparencies had the lowest quantity with a median and a mode of 0 and a mean of 5.94.

Audio software were used most frequently: tapes, weekly; and, records, monthly. Visual software were less frequently used: slide sets, semestrally; and, posters, yearly. Sixty-eight percent of the respondents found the software adequate for their purposes.

Spanish teachers responded that media for their classes is selected by the individual teachers themselves. Funds for the purchase of this media come from the school's general media budget and teacher purchases. A majority of the teachers indicated that media was stored in the classroom.
The information from this study records that Spanish teachers have media and are using it. Audio media receive more frequent use than visual media. The media is readily accessible because of classroom collections.

Further examination of media usage is needed in conjunction with the skills taught and the method used.
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CHAPTER I

INTRODUCTION

Classroom teachers can be heard to say: "Touch your choice of response on the video display screen." "Write your dialogue as a television script with the cameraman's instructions on the left and the talent's lines on the right." "Put your headset on channel 2, listen to the tape, and record your responses on the worksheet." "Use your new vocabulary words to write sentences based on the projected transparency." These sample instructions illustrate the use of media in the classroom. Teachers use media to introduce material and gain student interest, to develop and explore information, to organize the information, to summarize material, and to evaluate the student's acquisition of the material studied. Effective use of media requires the teacher to analyze the objectives of the course, the content, and the media readily available and the students.

Realizing that no one medium, procedure, or student experience is necessarily best for learning
a particular subject, for acquiring a particular skill, or for developing a desirable attitude or level of appreciation, it is necessary for the teacher to have a variety of media available to provide various means of learning the material.¹

In the foreign language classroom four skills are taught: listening, speaking, reading and writing. Historically, the teaching of foreign languages was teacher-centered and textbook-oriented. The Coleman report of 1929 led language educators to believe that since the majority of American students only studied foreign languages for two years, then reading was the only skill which could be taught in that amount of time. It was World War II before this direction in foreign language teaching turned. Americans couldn't speak foreign languages and the need for interpreters to aid in communication with the allies was present. Members of the armed forces were taught with new techniques devised by linguistic scientists. The success of these techniques produced a new variety of materials prepared with the advice of linguistic experts and content teachers.²


Entrance into the realm of technology in the foreign language classroom arrived with magnetic tapes and the language laboratory. The first language laboratory was installed at Louisiana State University in 1947. It contained 100 cubicles equipped with disc players, headsets and microphones.\textsuperscript{3}

The impetus for installation of language laboratories was to come ten years later with the National Defense Education Act of 1958 which also provided funds for teacher training and for research in foreign language teaching. Through the sixties the number of language laboratories increased constantly to a total of 8,000 at the secondary level by 1967.\textsuperscript{4} Equipment for the language laboratory became more elaborate with special audio systems, projection rooms with projectors for filmstrips, slides, and films, and suspended screens.

The seventies brought the electronic classroom into use in foreign language teaching. Shifting from classroom work to laboratory work no longer required moving outside the regular classroom. The electronic classroom of today contains tape recorders, both reel-to-reel and cassette; overhead, filmstrip, and slide projectors; a screen; and a record player. Television monitors and


\textsuperscript{4}Ibid., p. 282.
video tape recording equipment, 16mm and 8mm projectors are readily accessible.⁵

The methods for teaching the four language skills have changed concurrently with the advances of technology. Prior to the language laboratory, the principle method for teaching foreign language was the grammar-translation technique. Reading and translating were classroom activities with written exercises in imitation of these texts. The textbook with grammar-seeded readings, vocabulary of a literary nature, and grammar explanations and exercises inculcated the student with the ability to write the language accurately and to translate from his native language to the target language or vice versa.⁶

Almost in complete opposition to the grammar-translation method is the direct method. The direct method is derived from the oral or natural method of learning language as a child. When a baby begins to talk, he listens to a great deal of his language and imitates what he hears. Thus, the direct method involves "direct association of words and phrases with objects and actions without the use of the native language by teacher or student."⁷ Emphasis in this approach focuses on listening and speaking. The teacher has to have

⁵Ibid., pp. 283-302.
near-native speaking ability because in addition to talking fluently in the language, the teacher has to increase the student's vocabulary by acting out new words, sketching scenes on the chalkboard, or bringing innumerable realia to introduce new terms. Native language translations are not supplied. Grammar is learned through oral practice. After long drilling on the oral aspect of the language alone, the student is introduced to reading aloud from the text. No translation is ever expected. Understanding is tested by questions and discussions in the foreign language. The written expression of the new language involves copying the readings and then summarizing them.  

Developing the student's skill with the language so that he can read independently is the objective of the reading method of teaching foreign languages. Pronunciation, spoken language, and speech patterns are the necessary oral tools needed so a student can read aloud or silently. Writing is limited to exercises for vocabulary and grammar to understand the text. 

The materials and methods which came from World War II are called the aural-oral or audio-lingual method. In this technique, the teacher emphasizes the language spoken in everyday situations. Reading and

---

writing are reserved until skill in listening and speaking is achieved. 10

All of these methods relied solely on a textbook and teacher-made materials. The language laboratory brought with it the "eclecticists who try to absorb the best techniques of all the well-known language-teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate," seeking to develop all four language skills at all stages. 11 With the laboratory, tapes of native speakers were readily available for listening and speaking. Visuals, such as transparencies, slides, filmstrips, and films were handy for increasing vocabulary with culture, history, and geography of the target language's world. The foreign language teacher of today must analyze his students' entering skills and abilities and adapt his method to best suit the learning style of the students.

The teacher who incorporates supplemental media into his teaching of a foreign language is using the audio-visual approach. Rivers cites several reasons for the use of media in teaching a foreign language:

1. The picture associated with the recorded voice eliminates the need to use native language because a direct bond between the meaning, as demonstrated in the image, and the foreign language utterance exists.

---

10 Rivers, Teaching Foreign Language, pp. 32-36.
11 Rivers, Teaching Foreign Language, pp. 21-22.
2. Through association of phrases with people and incidents in the pictures, the student sees how these utterances serve real purposes.

3. The picture with the accompanying voice has a greater sensory impact than lines on a printed page, or even than that of the voice alone.

4. The attention of the students is kept focused on the picture so that all members of the class are concentrating on the same thing at the same time.12

The electronic classroom produced a new direction in teaching approaches in the foreign language field. Programmed instruction and the resulting emphasis on individualized instruction made use of the media now accessible. Gerald E. Logan describes the focus in the individualized program at Live Oak High School in the teaching of German. Because these teachers believe that "learning is essentially a unique and individual experience" they created an individualized instructional program creating a choice in learning mode for the student. The program uses textbooks, performance objectives, learning strategies, evaluation, in conjunction with oral practice in the language in weekly conversation groups of two to six students. Recorded material and playback equipment were the media needed to make this program feasible. A new piece of equipment aided the program immensely--the audio-flashcard reader. Classrooms contain posters, two tape recorders for every ten students,

and a magazine and newspaper corner. Contract grading is also included in this program.\textsuperscript{13}

A second innovative approach has developed during the seventies. Constance Curtin and other program writers at the University of Illinois have developed foreign language courses using Programmed Logic for Automatic Teaching Operations (PLATO). This computer-assisted instruction is a variation of individualized instruction incorporating the computer as the medium for the message. A student station providing access to the computer consists of a touch sensitive video display screen and a typewriter keyboard. A branching program allows the student remedial work as needed. Reward for correct response on the computer is anything from a verbal "Good job!" to an amazing fireworks display.\textsuperscript{14}

Innovative teaching techniques illustrate the combination of teacher and technology in the teaching of foreign language. In 1972 Richardson bemoaned the condition of this combination stating: "The technological revolution in foreign language education has not lived up to its promises." He suggests that the need for media


exists because not all learning needs to take place in the presence of a live teacher and teachers who are not native speakers need the means to provide native speakers in the classroom. Also, Richardson supports student-prepared materials which allow the students to feel that they are contributing to the language classroom. Videotape recordings are one way in which students can use media to dramatize dialogues.\footnote{15Charles P. Richardson. "Teachers, Students, and Media as Co-Agents in Learning," in Dale L. Lange and Charles J. James, ed. \textit{Foreign Language Education: A Reappraisal}. (Skokie, Ill.: National Textbook Co., 1972), pp. 295-320.}

How much media is really available to Spanish teachers? How often is this media used? Are these teachers satisfied that the media they have available is adequate for their purposes? How are these media purchased? Who selects the media for the Spanish teacher? Where is the media housed? A study of the current situation in the Spanish language classroom will illumine these areas of concern. The information gained from a preliminary study of this type may provide a basis for a cooperative to supply and circulate media software to enrich the less well endowed classrooms.

Purpose of the Study

The purpose of this study was to gather data concerning the quantity, use, and adequacy of media in
the Spanish language classroom as well as the funding, selecting, and housing of that media in a single region of the state of Illinois.

Hypotheses

1. Spanish teachers will have more audio media than visual media in the Spanish language collection.
2. Spanish teachers will use audio media more frequently than visual media.
3. Spanish teachers will find the audio media to be adequate more frequently than visual media.
4. Spanish teachers will use print materials more frequently than nonprint materials.
5. The majority of the schools surveyed will purchase media through the general media budget.
6. Most selection of media will be performed by the library media director.
7. The majority of the media will be housed in the school media center.

Limitations

1. The reliability of the questionnaire design was not tested.
2. The responses to the questionnaire determine the accuracy of the data.

Delimitations

1. The population sampled consisted of Spanish
teachers in Region IV (except McLean County) in the state of Illinois.

2. The Regional Superintendents' Directories were the source of the survey participants.

Definition of Terms

Region IV--The educational region of the state of Illinois which includes Kankakee, Livingston, Woodford, Iroquois, McLean, Ford, DeWitt, Piatt, Champaign, Vermilion, Macon, Moultrie, Shelby, Douglas, Coles, Cumberland, Edgar, and Clark Counties.

Spanish teacher--A teacher of the Spanish language certified by the state of Illinois.
CHAPTER II

REVIEW OF RELATED LITERATURE

A three stage search of the literature was performed to discover any related studies of the use of media in the foreign language classroom or more specifically the Spanish language classroom.

First, the Eastern Illinois University Booth Library Card Catalog was searched. The only relevant sources in this search were the leading authorities on the teaching of foreign languages: Rivers and Grittner. No pertinent studies on media in the foreign language classroom were found except Theodore Huebner's Audio-Visual Techniques in Teaching Foreign Languages containing a bibliography of sources on the use of media in teaching languages.

Second, the Educational Index was searched using the subject headings: Spanish, Audio-visual aids, and Instructional aids. The search covered from January 1970 to January 1979. From this search comes the only study which bears a resemblance to this research. Laird
surveyed the teachers of the Springfield, Oregon schools to determine what kinds of equipment the teachers use, how they use it, and how much they use it. A questionnaire was sent to a group of the teachers. On the questionnaire the teachers indicated the kinds of audiovisual equipment they use and the approximate number of times they use them annually. Interviews were then held to determine how and why the teachers used the media equipment they did. At the secondary level, Laird found that teachers named the reel-to-reel tape recorder as most frequently used followed by the classroom radio, the cassette tape player, and the overhead projector. In regard to how and why, the respondents vouched that they plan the use of media according to their goals and objectives and make the media an integral part of their lesson plans. Foreign language teachers said that they used the record player because they felt "that music from the country being studied further enriched students' cultural understanding." Third, three ERIC searches were made. The descriptors used in various combinations for these searches were Spanish, Language Instruction, Second Language Learning, Instructional Aids, Research and research methodology. ERIC citations with abstracts were requested along with CIJE citations.

17 Ibid., pp. 24-25.
and abstracts. The searches produced a bibliography of suggested uses of media in the Spanish classroom. The research descriptor unearthed only three studies on language and media. All were "Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program. The interim results of this study, the project descriptions, the study design and interim findings covered performance in language arts and mathematics and the use of the resource center to provide bilingual education." As this is not closely related to the type of research in progress, no further discussion is included.

Literature about media in the foreign language classroom takes the form of packets of materials integrating media, bibliographies of papers held by ERIC on a particular medium, suggested methods for implementing a specified form of media, and teacher-made games, simulations, and media presentations.

Thus, it seems that this study is unique in that a review of literature did not produce any surveys using a sample of Spanish teachers and the media they have available and use.
CHAPTER III

PROCEDURES

To accomplish the intent of this study, a questionnaire divided into three sections was designed (Appendix I). The first section is general information about each of the teachers: Name, School, Current Enrollment in Spanish, and texts with correlated materials for each level offered at the school. The second section asks for information on the audio media--tapes and records--and on the visual media--filmstrips, transparencies, slides, and posters--and on the print media--books. For each of these media the respondents are to indicate the quantity, use, and adequacy of the software in the collection for the Spanish classrooms. The third section questions the type of funding used to purchase the media the Spanish teacher uses, the person responsible for selecting the media, and the place where the media is stored.

Region IV in the state of Illinois was chosen as the population to be sampled. All Spanish teachers at the secondary level were the survey sample. The Spanish teachers' names and addresses were obtained through the directories of teachers produced by each regional super-
intendent's office within Region IV. According to the directories, sixty-eight schools qualified for the survey. Each school was sent the questionnaire on the assumption that if more than one Spanish teacher were involved in teaching the language that they would work together to fill out the questionnaire. Some of the directories only indicated a foreign language teacher. In order to cover all possibilities, these teachers were included. Information was unavailable for McLean County.

A cover letter requesting teachers to return the questionnaire as they finished the third quarter of the school year and no later than March 23, 1979 (Appendix II) was mailed with a self-addressed stamped envelope for return of the questionnaire.
CHAPTER IV

RESULTS AND THEIR ANALYSIS

Design of the questionnaire assumed that use of media depends on the quantity available and its appropriateness for the content of the course based on the teacher's objectives. This emphasis on the influence of one element of the study on another is reflected in the organization of the questionnaire. The findings and their analysis are evidence of the inter-relationship of the items.

Responses to the questionnaire numbered twenty-one. Of these, three were from principals returning the questionnaire because the foreign language in the school was not Spanish. One questionnaire was returned by a junior high school teacher. These four questionnaires could not be counted among the respondents. Therefore, the questionnaire received only a twenty-five percent response. From the general information, it was learned that the responses came from eight of the counties, that eleven of the schools had less than fifty students enrolled.
in the Spanish program, and that two schools had over 100 students enrolled in Spanish leaving three schools with between fifty and a hundred students in the program. One teacher omitted a response on enrollment.

In the second section of the questionnaire, the question of how many of each form of software was investigated using intervals of five for the teachers to indicate quantity. The frequency distribution from a tally of the responses appears in table 1.

TABLE 1

Frequency Distribution for Quantity of Each Form of Software

<table>
<thead>
<tr>
<th>Software</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>20+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Tapes</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Transparencies</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Slide sets</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Posters</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Book titles</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Every school had some book titles in the media collections. Ten schools reported no transparencies and ten schools reported having over twenty tapes. These figures represent the extremes on the frequency distribution. The most frequently chosen quantity for each form of software or the mode for each is: Records, 6-10; Tapes, 20; Film-
strips, 20; Transparencies, 0; Slide sets, 1-5; Posters, 6-10 and 20; Book titles, 20. The central tendencies for each form of software are shown in table 2.

TABLE 2
Central Tendency Measurements for Software

<table>
<thead>
<tr>
<th>Software</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records</td>
<td>10.76</td>
<td>9.40</td>
</tr>
<tr>
<td>Tapes</td>
<td>17.31</td>
<td>21</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>11.88</td>
<td>10.83</td>
</tr>
<tr>
<td>Transparencies</td>
<td>5.94</td>
<td>0</td>
</tr>
<tr>
<td>Slide sets</td>
<td>4.88</td>
<td>1.78</td>
</tr>
<tr>
<td>Posters</td>
<td>12.53</td>
<td>11.25</td>
</tr>
<tr>
<td>Book titles</td>
<td>16.24</td>
<td>17.50</td>
</tr>
</tbody>
</table>

Tapes have the highest mean for frequency of responses followed by book titles and filmstrips. The highest median was for tapes. The lowest median was that for transparencies.

How often were each of these forms of software used? The options for responses were divided into four categories with subdivisions to indicate more specifically the number of times used. Table 3 presents a summary frequency distribution of the responses for media usage.

Clustering the options for the frequency distribution allowed the usage of posters to be included. Posters are
normally hung for a period of time so that the usage subdivisions for this item of software had to be different than those used for the other items.

**TABLE 3**

Summary Frequency Distribution of Media Usage

<table>
<thead>
<tr>
<th>Software</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Semesters</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records</td>
<td>2</td>
<td>9</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Tapes</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Transparencies</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Slide sets</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Posters</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Book titles</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

From table 3 it is evident that supplemental media are being used by Spanish teachers. From the general information section of the questionnaire it was learned that thirteen of the teachers have both workbooks and tapes accompanying the textbooks used in both first and second year Spanish courses. Five teachers reported having visuals for first year and four reported visuals for the second year. Table 3 indicates that Spanish teachers use supplemental tapes on a weekly basis. Six of thirteen respondents specified weekly usage of tapes (forty-six percent). Out of the eight respondents
indicating usage of transparencies, four indicated weekly usage (fifty percent). Nine of fifteen respondents most frequently selected monthly usage of records (sixty percent). Filmstrips showed highest usage on a monthly basis with five of thirteen responses in this category (thirty-nine percent). Semester usage was the choice for six of twelve respondents for slides (fifty percent). Both posters and books had the greatest number of responses on yearly usage with seven out of seventeen responses for posters (forty-one percent) and five out of fifteen responses for book titles (thirty-three percent).

Table 4 is a frequency distribution which shows responses to the question on adequacy of the media for the teacher's purposes.

**TABLE 4**

Frequency Distribution on the Question of Adequacy of Software

<table>
<thead>
<tr>
<th>Software</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Tapes</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Transparencies</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Slide sets</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Posters</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Book titles</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>67</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>
Responses were almost two to one for adequacy. Of the software, the posters received an adequacy rating of eighty-seven percent. Records, tapes, and book titles were found adequate by seventy-three percent of the responding teachers. Fewer respondents felt that transparencies, slide sets, and filmstrips were adequate with percentages in the fifties. Overall, sixty-eight percent found the software adequate; thirty-two percent indicated inadequacy.

How media are obtained by the Spanish teachers was the first question in third section of the questionnaire. The second half of the question asks what percentage of the media are purchased with each form of funding. Table 5 reports the frequency of the responses and the mean percentages. Other on the table refers to Spanish Department Budget.

<table>
<thead>
<tr>
<th>Fund</th>
<th>Frequency</th>
<th>Mean Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted Program</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>General Media</td>
<td>12</td>
<td>39.75</td>
</tr>
<tr>
<td>Title IV</td>
<td>5</td>
<td>40.8</td>
</tr>
<tr>
<td>Teacher Purchase</td>
<td>10</td>
<td>43.1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>67.5</td>
</tr>
</tbody>
</table>
Most of the respondents expressed the view that the annual general media budget is the source of funding for almost forty percent of the media. Teacher purchases account for forty-three percent of media purchases according to ten respondents.

Who selects media for purchase? This question contains a second portion which asks for the percentage of the media selected by the designated selector. The frequency of the selector chosen and the mean percentage are pointed out on table 6. Individual teachers have the primary responsibility for selection of media based on the responses to the questionnaire. Sharing the responsibility is the library media director.

### TABLE 6

Frequency Distribution for Selector of Media and Percentage of Media

<table>
<thead>
<tr>
<th>Selector</th>
<th>Frequency</th>
<th>Mean Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library media director</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Department chairman</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Individual teachers</td>
<td>14</td>
<td>75.36</td>
</tr>
<tr>
<td>Curriculum committee</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Individual teachers chose an average of 75.36 percent of the media for the Spanish language classroom based on
their responses. Other refers to the selector being the principal and being totally responsible for one hundred percent of the media purchases.

Table 7 illustrates that the classroom collection was most frequently chosen as the storage place for the Spanish language media.

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Mean</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom collection</td>
<td>15</td>
<td>55.77</td>
<td></td>
</tr>
<tr>
<td>Department library</td>
<td>4</td>
<td>46.7</td>
<td></td>
</tr>
<tr>
<td>School media center</td>
<td>10</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>District media center</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Ten teachers indicated that forty-four percent of the Spanish media was housed in the school media center. The district media center was not chosen by any teacher. Four teachers indicated that media was housed in a departmental library with the average amount of media stored there of 46.7 percent.

Based on the results from each of the items on the questionnaire, an analysis can be made comparing the results to the hypotheses.

The first hypothesis, that Spanish teachers will have more audio media than visual media, was proven true.
The average number of audio media, 14, was found by averaging the tapes and records. The average number of nonprint visual media, 3.8, was found by finding the average number of filmstrips, transparencies, slide sets, and posters. This information is based on the findings in table 2.

The second hypothesis, that Spanish teachers will use audio media more frequently than visual media, was proven true. Respondents indicated more weekly use of audio media (8/13 or sixty-two percent) than of visual media (5/13 or thirty-eight percent) as indicated in table 3.

The third hypothesis, that Spanish teachers will find the audio media to be adequate more frequently than visual media, was proven true according to the information in table 4. The mean for adequacy of audio media is 9.5 compared to visual media's 9.25.

The fourth hypothesis, that Spanish teachers will use print materials more frequently than nonprint media, was proven true. The mean number of weekly uses of nonprint media is 2.6 while for print media it is 3. Monthly usage of nonprint media is 4.5 compared to print media with an average of 3. Usage of nonprint media has a mean of 3.8 and print media has a mean of 4 per semester. The mean for yearly use of nonprint media is 1.5 and print media is 5. Summarizing, for all time periods
except monthly, more print media was used than nonprint based on the information in table 3.

The fifth hypothesis, that the majority of schools will purchase media through the general media budget, was proven true. More respondents indicated that the general media budget was the main source of funds for media, 12/29 or 41 percent.

The sixth hypothesis, that most selection of media will be performed by the library media director, was proven false. From table 6 it was ascertained that individual teachers have primary responsibility for selection of media with fourteen of twenty-seven responses or fifty-two percent. The library media director was selected by seven of twenty-seven responses for thirty percent.

The seventh hypothesis, that the majority of the media will be housed in the school media center, was proven false. Ten respondents (thirty-four percent) indicated that media was stored in the school media center compared to fifteen respondents (fifty-two percent) indicating that the media is held in a classroom collection.

Of the seven hypotheses, five were proven true and two were proven false.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was accomplished. Data concerning the quantity, use, and adequacy of media in the Spanish language classroom as well as data about the funding, selecting, and housing of that media in Region IV was collected. Now, what has been learned from the data and what use will this data have?

Revealed by this study is evidence that Spanish teachers have and use both print and nonprint media in addition to the textbooks and their correlated materials. Audio media receive more frequent use than visual media. More print media is used than nonprint. Most of this media is purchased through the general media budget and individual teachers select the purchases. Accessibility to the media is assured by storage of the media in the classroom collection.

This type of questionnaire requires the teacher to inventory and assess the media he has and uses. To obtain more responses the instrument must be easy to complete.
The usage section of this instrument needs to be simplified and the section on funding, selecting, and housing could be better handled with a rank order option for choices. Also, the end of the quarter may not have been the best time to send out a questionnaire of this type.

Nevertheless, the data gathered met the challenge offered by Richardson's concerned statement that technology in the foreign language classroom hasn't lived up to its promises. Media is in use. The media not tested by the instrument such as videotapes and films were commented upon by some of the responding teachers. One mentioned that films were obtained and used regularly from the area film cooperative and from the area library system. Another described student television productions which were taped with the video recorder. Of the seventeen respondents, only one extreme case of lack of media was in evidence. This teacher honestly admitted to having no media except books and tapes but noted on the questionnaire that filmstrips are on order. Another teacher recorded no slide sets but commented that she used her own slides from foreign travel. Spanish teachers are aware of the need to reach students and help them learn by integrating media into their teaching.

From this data the researcher hoped to obtain information for the formation of a media cooperative for Spanish teachers. Unfortunately, the data indicate that the teachers polled feel that the media in their collections
is adequate for their purposes. This eliminates a need for an outside source of materials which the researcher mistakenly thought existed. Yet, an exchange program should be available or some other source of materials should exist so that Spanish teachers like the one with only books and tapes for his classes can have media even if only on a loan basis.

Since so little of this type of research was in the literature, it is recommended that studies of this nature be prepared for publishing in the professional literature. Conferences and conventions and professional organizations are sources of samples for a better response to a study of this type. Further study based on this one could question the method of teaching the language with the method of incorporating supplemental media. It would be interesting to discover the teachers' reasons for choice of particular media in their programs.
APPENDICES
MEDIA IN THE SPANISH LANGUAGE CLASSROOM

Name______________________ School____________________

Current enrollment in Spanish classes________

Please provide the name of the textbook used for each level and check the related materials which accompany the text and are currently in use.

Spanish I--Text ____________________________________________
________ Workbook _______ Tapes _______ Filmstrips _______ Visuals
Spanish II--Text ____________________________________________
________ Workbook _______ Tapes _______ Filmstrips _______ Visuals
Spanish III--Text ____________________________________________
________ Workbook _______ Tapes _______ Filmstrips _______ Visuals
Spanish IV--Text ____________________________________________
________ Workbook _______ Tapes _______ Filmstrips _______ Visuals

Please check the response which most accurately describes the quantity and the use of the media available for your teaching of the Spanish language. Then, evaluate this media in terms of your purposes and needs.

How many records are in the collection of Spanish media?
_____ 0 ______ 1-5 ______ 6-10 ______ 11-15 ______ 16-20 ______ more than 20

How often have you used these records during the school year?
_____ once a week ______ once a month ______ once a semester ______ once a year
_____ twice a week ______ twice a month ______ twice a semester ______ twice a year
_____ three or more times a week ______ three or more times a month

For your teaching purposes, these records are: ______ adequate ______ inadequate

How many filmstrips are in the collection of Spanish media?
_____ 0 ______ 1-5 ______ 6-10 ______ 11-15 ______ 16-20 ______ more than 20

How often have you used these filmstrips during the school year?
_____ once a week ______ once a month ______ once a semester ______ once a year
_____ twice a week ______ twice a month ______ twice a semester ______ twice a year
_____ three or more times a week ______ three or more times a month

For your teaching purposes the collection of filmstrips is: ______ adequate ______ inadequate
How many transparencies are in the collection of Spanish materials?

0   1-5   6-10   11-15   16-20   more than 20

How often have you used these transparencies in your classes?

once a week   once a month   once a semester   once a year

twice a week   twice a month   twice a semester   twice a year

three or more times a semester   three or more times a year

For your teaching purposes, this collection of transparencies on Spanish topics is:  adequate   inadequate

How many slide sets on Spanish topics are in the school collection of media?

0   1-5   6-10   11-15   16-20   more than 20

How often have you used these slide sets in your classes?

once a week   once a month   once a semester   once a year

twice a week   twice a month   twice a semester   twice a year

For your teaching purposes, these slide sets are:  adequate   inadequate

How many posters are in your media collection for Spanish?

0   1-5   6-10   11-15   16-20   more than 20

How often have you used these posters in your classes this year?

a whole week   an entire month   a semester   an entire year

For your teaching purposes, these posters are:  adequate   inadequate

How many tapes are in the Spanish media collection?

0   1-5   6-10   11-15   16-20   more than 20

How often have you used these tapes in your Spanish classes?

once a week   once a month   once a semester   once a year

twice a week   twice a month   twice a semester   twice a year

three or more times a semester   three or more times a year

For your teaching purposes these tapes are:  adequate   inadequate

How many book titles on Spanish topics are in the collection?

0   1-5   6-10   11-15   16-20   more than 20

How often have you used these books?

once a week   once a month   once a semester   once a year

twice a week   twice a month   twice a semester   twice a year

three or more times a semester   three or more times a year

For your teaching purposes, these books are:  adequate   inadequate
Please list below any other media which you use, indicate frequency or use, and state its adequacy. (Comic books, newspapers, magazines, ditto masters, puzzles, games, etc.)

Please indicate by percentage the quantity of materials for Spanish purchased through these means.

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted Program Funds</td>
<td>________%</td>
</tr>
<tr>
<td>Annual General Media Budget</td>
<td>________%</td>
</tr>
<tr>
<td>Title IV Funds</td>
<td>________%</td>
</tr>
<tr>
<td>Teacher Purchases</td>
<td>________%</td>
</tr>
</tbody>
</table>

Please specify other and the percentage ________

Who selects new media for purchase? Please indicate percentage.

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library media director</td>
<td>________%</td>
</tr>
<tr>
<td>Department chairman</td>
<td>________%</td>
</tr>
<tr>
<td>Individual Teachers</td>
<td>________%</td>
</tr>
<tr>
<td>Curriculum committee</td>
<td>________%</td>
</tr>
<tr>
<td>Other:</td>
<td>________%</td>
</tr>
</tbody>
</table>

How is this media stored? Please indicate the percentage.

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom collection</td>
<td>________%</td>
</tr>
<tr>
<td>Department library</td>
<td>________%</td>
</tr>
<tr>
<td>School media center</td>
<td>________%</td>
</tr>
<tr>
<td>District media center</td>
<td>________%</td>
</tr>
<tr>
<td>Other:</td>
<td>________%</td>
</tr>
</tbody>
</table>
Dear Spanish Teacher:

As the third quarter ends, please review your use of media in your Spanish classes and complete the enclosed questionnaire. The media collection to be reviewed includes the print and nonprint materials used by you besides the textbook and the materials which accompany it. The questionnaire is to gather data about the types of media available and in use, and about the selection, acquisition, and storage of the media.

Please complete the questionnaire and return it to me in the self-addressed envelope by March 23, 1979. You will be contributing to the field study of a fellow Spanish teacher.

The results of this study will be available upon request and individual responses will remain confidential. Thank you for your time and consideration.

Sincerely,

Joanne B. Chacon

308 W. Tenth St.  
P.O. Box 100  
Neoga, Illinois 62447
BIBLIOGRAPHY


