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The Effects of Using Video Advance Organizers on Listening Performance and the
Learning of Culture in the Elementary Foreign Language Classroom

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The Effects of Using Video Advance Organizers on Listening Performance and the
Learning of Culture in the Elementary Foreign Language Classroom

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B.A., Furman University, 2001
M.A., Vanderbilt University, 2003

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An Abstract of a Dissertation submitted to the Faculty of the Graduate School of Emory
University in partial fulfillment of the requirements for the degree of
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2009

Abstract

The Effects of Using Video Advance Organizers on Listening Performance and the
Learning of Culture in the Elementary Foreign Language Classroom

By Kelly Frances Davidson

Given the emphasis on the use of technology in the classroom and the increase in availability of technological resources, the question of how to best implement technology in the communicative foreign language (FL) classroom is a focus of professional discussions. Although the use of authentic materials has been established as an effective teaching practice, questions remain on how to use these materials. Advance organizers (AOs), or introductory devices that activate a learner's prior knowledge relating to the context at hand, could be useful in preparing FL students to view video. Videos can aid learners in developing listening performance and retention of cultural information, providing multi-modal input to illustrate authentic communication. This study examined a strategy for introducing French video in the elementary-level college classroom. An equivalent time samples design was used to investigate the use of a thematically related video clip taken from Francophone television to introduce a longer curriculum video. Through the use of quizzes, questionnaires, and interviews, the study determined whether or not the use of a video AO benefited students in listening performance and the retention of cultural information. The study also investigated student perceptions regarding the use of video AOs. Findings indicated that there were no statistically significant differences for listening performance or for cultural learning for students who viewed the video AO and those who did not. Analyses of student perceptions revealed that preferences for either condition were linked to perceptions of increased interest and the helpfulness or difficulty of the AOs, as well as possible cognitive overload.

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CHAPTER I: INTRODUCTION

In recent years, world events have highlighted the importance of foreign language

(FL) instruction for students at all levels. In the United States, government officials,

researchers, and teachers have begun working toward more effective, comprehensive

language education programs, as evidenced by new initiatives and policies such as the

National Security Language Initiative (NSLI). This program plans to fund $114 million

for new language initiatives in the Departments of Education and State, among others.

According to Edwards (2006), Executive Director of the Joint National Committee for

Languages/National Council for Languages and International Studies, "While this may

not yet be the golden age of language study, it is quite evident that the United States has

entered a new era with respect to the knowledge of other languages and the understanding

of other cultures. It is a new era that is being determined by national security and

economic competitiveness, but its most serious impact will be upon education" (para. 2).

Given a parallel focus on technology and the resources that it can bring to education, it is

logical that technology enhanced language learning (TELL) has also become a central

issue in applied linguistics and FL instruction. The broad question of how best to

implement technology in the communicative, proficiency-oriented FL classroom is a

focus of professional discussions. A myriad of resources fall under the heading of TELL,

with digitization allowing for the combined use of computers and television or radio to

facilitate FL instruction. Using digitization, instructors and researchers have been able to

record and display high-quality audio and video in the classroom, giving students access

to authentic audio and visual materials that were not previously available, or that were of

much lower quality. These devices, methods, and programs have allowed teachers to

access resources from the target culture and bring these resources into the language classroom, providing a valuable source of authentic input for students in all languages.

The ability of technology to facilitate FL learning has been especially useful in promoting communicative competence. Contributing factors to communicative competence, such as enhanced listening performance and cultural knowledge, benefit greatly from the technological opportunity to harness visual and audio aids that demonstrate grammatical concepts, culture, and communication strategies. The availability of advanced technological tools, such as digitized video and audio and multi-modal input, provides students the opportunity to utilize more effectively background knowledge and engage in hypothesis testing when encountering unfamiliar or challenging linguistic situations. In addition, as technology increasingly becomes a natural part of life for students around the globe, language instruction must incorporate those resources that students have come to rely on throughout their lives, such as television and the internet, in order to maintain and demonstrate the relevancy and usefulness of FL learning in the students' immediate and future worlds. The rapid evolution of technological resources raises the question of how best to use them to enhance students' comprehension and learning. In particular, the present study investigated a promising approach to introduce FL film and video to beginning-level college French students.

Definition of Terms

The following terms are essential to the current study and are defined as they are used therein.

Advance Organizer: An instructional device that aims to introduce learners to new

constructs by activating their prior knowledge regarding the context of the new material,

hoping to integrate new material into existing cognitive structures.

Authentic Materials: According to Galloway (1998), these materials are created by those

who speak the target language and are a part of the target culture, specifically for

members of these same groups.

Video AO: A short visual clip taken from a French television program that served as an

introduction to the video that participants watched as part of their FL learning curriculum.

Listening Performance: A measure of participant listening skills as they were integrated

with the visual and cultural cues represented in a target language video.

Within-Subjects Design: A research study design in which the same variable is measured

repeatedly on the same participant under different task conditions.

<div align="center">Theoretical Framework</div>

It is important to note that in conducting this study, cognitive learning theories

formed the basis of its theoretical framework. Cognitive approaches focus on the

learner's internal mental structure, and how new information can be integrated into a

learner's existing cognitive organization. Ausubel, Novak, and Hanesian (1978)

emphasized that learning must be meaningful in order to accomplish a successful

integration of new knowledge into an existing cognitive structure. However, as the

continually growing and changing field of second language acquisition has shown,

language learning involves many complex processes, and it is important to consider any

learning theory in a context that identifies the particularities of the constructs to be

learned. McLaughlin (1987) stressed that cognitive theory must be considered in

conjunction with linguistic theories specifically related to learning a second language in order to present a more complete theory of language learning. Ellis (1985) and Omaggio Hadley (2001) both emphasized the need to consider individual learner differences when working with a theoretical framework for language learning. In recent years, notions of communicative competence, or the idea that true communication involves not only grammatical competence, but also other types of competence that allow a learner to function in a socio-culturally and strategically adept fashion when using a FL, have become essential to language teaching and learning. Additionally, proficiency-oriented language teaching adds another dimension to language instruction with an emphasis on outcomes for language learning and how to assess students' progress in different areas. This study drew on general cognitive theory as well as the importance of communicative, proficiency-oriented language instruction in finding effective ways to promote language acquisition.

<div align="center">Statement of the Problem</div>

Although the use of authentic materials such as television and movies has long been established as an effective teaching practice (Garrett, 1991; Salaberry, 2001), there are still many questions focused on how to present and use these materials in the FL curriculum. Indeed, as Garrett stated:

> Video in a FL is intuitively appealing to language teachers and students alike (much more so than audio), and there is very little controversy about its value, although there is little hard research on its use. Teachers may not always use audio and video with maximum efficiency or imagination, but they may use them without anxiety. (p. 77)

Given Garrett's conclusion and the review of previous research below, classroom research is needed to investigate how best to introduce FL video to language learners in order to maximize comprehension and enhance cultural learning.

<p style="text-align:center">Purpose of the Study</p>

The purpose of this study was to compare two strategies for introducing French video in the second semester elementary-level college French classroom. In one condition, the instructor used a short video clip from French television to introduce a weekly video segment to students. In the comparison condition, the instructor showed the same weekly video segment to students, but with no introduction. At Emory University, students in FREN 102 learn French with the video-based program *French in Action* (*FiA*) (Capretz, 1994). In this study the short television video clip was used as an advance organizer to the longer weekly *FiA* video (approximately 10 minutes in length) that students viewed in class with the teacher. An AO is an instructional, introductory device whose purpose is to activate the learner's prior knowledge relating to the context at hand. AOs are thought to benefit the learner in the integration of new material into existing cognitive structures (Ausubel, 1960).

The AOs used in the study consisted of video clips from the Francophone television channel *TV5 Monde*, taken from various types of programs, including news bulletins and variety shows. Each video clip was between 1 minute and 1 minute and 30 seconds long, and dealt with contemporary French events and culture. These AOs were related in content to the videos used in the *FiA* curriculum. It was hoped that the video AO would provide students with a contextually related introduction to one or more of the themes covered in the curricular video. Most specifically this study investigated whether

a brief video clip from French television related in theme and vocabulary to the weekly

FiA video could enhance elementary-level French college students' listening performance

and retention of cultural information of the *FiA* videos significantly more than the

viewing of the *FiA* weekly video with no AO.

In order to investigate the effectiveness of the video AOs in increasing listening

performance and cultural learning for the *FiA* videos, a within-subjects research design

(Herron & Tomasello, 1992) was selected, whereby all students were able to participate

in each of the above conditions (*Video AO + curricular Video* and *curricular Video*

Only). Tests that assessed listening performance and cultural learning, administered to

students at the end of each *FiA* video, were used to collect and measure quantitative data

for the study. In addition, a Likert-type questionnaire and oral interviews were included

at the end of the study to assess student perceptions of the use of video AOs to prepare

for the curricular video. Mixed methods, specifically in a sequential explanatory (i.e.,

quantitative dominant) status, were used to analyze the quantitative data in conjunction

with the qualitative data in order to more fully understand student performance as it

related to student treatment preferences. Previous studies suggested that the use of AOs

aided students' comprehension and retention of materials used in the classroom (Ausubel,

1960, 1961; Bransford & Johnson, 1972; Carr, Bacharach, & Mehner, 1977; Hanley,

Herron, & Cole, 1995; Herron, 1994; Herron, Hanley, & Cole, 1995; Herron, York, Cole,

& Linden, 1998; Mueller, 1980; Omaggio, 1979; Sherwood, Kinzer, Hasselbring, &

Bransford, 1987; Teichert, 1996). Most importantly, none of these studies tested the

effectiveness of a FL video to act as an AO to another FL video, the aim of this

investigation.

CHAPTER II: REVIEW OF LITERATURE AND RESEARCH QUESTIONS

This chapter focuses on literature relating to the topics involved in the current study in an effort to present and synthesize previous findings in the fields of second language acquisition, FL learning, and the use of media in FL education. It finishes with a rationale for the present investigation and a description of the research questions.

Review of Literature

Over the last several decades, target language videos have become increasingly available to the FL classroom, providing an interesting component to listening instruction and cultural learning in a communicative setting. Interestingly, growth in the availability of such video resources in the target language has paralleled the stress placed on the importance of communicative, proficiency-oriented language teaching. Videos have become an important component in most, if not all, language classrooms at the same time that many educators have shifted their focus to communicative competence and proficiency goals. Video provides visual as well as auditory input concerning accurate linguistic usage, as well as the extralinguistic and cultural information needed for communication. For Smith and Rawley (1997), utilizing videos promotes "visual literacy," in that the student learns how to decode more than the actual words being spoken, but also those extralinguistic and sociocultural factors that influence meaning and comprehension of a message (p. 2). According to Baltova (1994), the use of video is essential in the classroom, as the visual input complements the auditory input such that both reinforce the other, activate multiple strands of prior knowledge, and lead to a deeper understanding of the topic or situation at hand. She stated, "it is assumed that the explicitness and meaningfulness of the visual modality, students' extensive experience in

film watching, and the intrinsically predictable genre of the narrative efficiently contributed to a fuller and more consistent representation of the story than for the sound-only group" (p. 513). Swaffar and Vlatten (1997) proposed that video offers students multiple methods of decoding communication in the target language. Corresponding visual and audio input allows students to process not only linguistic sounds, but also how these sounds function in the larger sociocultural context of communication. Their sequential model for video viewing emphasized the fact that, "as a multisensory medium, video offers students more than listening comprehension: students have the opportunity to read visual as well as auditory messages. Apparently, reading what is seen as well as what is heard enhances learning" (p. 175). Martinez-Gibson (1998) emphasized the ability of video to teach language as it is related to culture in the communicative classroom since students receive both linguistic and extralinguistic components of discourse, as well as increased amounts of cultural information. Video allows instructors to teach language as communication in the target culture, not as divorced from the real world and those who speak it. Examining the use of target language television commercials in the classroom, Martinez-Gibson remarked that video can aid instructors in an attempt to "bridge the gap that students have between culture and language in today's age of visual learning" (p. 130). Thus, for students learning a FL in a communicative setting, video provides an excellent foundation for working in different areas of communicative competence, including linguistic competence and sociocultural competence. According to Herron (1995), using video in the FL classroom promotes effective cultural contextualization of language given that the visual component allows students to view and hear communication in its actual sociocultural reality, which can

promote increased interest in the use of the target language. In addition, because less pressure is placed on students' decoding skills given the visual component of the medium, communication becomes a less daunting task (p. 775). Likewise, in comparing listening performance during video viewing with and without explicit instruction in listening strategies, Rubin (1990) found that those students who received both explicit strategy instruction and contextually-rich video input in a high school Spanish class demonstrated higher performance in listening skills than those students who did not receive explicit instruction or who did not watch the videos. These findings underlined the benefits of including video in the FL classroom. Rubin stated that videos, chosen judiciously and integrated appropriately into the curriculum, can provide a context-rich, interesting method of increasing students' listening performance. Accordingly, both visual and auditory input can work together, activating interest and different types of prior knowledge, as well as providing students with a comprehensive picture of communication in the target language and culture.

Having established the potential positive effects of video in the FL classroom, it becomes important to determine how to introduce it most effectively to students. Unfortunately, there has been a lack of empirical studies addressing the effects of using different types of videos or the activities that accompany them in the communicative, proficiency-oriented classroom. Whereas studies have focused on perceptions or descriptions of technology use in language learning, many methods, programs, and devices continue to be used in the language classroom without an empirical research base to support their use or to suggest the most effective implementation (Salaberry, 2001). Even as many studies have shown the benefits of using target language videos in the FL

classroom, some disaccord exists regarding the best method of implementing such videos into a communicative curriculum. According to Lyman-Hager (1994), it is essential that video, introduced as a source of authentic input, must also be fully integrated into a curriculum so that student output and communicative practice remains a goal in the classroom. In other words, videos cannot stand alone; indeed, they must be accompanied by activities that aid the students in processing the input and integrating it into their existing knowledge about the target language and culture.

In addition to video, satellite television can provide an important resource for the communicative classroom. The ability of television to provide auditory and visual input that is linguistically and culturally current has long been recognized (Salaberry, 2001). Shmarak and Dostal (1965) examined the different roles created by integrating televised lectures into the elementary school FL classroom, including those of the televised teacher and the student viewers, both of which necessitate changes in classroom dynamics. Gottschalk's (1965) study using recorded lectures on closed-circuit television in college German classrooms found an increase in student interest due to the use of televised lectures. The videos described by Shmarak and Dostal and Gottschalk were solely lecture materials, and thus not necessarily a linguistically or culturally rich picture of authentic communication. However, the increased student interest supports hypotheses that technologically advanced visual and audio material can increase motivation and result in increased listening performance (Altman, 1988; Baltova, 1994; Herron, 1995; Herron, 1999; Herron & Hanley, 1992; Joiner, 1990; Meinhof, 1998; Secules, Herron, & Tomasello, 1992; Weyers, 1999). For Meinhof (1998), "Culture…[is] a dynamic ongoing process of different signifying practices. Language use is inextricably linked to

these practices of making sociocultural meanings, and language learning, by implication,

needs to be seen as a process of acquiring and being able to use wider sociocultural

competences" (p. 6). Seen in this light, the use of satellite television programming in the

classroom can be a powerful tool for teaching language as a part of these "wider

sociocultural competences" in that it allows learners to receive linguistic and

extralinguistic input and to discover how these types of input interact within their larger

cultural context. Because some features of certain types of television programs, such as

news broadcasts or news magazine shows, are parallel across different cultures, students

can thus activate their metadiscursive knowledge about the format of the television show

in decoding the specific audio and visual input of the show being viewed (p. 31). In this

way, students can combine the different types of prior knowledge that they possess, as

well as their knowledge of their role as learner, television viewer, and as the cultural

other, in order to construct meaning from the videotext at hand (p. 9).

As suggested above, one of the principal uses of FL videos and television is to

provide authentic input in the target language that is also situated within a sociocultural

context, thus offering students enhanced opportunities to develop the listening skills

needed for real-world communication. Studies in listening performance have increased

significantly over the last several decades. Indeed, what was once known as the

"neglected skill" has found an important place in the research literature of second

language acquisition and applied linguistics. Although the audiolingual method seemed

to increase the emphasis formerly placed on listening skills by the grammar translation

method, in truth the focus of the former rested solely on the recognition and repetition of

isolated morphological elements that encouraged only limited discrimination and

repetition skills in relation to listening performance. Although the time spent listening to the target language significantly increased, students were not engaged in processing this input on a cognitive level that would aid them in communicating in the target language. With the beginning of the communicative language teaching movement, more recognition was given to listening performance as an essential element in successful communication. As language teaching moved to a learner-centered environment in the 1970's, instruction focused increasingly on the communicative purpose of listening and the pragmatic needs of the language learner in the real world. Accompanying the shift to a learner-centered environment in the communicative classroom, one also observed "an emerging paradigm shift in which learners were seen as active creators, not as passive recipients in a process which is cognitively driven, not behaviorally conditioned" (Morley, 1990, p. 325). Moreover, listening performance was recognized as fundamental to the creative use of language in true communicative situations—an active skill that was needed for most communication and merited a particular focus in integrated instruction in the communicative classroom.

More recent language instruction continues to include listening as an essential component of communication in the target language. Considerations of the interpretive and interpersonal modes of communication highlight the need for acute listening skills that reach beyond simple discrimination and repetition. Listening in actual communication requires varying degrees of comprehension and interpretation skills given the fact that negotiation of meaning may or may not be possible. A focus on these communicative modes aids researchers, instructors, and students in a discovery of how listening figures into a larger scheme of communication in the language classroom and

the real world. As Morely (1990) noted, this perception of listening emphasizes

participation by the listener: as learners listen in both the interpretive and interpersonal

modes, it is incumbent upon them to reflect and respond, both to what others are saying

and to their own interpretations and inferences (p. 330).

A learner-centered communicative approach must then attempt to identify and

analyze the variety of ways that students approach, comprehend, and interpret listening

texts. According to Harris (2003), listeners are aided not only by explicit instruction in

decoding and comprehending morphological elements, but also in extralinguistic

elements, such as common hand motions and emotional cues. This complexity of

listening cues highlights the importance of instruction in listening skills as part of a larger

communicative purpose, not only as decoding and repeating isolated elements. Shrum

and Glisan (2005) emphasized that a variety of foundational skills are used in listening,

such as background knowledge, linguistic knowledge, short-term memory, and an

availability of strategies to use in comprehension and interpretation. These are

corroborated by learner purpose, anxiety, and interest level, as well as the organization

and length of the text or discourse. Vogely (1998) identified sources of anxiety for the

language learner as related to listening tasks, including difficulty in decoding oral input,

difficult or unfamiliar contexts for listening tasks, the inability to ask for clarification or

negotiate meaning, and the absence of visual clues to aid in comprehension. Strategies

such as incorporating visual input or negotiating meaning could possibly offset students'

listening anxiety. Also, listening exercises that provide clear input with a visual

component or that incorporate opportunities to replay texts could greatly decrease

students' anxiety in listening tasks and more effectively prepare them for real-world

listening situations. This concern for students' anxiety does not mean, however, that only simple listening texts should be used in language classes in order to prepare students for real communication. Indeed, as Swaffar, Arens, and Byrnes (1991) have shown, the structural elements of a text, such as its organization, or learner-based factors, such as motivation, are often more influential in listening performance than the linguistic difficulty of the text. It is thus incumbent on the language teacher to incorporate listening tasks with opportunities to use real-world communication strategies and authentic materials from the target language. Herron and Seay (1991) reported that increased facility in comprehending listening texts from authentic broadcasts could result from exposure to such texts. Authentic texts, while often linguistically complex, are an important resource at all levels of language learning, as they provide learners with opportunities to employ a variety of different comprehension and interpretation strategies, given their natural depth and organization (Bacon, 1989; Epstein, 2002; Lacorte & Thurston-Griswold, 2001; Weissenrieder, 1987). For Berg (1993), the inherent difficulties in comprehension of authentic materials is in fact a benefit for the language learner: "In our more and more global society…the ability to comprehend authentic, non-simplified language designed for an audience of native speakers becomes a valuable skill" (p. 772). Although such authentic materials may often be linguistically challenging, judicious use of both the texts and the activities that accompany them, depending on the level of the students, can counteract these difficulties and even harness the subsequent linguistic and cultural depth to be found in the texts. Thus, the language learner must bring a variety of processes and skills to each listening task, all of which can be aided by the use of effective visual and audio components that elaborate on or

reinforce the text at hand.

Focusing on listener strategies in language learning at the "Novice Low," "Novice Mid," and "Intermediate Mid" levels, Vandergrift (1998) attempted to identify several strategies that, used in tandem, could characterize the successful listener. Of particular interest was his characterization of beneficial "Novice Low" listening strategies, namely that they "need to use extra-linguistic contextual clues, the transparency of L1 cognates [words that are spelled similarly in the L1 and L2], and other salient items to encode meaning and instantiate a schema from which they predict and make inferences on a consistent and meaningful (although not always correct) interpretation of a text" (p. 391). Vandergrift's research dealt exclusively with aural texts for which no advance schema building was available. His results suggested that any help in the establishment of this schema prior to the listening task could be beneficial in providing students with the opportunity to begin building ideational anchors before listening to the main text. More recently, Vandergrift (2006) investigated the effects of both target language proficiency and native language listening skills on target language listening performance among French students. Analyzing scores from comprehension tests given after students received an authentic listening text in French, Vandergrift posited that while both of the above factors contributed to target language listening performance, a learner's proficiency in the target language predicted target language listening performance more effectively than native language listening skills. This finding was significant, as it suggested that any strategies that can aid students in developing proficiency in the target language as well as discovering metacognitive concepts that can aid them in listening to authentic input are essential components of a communicative, proficiency-oriented

curriculum. According to Shrum and Glisan (2005), such a dynamic interaction with the text that anticipates these more advanced listening strategies must include adequate preparation for the text at hand, including "activation of prior knowledge about the content of the text, setting a purpose for exploring the text, opportunities for learners to predict and anticipate events in the text, and opportunities for learners to explore and predict new vocabulary" (p. 178).

For Schmidt-Reinhart (1994), listening performance was directly related to the learner's prior knowledge base. Prior knowledge could take a variety of forms, such as cultural knowledge, technical knowledge, religious knowledge, vocabulary knowledge, topic familiarity, and contextual visuals, however all played an important role in comprehension and interpretation of a listening text (p. 179). Schmidt-Reinhart's conclusion that students at all levels benefited from varying types of activation of prior knowledge highlighted the fact that listening in a communicative environment was by no means passive. He supported Morely's (1990) position that listeners were continually actively engaged in reflecting, responding, interpreting, and inferring with themselves and others. It followed that any advance preparation for listening tasks would be beneficial to the learner, in that it could activate different types of prior knowledge and prepare the learner for the task at hand, ultimately resulting in fewer incorrect inferences, hypotheses, and conclusions, and incorporating the new input into an already existing cognitive structure to be used in future tasks involving the target language and culture.

In the learner-centered classroom, such advance preparation for listening tasks becomes essential in instruction that focuses on communicative strategies that promote active use of the skills taught in the classroom. Building on the hypothesis that the most

effective learning must be meaningful, many cognitive theorists suggest that any new

information that is introduced into the classroom should be effectively integrated into the

learner's existing cognitive structure. In this view, learners possess different schemata

relating to their prior knowledge and experiences regarding a certain situation or subject.

These abstract conceptual representations aid learners in relating new knowledge to

existing knowledge (Rumelhart, 1977). Thus, as input is received, it must be instantiated

into the learner's existing schema, a process whereby the correct schema is chosen and

the new information is integrated into this schema, in order for comprehension to take

place (Anderson, Prichert, Goetz, Schallert, Stevens, & Trollip, 1976; Hudson, 1982;

Rumelhart, 1980). This view also maintains that learners process new information in one

of two ways: through bottom-up processing or through top-down processing. While

bottom-up processing begins with details and works toward a broader conceptualization

of new information, top-down processing begins with the latter, activating wider contexts

and decoding details as they relate to the former (Carrell & Eisterhold, 1983; Rumelhart,

1980). For schema theorists, both types of processing are necessary to effective learning,

and both require that learners relate new information to existing prior knowledge. Given

the importance of this integration of existing and new, cognitive theorists have suggested

many possible ways that teachers can aid students in the process of instantiation,

including the use of AOs. AOs, defined by Ausubel (1960) as "an ideational framework

for organizing the particular substantive body of more detailed ideas, facts, and

relationships in the learning passage" (p. 269), have been extensively studied in various

types of settings within the field of FL learning as well as in other fields. According to

Ausubel, AOs aid in comprehension and retention in two ways. Primarily, they activate

the learner's prior knowledge relating to the context at hand, preparing for integration into the existing cognitive structure, and thus creating opportunities for meaningful, integrated learning. Secondly, by activating these "relevant subsuming concepts," learners are able to foster connections between material that has already been learned and newer, more unfamiliar material. The creation of meaningful contexts for learning provides students with the ability to subsume and connect each concept in relation to others that have already been learned and those that will be learned in the future. By preparing learners for meaningful verbal input, instructors can provide a type of scaffolding that not only allows learners to activate the most relevant prior knowledge that they possess on a certain topic, but also to more resolutely relate the new verbal input to this prior knowledge, increasing meaningfulness and possible retention ability. In this way, students have incorporated the new knowledge into their already existing cognitive structure and have as a result rendered the new material meaningful on a personal level.

Much empirical research has been done substantiating the benefits of using AOs to provide these relevant subsuming concepts in preparing students for tasks in both the native and target languages (Anderson & Pearson, 1984; Omaggio Hadley, 2001). Ausubel's (1960) initial research provided students with an AO in the form of a reading passage to prepare them for a longer reading passage on the same subject. Encouraged with the finding of increased reading comprehension in the students who received the AO, Ausubel (1961) extended his research. He designed a study to include comparative AOs that prepared students by illustrating similarities and differences between prior and new knowledge, finding that those students who received both the expository and comparative AOs demonstrated higher retention scores than those who did not receive an

AO. Although Ausubel examined only the effect of AOs on the retention of reading passages in the students' native language, his conclusions are highly relevant today to the field of FL learning, given their implications regarding cognitive processing of linguistic input. Strategies that can promote better performance in classroom tasks as well as train learners to activate more effectively prior knowledge when processing linguistic input are, as discussed above, essential to instruction that focuses on real-world communication in the target language.

Building on Ausubel's work, others have explored a variety of AO designs and their effect on various tasks, such as reading and listening. In their studies involving comprehension of reading passages with and without prior contextual preparation, Bransford and Johnson (1972) found that those students who were given contextually-rich still pictures or topic sentences were more likely to retain information from a reading passage, suggesting that these different types of advance preparation were useful in comprehension and short-term retention of information in a reading passage. These findings were corroborated in a later study by the Cognition and Technology Group at Vanderbilt Learning Technology Center (1993), which explored the effect of "macrocontexts," or broad relevant ideational contexts, on native language literacy skills. The combination of video and text to form an "integrated media" approach to the cognitive processing of reading passages, whereby the video provided a continual type of scaffolding throughout the reading task, resulted in increased reading comprehension for children of various ages. These findings suggested that in order for the prior knowledge to be activated effectively by the content in the AO, it was necessary for it to become "an activated semantic context." In other words, the ideational scaffolding created and

activated by the AO must be in active engagement with the ensuing text. Students must continue to be engaged in creating, testing, and revising hypotheses while working with the main text in order for the anchoring benefits of the AO to apply to the task at hand.

Conducting three separate experiments with college students, Sherwood, Kinzer, Hasselbring, and Bransford (1987) also found that video used as a macrocontext helped learners to associate prior knowledge and new input, and to make inferences and draw conclusions regarding new material. They proposed two possible hypotheses for the increased reading performance of those students receiving the video macrocontext, the first being the "redundancy hypothesis," whereby students exhibited better reading performance due to multiple exposures through video and text to the same material. The second hypothesis, the "synergy hypothesis," was directly related to Ausubel's definition of an AO, in that it explicitly avoided the notion of repetition and emphasized the ability of the macrocontext to provide broad ideational scaffolding and to render the textual input meaningful and thus more easily comprehended (p. 103). According to Sherwood et al.:

> language acquisition cannot take place in the absence of shared social and situational contexts because the latter provide information about the meanings of words and sentence structures…the child 'uses meaning as a clue to language rather than language as a clue to meaning'. The child who is asked to learn out of context often has little basis for inferring the meanings that speakers intend...furthermore, even for familiar concepts and statements, appropriate contexts can increase the quality of the elaborations that students are able to make. (p. 95)

Therefore for Sherwood et al., not only did video macrocontexts aid the learner in comprehension, they also allowed learners to make inferences and draw conclusions about the new information, due to the beneficial anchoring factor of the macrocontext. In this way, learners were able to use "meaning as a clue to language" in decoding both visual and auditory input to compose a more complete picture of linguistic input.

Though the research mentioned above dealt with first language acquisition, other studies have also explored the use of AOs in second language acquisition. Mueller (1980) investigated the use of contextual pictures on learners' performance in listening to a passage in the target language. Those learners who received the contextual picture before listening to the passage exhibited enhanced listening performance over students who either received the contextual picture after listening to the text or not at all. Mueller posited that this finding was due to the fact that the picture served as an AO to prepare students for the listening passage, but also that it continued to aid them during the passage by preventing formulation of incorrect hypotheses and increasing their interest in the content of the passage. The advance presentation of a contextually relevant visual provided a scaffold for learners to utilize more effectively prior knowledge and listening strategies, as well as to create a meaningful context in which to continually situate the verbal input.

Omaggio (1977, 1979) supported this finding in studies done with college students reading passages in French. Among those students reading passages in the target language, those who received a picture related to events at the beginning of the story scored higher on subsequent recall tests, suggesting that the visual enabled the participants to activate relevant ideational concepts related to the passage and continue to

relate new information from the passage in the target language to these relevant concepts. Likewise, Tang (1992) found that the use of a graphic organizer significantly increased recall of a reading passage for students in an English as a Second Language class over those students who did not receive the graphic organizer. It seemed that the visual scaffolding support provided by the visual and/or verbal advance ideational organizers allowed learners to more effectively activate relevant prior knowledge and concretely relate new information received from reading or listening passages to this prior knowledge. Studies investigating the use of contextual advance preparation for reading in tandem with visual organizers supported these findings, as novice students performed significantly better on reading recall tests after receiving both visual support and guided analysis in how the visuals possibly related to the passage to be read (Hudson, 1982; Taglieber, Johnson, & Yarbrough, 1988). Although those students at higher levels of target language proficiency exhibited different needs regarding advance preparation than those at the novice level, the benefits of varying types of advance ideational scaffolding continued to be evident at all levels (Lee, 1986).

Chung (1994) compared the listening performance of students who received no visual support, a single image, several images, or a video as related to a listening passage in the target language (in this case, French). Chung found that those students who received some type of visual support demonstrated increased performance. In addition, those students who received visual support in the form of video demonstrated improved listening performance over those students who received still images as visual organizational support to the listening passage. This result suggested that video, with its coherent picture of communication dynamics and the sociocultural components of

communication, provided more effective visual organizational support for an audio-only listening text than either no visual or still images. Working with fifth-grade students in a FL in the Elementary School (FLES) program, Herron, Hanley, and Cole (1995) compared the reading performance of participants who received either a video introduction to the target language reading passage or the same video script read by the teacher accompanied by four still pictures. Comparing scores on short-answer recall tests, those students who viewed the video before reading the passage performed significantly better than those who viewed the still pictures accompanied by the teacher-narrated text. Despite the age difference between the participants in the present study and those in Herron, Hanley, and Cole's (1995) study, these results suggested again that the comprehensive picture of communication provided by the video was more beneficial than separate still visuals in promoting increased recall of the reading passage.

While the studies described above examined the effect of various kinds of AOs on the comprehension of reading and listening passages in a FL, their findings suggested important implications for both the use of video as an AO and the benefits of AOs for students viewing video in the target language. Although video does provide many contextual clues as to the meaning of the linguistic input being received, many difficulties still exist in comprehension and recall of video segments that parallel those found in reading and listening passages. According to Omaggio Hadley (2001), both listening and reading require problem-solving skills such as hypothesis testing, interpretation, and making conclusions, all of which are also important skills needed to view videos in the target language. As students attempt to decode the many messages (auditory or visual) that are conveyed by a videotext, it becomes important to provide scaffolding to aid them

in their hypothesis testing and in their interpretations and conclusions.

As with reading and listening passages, AOs have proven helpful in increasing learners' comprehension of videotexts, suggesting that advance ideational scaffolding aids learners in processing both the linguistic and extralinguistic input found in the video. Herron (1994) found that students who viewed a curricular video having been given declarative statements summarizing the main ideas of the videotext beforehand demonstrated significantly increased comprehension over those students who viewed the video without such an AO. Similarly, Herron, Cole, York, and Linden (1998) found that learners benefited from both declarative and interrogative AOs prior to viewing a video in the target language, suggesting that both declarative statements, which directly guided students' attention to features of the video, and interrogative statements, which guided students' attention to video features in a more investigative manner, aided in learner comprehension of the auditory and visual input received during video viewing. However, in a later study, Herron, Corrie, Cole, and Henderson (1999) found that those students who received an interrogative AO including suggested answers to the questions raised in the AO led to higher scores in recall tests. This finding upheld the results of the Cognition and Technology Group at Vanderbilt Learning Technology Center (1993) that AOs supporting a continuing cognitive processing of prior knowledge and new information were most effective in activating novice students' prior knowledge and encouraging continuing relation of new information to this prior knowledge. Perhaps the interrogative form with possible answers provided encouraged students to search for the correct answers to each question without too narrowly focusing their attention and facilitated continued ideational scaffolding. These findings seemed to be contradicted by

Chung (1999), who found that, in comparing student performance on recall measures after viewing video in one of four conditions (declarative main idea AO, captions provided during viewing, a combination of the declarative organizer and the captions during viewing, or no intervention), those students who received both the AO and the captions demonstrated improved video comprehension. In addition, those students who did not receive the AO, but who did view the video with captions, demonstrated better comprehension than those who received only the AO. Chung's study was supported by Markham (1999), who investigated student performance on vocabulary tests after viewing a video either with or without captions, finding that those viewing the video with captions scored higher than those who did not have the captions during viewing. Although Chung's and Markham's findings seemed to contradict the others cited above, perhaps the provision of captions allowed for a similar type of continued ideational scaffolding throughout the video viewing process. However, while this type of scaffolding could be somewhat analogous to that discussed in Herron, Corrie, Cole, and Henderson (1999), it is important to note Chung's use of the native language, as this factor differed from the exclusive use of the target language in the other studies discussed above, as well as the more advanced level of the participants in his study. It is possible that these factors could account for the different conclusions regarding the use of AOs for video viewing. Despite these different conclusions, it is also important to note that Chung's study did provide evidence of increased comprehension for students in the declarative AO plus captions condition over those students who did not receive the AO or the captions, a finding which did support the use of AOs to provide ideational scaffolding for learners viewing video in the target language.

Taken together, these studies found that AOs that support both advance preparation and activation of learners' prior knowledge as well as continued anchoring of new information from reading, listening, or video texts were most beneficial to learners at the novice level. As elementary-level FL students engage in the processing of the varied linguistic and extralinguistic input received from a videotext, they must be encouraged to organize and assimilate this new information with what they already know about the target language and culture. It becomes apparent that as availability of methods for introducing target language input into the classroom increases, so also must inquiries into the most effective ways to promote learner preparation and continued cognitive processing of this input. As Herron, York, Cole, and Linden (1998) suggested, AOs can maximize the use of authentic input in the communicative classroom: "we urge FL educators to think twice before relinquishing their responsibility to incorporate AOs into lesson plans in order to maximize the listening practice afforded by video. In this way, immersion can be planned as well as authentic" (p. 246).

As outlined above, the authentic material contained in FL videotexts can introduce both linguistic and extralinguistic input into the FL classroom, including cultural information. According to the *Standards for Foreign Language Learning*, this stress on culture is also an important goal in FL learning, indicating that the practice of teaching language as divorced from culture is perhaps ineffective. Indeed, for Martinez-Gibson (1998), "language is communication, but not without an understanding of its culture." As cultural perspectives have assumed a more integral role in FL learning, Brooks' (1975) dichotomous understanding of culture has been conceived as loosely divided between "cultural products" and "cultural practices." As defined by Shrum and

Glisan, "cultural products" refers to "things created by members of the culture, both tangible and intangible," while "cultural practices" refers to "the patterns of behavior accepted by a society; they represent knowledge of 'what to do when and where'" (p. 134). From Martinez-Gibson's statement and this complex understanding of culture, it follows that simply imparting isolated facts about the target culture could be less effective than an integration of linguistic and cultural learning. Despite this evident interweaving of language and culture, recent studies have found a gap between what FL students consider to be "culture" and what it is considered to be by FL instructors. As stated in Chavez (2002):

> The connection between language and culture puzzles and troubles students, researchers, and practitioners alike…while some learners viewed the foreign language as the essence of the foreign culture, others saw it as the only appropriate focus of the course, to the point of wishing to exclude 'extraneous' cultural instruction. (p. 136)

Although Chavez went on to emphasize that there are many cultural aspects that students find important, her study also highlighted the necessity for FL educators to examine how cultural instruction is integrated into their classrooms. A constructivist perspective, such as that described in Bateman (2002), directs FL instructors to view culture as a dynamic process. As with unfamiliar linguistic input, unfamiliar cultural input must also be related to and integrated into a learner's cognitive structure, whereby the learner must recall prior knowledge of both the native culture as well as the target culture. Again, as with linguistic input, proper implementation of such a process could lead students to organize and assimilate new cultural information effectively. For Bateman, learners can

go from "an ethnocentric view" to one in which they not only "acknowledge the existence of different cultural perspectives," but also "integrate them into their own worldview" (p. 319). As learners progress along this path, it is important to provide them with the authentic input and accompanying instructional support that can aid them in their hypothesis testing and the integration of new material. Inevitably, the method of introducing the authentic input would be integral in deciding how best to integrate it into the beginning FL classroom. It is possible that video, with its complex though coherent picture of real-life communication in the target language, could be one means of introducing both cultural practices and products to learners.

For Wildner-Bassett (1990), the use of German television commercials provided an effective method of introducing culture into varying levels of curriculum. The study found that keeping students in an active viewing mode using questions and discussion points increased motivation in the FL classroom. The "high-context nature" of the commercials, whereby information was either implicit or transmitted visually instead of verbally, imitated that of television news programs, where linguistic input is closely related to the visual and extralinguistic input. Because of this elevated level of contextualization associated with television and video viewing, the transmission of cultural information also seems a realistic possibility for FL educators, even in beginning classrooms.

In their 1999 study, Herron, Cole, Corrie, and Dubreil also found that the use of videotexts was an effective method of introducing culture into the elementary FL classroom. Through the use of pretests and posttests related to the *FiA* curriculum, Herron et al. examined the long-term retention of cultural information in French 101 and

102, finding "significant gains in overall cultural knowledge" (p. 518). In addition, immediate testing after classroom instruction indicated that students learned significantly more cultural practices than cultural products through the use of the videotexts, reflecting their own perceptions of cultural learning. These findings supported Herron's (1995) and Martinez-Gibson's (1998) observations that video can aid FL teachers in presenting the target language in its sociocultural context, that is, as it is related to the target culture. Thus, the use of the videos in the FL classroom provided an effective method of integrating linguistic and cultural learning as encountered in real-world situations.

Preceding Lyman-Hager's (1994) similar view, Clark (1983) suggested that using various media elements such as computers and television was no more effective than the actual teaching, or instruction, that takes place in classrooms and supports the use of different types of media. This suggestion implied again that an effective implementation of video to integrate new linguistic and cultural input must include strong supporting instructional strategies to fully realize their effectiveness. As detailed by the Cognition and Technology Group at Vanderbilt (1990), it is important to join principles of situated cognition and anchored instruction, so that students are encouraged to relate new knowledge to prior knowledge, facing experiences that promote hypothesis testing and examination of perspectives so that the unfamiliar input "functions as tools that shape perception and comprehension rather than as mere facts to be memorized" (p. 9). Given these findings, one can query as to the effect of video AOs taken from television intended for native speakers on students' cultural learning. As students are continually exposed not only to the curriculum videotexts, but also to more recent authentic materials in the same format, it is possible that the addition of such materials could affect the retention of

cultural information, both of products and practices. As students are exposed to new

cultural information through the use of video AOs and curriculum videos, they are

encouraged to identify and test similarities and differences between the two videos as

well as between their own culture and the target culture. This dynamic participation, with

preparation and activation of learners' prior knowledge as well as continued anchoring of

new information, could aid in creating meaningful contexts for cultural learning. This

creation could support both Schmidt-Reinhardt's (1994) and Morely's (1990)

descriptions of a learner-centered, communicative classroom, where language is

connected to the larger socio-cultural environment.

        A review of literature revealed that while video and satellite television can

provide students with access to authentic linguistic and cultural input in the target

language, instructors must adequately prepare students in order to ensure effective

processing of this input. Given the advantages of video in clearly demonstrating

linguistic and extralinguistic features of communication in the target language, as well as

the demonstrated advantages of using video as an AO to reading passages, it is logical to

inquire as to the usefulness of video as an AO to other videos in the target language. Can

contextually related videos aid students in activating appropriate ideational concepts and

in the continued cognitive processing of new information presented by a curricular video?

Will the similar format and the contextual richness of video AOs be effective in

promoting increased listening performance and cultural retention for videos used to teach

the target language? As more target language video resources become available,

explorations into the different possible uses of videos become essential to understanding

how to implement technology into the communicative FL environment. According to

Lyman-Hager (1994), the benefits to be gained from authentic input are often not realized when learners approach a listening text without advance preparation. By activating advance schemata prior to the task, instructors can provide the scaffolding needed to receive and integrate the new information under relevant subsuming concepts, thus creating a meaningful, communicative learning situation for each student.

It must be noted, however, that an exploration of these questions also raises the issue of cognitive overload. Despite the benefits of AOs in preparing students for effective cognitive processing, it is possible that AOs of a like medium, especially one that is so linguistically and culturally rich as satellite television video, could require too much cognitive processing for the novice learner, thus defeating the purpose of instantiation of relevant schemata. In other words, a video AO, with its complex multi-modal input, could over-extend the novice learner's ability to decode and interpret an ensuing videotext. In this case, the AO, having overloaded the learner's ability to process new information, could prevent any ideational scaffolding, and possibly preclude the learner's ability to integrate new information presented in the main videotext. For Just and Carpenter (1992), short-term memory, often called working memory, played an important role in cognitive processing. In order for students to process the visual and audio input in the AO and the videotext, they must possess enough working memory to activate appropriate schema and process new input by integrating it into this schema. Mayer and Sims (1994) also suggested that multi-modal representations, while useful to those who can effectively process the complex input, can often be prohibitive, in that they require more effort in instantiating the relevant schema. A use of video AOs could indeed overload the working memory due to the decoding efforts needed to interpret the

multi-modal representations provided by the video AO itself, thus leading to decreased listening performance for the main videotext. Given this potential problem, it is essential to determine the effectiveness of using video AOs to provide relevant ideational scaffolding for viewing curricular videotexts in the target language.

This study had three primary purposes. First, it was designed to determine whether FREN 102 student listening performance for a FL video would be facilitated by the use of a video AO. This research compared FREN 102 students' listening performance for the video series in two teaching conditions. In the Video AO + Video condition, the teacher began by showing students a short clip from French satellite television that was related in content to scenes in the upcoming *FiA* video segment. This television clip was accompanied by guiding questions intended to facilitate comprehension of the clip. The students then watched the regular weekly *FiA* video in its entirety with no further teacher manipulation of material. In the Video Only condition, the students, with no introductory statements by the teacher, watched the regular weekly *FiA* video in its entirety with no manipulation of material. Subsequent student performance with the *FiA* videos presented in each of these two ways was documented throughout the course of the semester. The second purpose of the study was to investigate the effect of the Video AO on the learning of culture embedded in the videos of the curriculum series. Third, the study examined students' perceptions and preferences regarding the use of the video AO as preparation for viewing the curriculum video series. The following research questions guided this study:

(1) What is the effect of the video AOs on overall listening performance for the curriculum video series for FREN 102 students?

(2) What is the effect of the video AOs on retention of cultural information from the curriculum video series for FREN 102 students?

(3) What are students' perceptions and preferences regarding the use of a video AO on their overall listening performance?

(4) What are students' perceptions and preferences regarding the use of a video AO on their retention of cultural information?

No hypotheses were made as to the results of the study, given the demonstrated inconclusive nature of the literature. Although AOs in many different forms were effective in introducing other types of texts, the use of video AOs to introduce another videotext has not been thoroughly explored. Furthermore given the possibility of cognitive overload as discussed by Just and Carpenter (1992) and Mayer and Sims (1994), it was not clear how the viewing of the video AO followed by the video would affect students' comprehension and cultural retention. Consequently, this study did not offer hypotheses concerning the effects of a video AO on student performance in the classroom.

CHAPTER III: METHODOLOGY AND PROCEDURES

This chapter provides a discussion of the methodology used in the current study. It also includes the procedures used in the classrooms during each session to implement the methodology for the study. Tests of specific research questions are described as well as a rationale for the use of mixed methodology to investigate these questions.

Mixed Methodology

Overview

In recent years, the longstanding view that quantitative research methodologies must be mutually exclusive from their qualitative counterparts has come under debate, with many researchers and theorists favoring another paradigm, that of mixed methods. For the purposes of this study, the definition of mixed methods proposed by Tashakkori and Teddlie was used: "mixed methods studies are those that combine the qualitative and quantitative approaches into the research methodology of a single study or multiphased study" (cited in Onwuegbuzie & Teddlie, 2003, pp. 17-18). It follows from this definition that a mixed methods study is one in which data analysis is approached, either concurrently, iteratively, or sequentially, from both qualitative and quantitative paradigms to more fully investigate the constructs at hand (Onwuegbuzie and Slate, 2006). Such a methodology works under what Tashakkori and Teddlie labeled the *compatibility thesis*, which posits that the aforementioned paradigms are not mutually exclusive, but compatible. When used together in a deliberate, thoughtful manner, quantitative and qualitative methodologies can provide more effective elucidation of data and, consequently, a richer picture of the research purpose and questions. This complex picture assumes Johnson and Turner's (2003) fundamental principle of mixed research, that "data collection methods should be combined so that they have different weaknesses

and so that the combination used by the researcher may provide convergent and divergent evidence about the phenomenon being studied" (p. 299). The use of mixed methodology in the current study sought such a combination.

Onwuegbuzie and Teddlie (2003) echoed this principle in explaining the two principal rationales for choosing mixed methods data analysis, both of which could play an important role in this study. First, mixed methods can possibly build a more effective representation of constructs being explored in a study by utilizing the strengths of both paradigms to explain the complexities of the construct at hand. Secondly, a mixed methods approach could possibly improve the overall validity of a study, given the rigor necessitated by the attentive and purposeful combination of both paradigms to more thoroughly investigate a research construct.

In constructing a purposeful mixed research methodology, the researcher must rely on a solid methodological framework from which to consider, and as Dörnyei (2007) stated, "bring out the best of both paradigms" in a specific research study (p. 45). What follows in the next section is an explanation of the rationale and methodological framework behind the use of mixed methodology in the current study.

Methodological Framework

At the most basic level of rationale related to mixed methods research is what is seen as the "pragmatic philosophy," where the investigation can be tailored to use elements of both paradigms in such a way that best investigates, analyzes, and presents the data collected for a research study (Onwuegbuzie & Johnson, 2004, p. 410). This does not, however, constitute a haphazard compilation of research techniques at varying points in a study. In order for a mixed methodology to be effective, its implementation

must be deliberate, constructive, and thoughtful, and must also begin in the nascent stages

of research. As Ridenour and Newman (2008) carefully explained, research can often be

more effective when both positivist and phenomenological perspectives are considered,

and a research study that investigates a construct in light of both of these viewpoints can

possibly build a more holistic view of what is happening within the bounds of the study.

They also emphasized that the use of mixed methods research must be deliberate and

thoughtful, stating, "mixed methods are extremely valuable, but cannot be a panacea" (p.

14).

In light of this recommendation, the current study adopted the general

methodological framework of Ridenour and Newman's (2008) "Interactive Continuum"

model of mixed methods research, in which the dichotomy of exclusively qualitative or

quantitative research is rejected and researchers seek to construct studies that lie within a

continuum between the two paradigms. Such a continuum relies on the pragmatic

philosophy that while a certain combination of methods may work for one study, it may

not for another, thus a continuous, holistic notion of mixed methodologies must exist. In

addition, the emphasis must remain on the consistency between the research questions

and the research methods. As they clearly stated, "this is the premise of the interactive

continuum…in every research study, the continuum can be symbolically conceptualized

as an organizing tool, a chain of reasoning for researchers to make links between and

among their research purposes, questions, and methods" (p. 29). This study used this

interactive continuum as such an "organizing tool," whereby the most effective

combination of quantitative and qualitative methods was utilized. Given this broad

conceptualization of a mixed methodology, it is necessary also to talk about specific

strategies for inquiry to accomplish an effective interactive and pragmatic combination of methods.

Strategies for Inquiry

Greene, Caracelli, and Graham (1989) provided a framework from which to begin conceptualizing strategies for inquiry in mixed methodology. Of the five rationales listed in their framework, this study relied primarily on the complementarity rationale, where quantitative and qualitative methods are "used to measure overlapping but also different facets of a phenomenon, yielding an enriched, elaborated understanding of that phenomenon" (p. 258). It also relied on the triangulation rationale, which "seeks convergence, corroboration, and correspondence of results from different methods" as a benefit from combining quantitative and qualitative paradigms (p. 259). Working from these two rationales, according to Onwuegbuzie and Johnson (2004), it is necessary also to specify the mixed method research design. Following their dimensional matrix of paradigm emphasis and time order (p. 418), it was determined that the current study would adopt a dominant-status sequential design, with the quantitative paradigm as dominant. Specifically, this design meant that the quantitative and qualitative components were carried out in a sequential order—immediate testing of listening performance and retention of cultural knowledge, followed by the Participant Perceptions Questionnaire and interviews. The quantitative phase of the study was given priority, and was informed by the qualitative phase (Figure 1). This structure called for the collection of quantitative data in the form of immediate tests on listening performance and retention of cultural information through a within-subjects research design (described below), that was followed by further qualitative inquiry through questionnaires and partially

structured interviews that explored the quantitative findings. For Creswell, Plano Clark, Gutmann, and Hanson (2003), this type of design is also called a sequential explanatory design, as "the purpose of the sequential explanatory design is typically to use qualitative results to assist in explaining and interpreting the findings of a primarily quantitative study" (p. 227). Such a structure allowed for collection of both quantitative and qualitative data followed by an integrated analysis in which the qualitative data, such as open-ended questions and interviews, could support, explain, or add depth to the quantitative findings. It is hoped that the careful deliberation of this mixed methodology in designing the research contributed to more effective data gathering and analysis in the current study.

<div align="center">Instruments</div>

In order to investigate the effect of a video AO on the listening performance for a curricular video, video clips were selected from the francophone television station *TV5 Monde* using the software program *EyeTV*, which digitizes satellite television programs and records them onto a computer. *EyeTV* also allows users to edit television programs so that the proper length and segments can be chosen, exported, and saved in various formats. For this study, clips of 1 minute to 1 minute and 30 seconds that were thematically related to the curricular videos being used in the French course at Emory were chosen from news broadcasts and variety talk shows. Clips were then exported and saved in a format that allowed for viewing and storage on a video iPod. Using the available technology in the classrooms where the course sections met, the videos were then shown through the video iPod and the classroom computer and projector, providing clear picture and sound.

Clips were chosen based on several factors, primarily the degree to which they related thematically to the *FiA* curriculum videos being used in the course and their level of linguistic difficulty. In accordance with Berg (2003), the content schemata (the level of background knowledge about the topic needed for comprehension), formal schemata (the amount of knowledge concerning the actual format of the programming), and interaction between the visual images and the spoken words in the broadcast were also used as criteria in choosing the video clips. Because the video clips were intended to serve as AOs to the *FiA* videos, it was essential that each clip activate content schemata available to most students, such as life in a university setting; in this way, the videos could provide the relevant ideational scaffolding and prepare students to assimilate the new knowledge from the *FiA* video into their existing cognitive structure. The activation of formal schemata could also aid students in active comprehension of the AO, given that students are, for the most part, familiar with the general structure of a news show or a variety talk show with news and human-interest items. Finally, those clips where the visual images worked in tandem with the spoken words of the broadcast were desired, as this union could not only aid students in comprehension of the AO, but also in the activation of the content schemata relevant to the *FiA* video. For Gruba (1997), the visual and audio components of a broadcast perform as a unit, so that those broadcasts with visuals that mirror or clearly demonstrate what is being said are most helpful to learners, who can then use the visual components to enhance comprehension of the audio, and the audio components to enhance comprehension of the visual. Gunter (1980) also emphasized the need for visual and audio components that are explicitly complimentary, allowing students multiple methods of decoding and of checking comprehension. Thus,

television clips were chosen:

(1) which effectively activated relevant content schemata for the *FiA* videos;

(2) in which linguistic and content difficulty was challenging but not inaccessible to the students;

(3) in which audio and video components worked in tandem to promote comprehension and provide appropriate advance ideational scaffolding.

No scale currently exists which measures the relevancy and/or difficulty of paired videotexts shown in a FL. Because of this lack of information, pilot studies were conducted during which students were asked to rate the AO videos according to relevancy and difficulty as related to the *FiA* videos. Two Likert-type scales were used to measure relevancy and difficulty, with values ranging from 1 (e.g., Very Unrelevant or Very Difficult) to 6 (e.g., Very Relevant or Very Easy). These Likert-type scales attempted to examine in an informal matter how students perceived the video AOs in relation to the curriculum videos. Overall, although students found the videos difficult, they also felt that the video AOs were relevant to the related *FiA* curriculum videos. Although the pilot was informal, it did allow for the opportunity to gather student perceptions regarding the relevancy and difficulty of the video AOs, as well as the opportunity to try out the questions paired with each video. Changes were made to the guiding questions for the video AOs when students indicated they might be confusing or misleading. No changes were needed for the listening performance and cultural retention questions distributed after the curriculum videos given that they had already been used in previous studies. Though this piloting did not prove conclusively the relevancy and difficulty of the AO television clips, it represented an important step in judging the

efficacy of the television clips used in this study and in creating effective guiding questions for the video AOs.

<div align="center">Measurements</div>

Before beginning the treatment phase, students were asked to fill out a Background Questionnaire to assess their prior language learning experience as well as their motivations concerning the course (Appendix A).

Because the study was conducted during the second semester of elementary French, a pretest for listening skills was given (Appendix B). Although the within-subjects design of the study should control for any differences in listening skills between groups, the pretest investigated whether significant differences existed between the groups as well as identified any students whose listening skills were significantly more advanced than others in the group. Previously used in Herron et al. (1995), the pretest included a short video segment from the BBC video *La Marée et Ses Secrets* (Russell & Cotave, 1986). Herron et al. (1995) used this video segment to test FREN 101 students' listening performance. Prior to viewing the video segment, the FREN 101 students were given 10 short-answer, written questions about the video. They then answered these questions as they watched the video. The investigator in the FREN 101 study stopped the video after each segment that contained an answer to a question and gave the students time to write that answer before continuing to the next segment. For the current investigation, the method of administering the test was adapted to FREN 102 students. FREN 102 students watched the same video segment without teacher intervention. After watching the entire video segment, students were asked to respond to the same 10 short-answer questions previously used in the FREN 101 research. In this way, students were

tested on listening comprehension of a video, a context similar to the interventions that took place during the current study.

In addition, because retention of cultural information was tested in the study, a pretest for cultural knowledge was also given (Appendix C). In order to increase the reliability and validity of items used, this pretest was taken from a previous investigation regarding cultural learning (Herron et al, 1999). Because the current study sought to ascertain the retention of cultural information as determined by the presence or absence of a video AO, this pretest aided in assessing baseline levels of cultural knowledge.

No posttest for listening skills or cultural retention was given. AOs are intended to promote immediate listening performance and short-term retention, and other types of cognitive teaching strategies are concerned with long-term development of listening performance and retention. As the latter did not play a part in this investigation, it followed that there was no posttest for listening performance or retention of the cultural information in the *FiA* videos.

Listening performance and cultural retention for the *FiA* videos were measured by tests administered immediately after the viewing of the *FiA* videos. All items in each post-video test referred to information contained in the targeted video. It is important to note that while all items in each test addressed listening performance, four of these items also addressed cultural information. These four culture-oriented items were analyzed with the other listening performance items as well as separately as a subtest in order to address research question 2.

Each immediate test contained 10 items, 8 multiple-choice questions and 2 short answer questions pertaining to the targeted curricular video, with a total of 10 possible

points (Appendix D). All 10 items were used in previous studies (Herron et al, 1998; Herron et al, 1999). It was hoped that the reuse of previous tests would help to build the validity and reliability of these items. Six of the items came from the Herron et al. (1998) research on the effect of an AO on the listening performance of FREN 102 students. For this study, these items were converted from short answer to multiple-choice items due to a time constraint. The constraint was due to the necessity of concluding regular class work on the same day as the treatment. With only 10 to 15 minutes out of the 50-minute class period allotted for the current research project, multiple-choice would appear to have been the preferred testing format over short answer. The remaining four of the 10 items came from the Herron et al. (1999) research on whether or not students learned culture embedded in the *FiA* video segments. These items were incorporated with no change in format. Two of the 4 items were already multiple-choice. The other 2 items were short answer.

To answer research question 1, all 10 items were analyzed to determine students' gains in listening performance in both conditions. Each multiple-choice item was worth 0 or 1 point, and each short answer item was worth 0 or 1 point, giving a possible range of scores from 0 to 10 points. In order to analyze the results of students' performance on the immediate *FiA* tests, the scores were summed to create a total immediate score for each condition. The range of possible immediate scores for listening was 0 to 50 points for each condition, as each test had eight multiple-choice items worth 0 or 1 points and two short answer items worth 0 or 1 points, and each student could possibly be in a condition five times over the course of the semester.

To answer research question 2, the four items taken from the Herron et al. (1999)

culture study were analyzed as a subtest to determine students' gains in retention of cultural information in both conditions. The range of total cultural scores was 0 to 20 for each condition, as there were four questions on each test regarding cultural aspects (and each student could possibly be in a condition five times over the course of the semester).

Item analyses were conducted for each immediate test to assess item difficulty, item-to-total correlations, and reliability as measured by Cronbach's alpha. These analyses were conducted for all items together. Inter-judge reliability was also established through a second grading of the open-ended questions for each lesson.

Twenty percent of the open-ended questions on each test for each class were graded by a second researcher, using the same scoring rubric as the researcher, in order to establish inter-judge reliability. The second researcher was given clean copies of randomly selected tests for 20 percent of the participants for each class. The second researcher then marked each question as correct or incorrect using the scoring rubric provided. The scores for these tests were then compared and verified by each researcher. Between the principal investigator and the second researcher, there was 100 percent agreement in the grading for the open-ended questions, giving a high inter-judge reliability for the open-ended questions included on the tests.

In order to investigate research questions 3 and 4 concerning student perceptions and preferences regarding the use of television clips as AOs and their effects on listening performance and cultural information retention, a written Participant Perceptions Questionnaire (Appendix E), designed by the researcher, was administered to student participants at the conclusion of the semester. This Questionnaire included 12 Likert-type items and 8 free-response items. Student responses from the Likert-type items on

the Questionnaire were analyzed with descriptive statistics in an attempt to investigate

student perceptions quantitatively. Participant responses from the free-response items

were analyzed qualitatively in conjunction with the Likert-type items as well as other

quantitative and qualitative findings.

The oral interviews were conducted with eight randomly selected students

after all other quantitative and qualitative data had been collected (Appendix F).

Consent procedures and confidentiality

As dictated by the Emory University Institutional Review Board's requirements

for research with human subjects, each participant (student) was asked for informed

consent to take part in this study (Appendix G). Participants were informed that the

results of the weekly immediate tests would not in any way affect their grade, nor would

their instructors have access to measures of their performance. In addition, they were

informed that they could decide at any time to withdraw from the study, at which point

any data collected for that student would not be included in the final analysis for this

investigation. In order to maintain confidentiality at all times during the investigation,

each student created a special identifier consisting of his or her birth month and day and

home zip code, which was then used to code each of the instruments described above.

General Classroom Procedures.

In order to control for all possible extraneous variables, every effort was made to

integrate the procedures for the investigation into the general classroom procedures of the

course. A within-subjects study design was used, whereby each of the four course

sections was randomly sorted into one of two groups, creating two groups of two classes.

During the first week of the investigation, one group of two classes received the

treatment, i.e., the video AO and guiding questions before viewing the curricular video for the first time. The other group, consisting of the remaining two classes, did not receive the video AO and guiding questions before watching the video for the first time. The next week, the treatment was given to the latter group (i.e., the group that did not view the AO before the curricular video), while the former group (i.e., the group that did view the AO) watched the video alone, without the AO and guiding questions. In the following weeks, the groups continued to switch between each condition, for a total of 10 weeks (Table 1). This within-subjects study design ideally controlled for the non-random selection by the registrar system and ensured that each group of students viewed an equal amount of the curricular videos with a video AO and without a video AO.

The structure of the course as taught at Emory during the spring semester dictates that each week is dedicated to one video episode of the *FiA* series and the various grammatical structures that correspond to the episode. Each Friday, students watch the new video episode after taking a test on the grammatical points covered in the previous week's video. Although normal viewing of the video episode includes teacher explanations and comprehension checks throughout, for the purposes of this investigation, the students viewed the video without teacher assistance in order to create similar viewing experiences for all of the course sections. Thus, after taking the weekly grammar test, students viewed the new video, participating in either the Video AO treatment group or the comparison group that did not receive the AO before viewing the curricular video, as determined by the within-subjects design.

All videos were shown by the researcher in an attempt to create identical viewing conditions for each course section excepting the presence or absence of the video AO.

Neither the video AOs nor the curricular videos were accompanied by a verbal

introduction by the researcher so that any listening performance or cultural retention

could be attributed solely to the students' interaction with the curricular video and the

presence or absence of the treatment. In addition, the weekly test on the *FiA* video was

administered by the researcher.

For those classes participating each week in the treatment group, each television

clip was shown twice, with no intervention from the researcher, due to the difficulty of

comprehending authentic speech on complex topics. Unlike the semi-scripted authentic

input of the *FiA* curricular videos, the authentic speech of the AOs was targeted for native

speakers, not language learners, and was much more difficult to process. According to

Shrum and Glisan (2005), repeated viewing of a videotext can help prevent overload of

short-term memory and give students multiple opportunities to process difficult words or

phrases in conjunction with other details in the video that may be missed if viewed only a

single time (p. 162). In order to further guide students' viewing of the television clip and

help prepare them for the complexity of the clip, the investigator gave students four

multiple-choice guiding questions about the television clip (Appendix H) prior to the first

viewing. As found in Herron et al. (1999), interrogative questions preceding a video,

when paired with possible answers, can facilitate understanding and retention of content.

It was hoped in this study that by giving students four questions about the television clip,

each with possible answers, prior to viewing the television clip, their comprehension of

the clip could be enhanced. With these guiding questions at their disposal, students were

encouraged to look for important information, but were also directed towards possible

responses that could be found in the television clip. Because the input from the television

clip was linguistically and culturally complex, it was hoped that these questions would activate prior knowledge regarding the information that was presented, and encourage hypothesis testing throughout the clip. The process of reviewing the answers after the television clip could also aid students in confirming or correcting their hypotheses regarding the linguistic and extralingusitic input from the clip. In addition, going over the correct responses could continue activation of prior knowledge related to the subject that thematically connected the television clip with the *FiA* video. The four-question guide to the television clip was collected after the second viewing of the AO television clip. Collecting the guiding questions ensured that students in both conditions viewed the *FiA* video in the same manner since the students in the control group did not have access to the information in the guiding questions. After the researcher collected and went over the guiding questions to the television clip with the students, the students viewed the *FiA* video in its entirety one time, with no teacher intervention. Students then took the 10-question test pertaining to that video.

For those sections in the Video Only group, the students viewed the *FiA* video once after completing their grammar test. Once they had finished viewing the video they then took the same test corresponding to the curricular video that was administered to the students in the Video AO + Video group for that week. The following week, the two groups participated in the opposite condition in order to implement the counterbalanced design of the within-subjects study.

<div align="center">Quantitative Data Analysis</div>

In order to describe the population and assess possible differences between classes or between groups, data collected through the Background Questionnaire were

analyzed for continuous and categorical demographic variables. Continuous variables, including age or years of experience studying a foreign language were analyzed using *t* tests, and categorical variables, such as gender or college year, were analyzed using chi-square tests, as explained in the *Participants* section.

Additional quantitative data were collected through the immediate weekly tests corresponding to the *FiA* videos. All immediate tests were graded by the researcher and analyzed as appropriate to the research questions, as described below.

Tests of research questions

To address research question 1, a paired *t* test was used to test the difference between total listening performance scores in the Video AO + Video and Video Only conditions.

For research question 2, a paired *t* test was used to test the difference between cultural information retention scores in the Video AO + Video and Video Only conditions.

To address research questions 3 and 4, descriptive statistics were used to assess student perceptions and preferences quantitatively from the Likert-type items on the Participant Perceptions Questionnaire. Item values for the Likert-type section of the Questionnaire were coded in an ordinal manner, with values ranging from 1 (e.g., Strongly Disagree) to 6 (e.g., Strongly Agree).

Qualitative Data Analysis

According to the mixed methods framework chosen for the study, the qualitative data were integrated with the quantitative data to explore findings from the quantitative section. During the data collection phase, it was hoped that the results from the

qualitative inquiries would support and clarify findings from quantitative analyses.

Data Source

Qualitative data for the current study were drawn from open-ended questions on the Participant Perceptions Questionnaire, as well as interviews conducted with the participants after all data had been collected.

Open-ended Questions

The Participant Perceptions Questionnaire (Appendix E), as an attempt to dig deeper into participants' perceptions of the study treatments, included both quantitative and qualitative elements in order to explore participant thoughts regarding the study in two different, although written, approaches. Included in the same Questionnaire described above, students were asked to elaborate on their thoughts about the conditions for the current study in more written detail. Sample questions included: "Did you see any thematic or vocabulary connections between the French television clips and the *French in Action* videos? If so, please give examples." Another sample question was "Did you feel that watching the French television clip aided or hindered your understanding of the *French in Action* video? Please explain." Using questions that directly addressed issues also focused on in the Likert-type section of the Questionnaire, the open-ended question section endeavored to illuminate the thoughts behind the majority of participant responses, in view of the fact that in-depth interviews could not be conducted with each participant in the study, due to time constraints.

After all Participant Perceptions Questionnaires were collected, the open-ended question responses were analyzed and coded for themes. Beginning with the themes suggested by the questions and developing from the themes created by the responses,

first-level codes were developed to group similar concepts among all participant

responses. After many readings at the first level, these codes were then grouped into

second-level codes for further development of the analysis. Second-level codes

attempted to subsume these smaller themes into broader categories for the exploration of

relationships among concepts presented by the respondents. As participant responses

were complex and multi-layered, a third level of coding was sometimes structured to

allow for further exploration and association of themes. All codes were defined and

revised in the Participant Perceptions Questionnaire Coding Definitions and Examples

Sheet (Appendix I) throughout the process of coding the open-ended responses.

Oral Interviews

　　　　Oral interviews with randomly selected students were conducted at the end of the

semester, after all data had been collected. Based on their answers to Question 18 in the

Participant Perceptions Questionnaire, 4 students were randomly selected who preferred

the Video AO + Video condition and 4 students were randomly selected who preferred

the Video Only condition. Qualitative findings from the open-ended questions and the

follow-up interviews with a sample of students were also analyzed in conjunction with

the other research questions to confirm and corroborate quantitative data findings as well

as to try and explain unexpected or surprising quantitative findings. In addition to these

quantitative data, responses to open-ended questions on the Questionnaire and those

given in oral interviews were analyzed in relation to research questions 1 and 2 in order

to integrate the quantitative and qualitative components in the investigation of these

questions.

　　　　As discussed in detail above, data collected in the study were analyzed using an

Interactive Continuum methodology, in order to promote a thoughtful integration of the qualitative data with the quantitative data found through statistical analysis. This method of using questionnaires along with interviews is supported by Ridenour and Newman (2008), who stated:

> The efficiency of collecting the same data from many people through a questionnaire is a benefit, an advantage, a strategy that is consistent with the researcher's need. That the interview represents only a relatively few citizens is not a flaw, the richness of new and unanticipated understandings that are achieved is a benefit. (p. 63)

As explained by Ridenour and Newman, the various parts of the Questionnaire as well as the interviews worked together and with statistical findings to produce a more holistic perspective on data collected in the study. Together, both quantitative and qualitative data were analyzed in an integrative manner in an attempt to further understand student perceptions of the video AOs themselves and whether or not they provided relevant ideational scaffolding for the curricular videos used in the course.

Interviews were conducted according to the schedule of the selected participants. According to the selection process described above, students were notified and asked to email the principal investigator regarding times during which they would be available to discuss the study. Each interview was conducted in a convenient private or semi-private space, which allowed participants to feel at ease in responding to questions asked. As described in Dörneyi (2007), each interview was a "delicate balancing act," given that the interviewees were encouraged to express their true thoughts about each question without transgression of interviewer mentality on the part of the principal investigator (p. 141).

In accordance with Dörnyei's explication of interviewing techniques, a number of tactics were used, including carry-on feedback (offering signals that the interviewer is listening or understands a response), reinforcement feedback (offering signals that the interviewer is open to the response being given), encouraging elaboration (probing more deeply into ideas posed by the interviewee), and attention focusing (directing the interviewee's attention to a certain element of the question, or of their response) (pp. 142-143). These tactics were used in order to maintain interviewer neutrality while also promoting maximum response from the participants given the limited time constraints of the interviews.

The interviews were intended to be what Ridenour and Newman (2008) described as "partially structured," meaning that a set of questions was identified in relation to the research questions and purposes, however, adequate opportunities were provided to both the principal investigator and respondents to explore and develop themes within the structure of these questions (p. 76). In this way, the interviews were able to gather ideas surrounding similar constructs from a variety of different respondents, but these ideas could be explored within the time available to further investigate possible insights regarding the study. According to Dörnyei (2007), the interview format allows for a "flexible" approach, given the availability of structured questions along with the interviewer's own ability to probe issues according to their relevance and importance in the study (p. 143).

Interview questions were directed specifically toward participant perceptions of the conditions used in the study. Participants were asked for their opinions regarding the use of video AOs in each condition and how this use related to their listening

performance as well as their retention of cultural information for the curriculum videos. Technical terms, such as listening performance or retention of cultural information, were explained during the interviews in an attempt to prevent misunderstanding of the questions being asked. All participants were aware that the interview would be recorded and transcribed for the purposes of the study, and agreed to these conditions. Sample questions from the interviews included: "Did you prefer watching the *French in Action* video with or without the television clip? Why or why not?", as well as "In what ways do you think the television clip was helpful or not helpful with improving your listening performance for the *French in Action* videos?" These and similar questions tried to highlight the interviewees' thoughts regarding the treatments used in the study.

Each tape-recorded interview was transcribed verbatim soon after it was conducted (Appendix J). These transcriptions were then used in the data analysis phase, in order to create codes that were associated with both the recurring and distinctive ideas as related to the research questions stated above. First-level codes were developed as according to Rubin and Rubin (2005), whereby data units relating to the same concepts were grouped according to these concepts for further analysis. These first-level codes were then grouped into second-level codes, which encompassed larger themes and accounted for the interrelation between the concepts of the first-level codes. These codes were subsequently defined and revised through the use of the Interview Coding Definitions and Examples Sheet (Appendix K) during the iterative process of reviewing the transcripts. During the process of reviewing and coding the transcripts, the Field Journal continued to play an important role in organizing thoughts, reflecting on possible themes and issues for further research, and mediating the role of the researcher.

Reliability and Validity

Many qualitative researchers have emphasized the need for reliability and validity in studies that include elements such as open-ended questions and interviews. Logically, for Onwuegbuzie and Teddlie (2003), these considerations are also important in mixed methods research designs, because, as they explained, such designs can function to increase validity, as more and diverse methods are used to investigate constructs in a research study: "The ability to 'get more out of the data' provides the opportunity to generate more meaning, thereby enhancing the quality of data interpretation" (p. 353). For Merriam (1998), because qualitative research attempts to include participants' direct and intact views of the constructs related to a research study, these methods inherently add increased internal validity to a study; in other words, because the researcher attempts to explore directly participant beliefs and opinions regarding a certain construct or constructs, the question of whether the research methods match what is being studied is explored in a more direct and in-depth fashion. However, as she stated, "assessing the isomorphism between data collected and the 'reality' from which they were derived is an inappropriate determinate of validity" (p. 202). Given this assumption, it is important to determine how it might be possible to increase the validity of the qualitative elements of a mixed methodology study in light of the specific methods in which they were researched. Merriam emphasized some basic strategies that can be included in a research study to enhance internal validity, including triangulation and clarification of researcher bias (pp. 204-205). Ridenour and Newman (2008) drew on the long-standing discussion regarding reliability and validity to provide several points from which the validity of a mixed methods study could begin to be established. It is with these questions in mind

that the following checks were used in the current study to increase validity in the

qualitative phase.

Triangulation

During the qualitative phase of the study, data was elicited from participants in

different ways in order to gain a richer picture of students' perceptions regarding the

treatments used in the study. Both the Questionnaire and the interviews were structured

to respond directly to the research questions driving the study. Data collected from the

Participant Perceptions Questionnaire included responses in the form of Likert-type

scales and open-ended questions. This pairing of question types allowed not only for the

further exploration of the Likert-type responses using the open-ended questions, but also

for checks within a participant's responses and between those participants that stated

similar ideas and perceptions. As described above, the interviews that followed these

Questionnaires also integrated information gleaned from the Questionnaire, using

answers to the final question in which students were asked to state their preference

between conditions to define two groups from which to randomly pick interview

candidates. The partially structured interview format allowed for the same general issues

to be posed to each candidate, but also for the opportunity to probe further into the

candidates' perceptions. Although the interviews were conducted anonymously and thus

could not be traced back to each participant's Questionnaire responses, the statement of

preference between the treatments that began the interview made possible checks for

consistency and validity between interviews as well as with similar themes and

descriptions from the Questionnaire.

Audit Trail

Every attempt was made to ensure sound documentation of the methods and instruments used in the study in order to create a strong audit trail. Each Participant Perceptions Questionnaire was linked to a specific participant and his or her history of participation in the study using the unique identification number consisting of the month and day of birth and home zip code that each student created at the beginning of the study. All interviews were guided by the same set of questions included in the study proposal, which was also available to the interviewees during the interviews. As stated above, interviews were recorded and transcribed shortly thereafter, creating both an audio and written record of each interview that was then filed and kept with the other elements of study data such as immediate tests and Questionnaires.

Researcher Bias

When interpreting qualitative data results, it is important to remember that each researcher brings certain preconceived notions and expectations to a research study. As Ridenour and Newman (2008) clearly stated, awareness of these preconceptions and expectations is essential to controlling for researcher bias in mixed method studies, a vital component of establishing validity. In an attempt to clarify any preconceptions and expectations associated with the current study, I will briefly discuss my language learning history and beliefs as Principal Investigator.

As a non-native speaker of French, my history and beliefs include both FL learning experiences and pedagogical training. During secondary school, my FL instruction was primarily conducted in English and was given in an explicit format. This format dictated that teachers would explain grammatical rules and patterns in English, beginning with the general rule and any exceptions, followed by practice exercises

emphasizing the specific grammatical points covered in the lesson. Although accumulation of grammatical constructs over four years time necessarily led to integration of familiar and new material, neither cultural learning nor the use of available technology was emphasized in the curriculum. The primary presentation formats included textbooks and overhead projector slides. Although computers and software were available at the school, they were not used in the FL classrooms. Cultural discussions were included in an "as time allows" format, leading to brief and disconnected cultural lessons that were often outdated. I elected to participate in language contests that focused on speaking, however general instruction did not work towards an integration of speaking, reading, listening, and writing. After experiencing a curriculum at college that did emphasize the integration of the four basic language skills and an emphasis on target language use in the classroom, I began to realize the importance of communicative competence and the impossibility of separating linguistic and cultural learning.

My pedagogical training as a language instructor has reinforced these viewpoints. I believe that it is important to use the target language to work towards an integrated notion of communicative competence that includes cultural knowledge from the beginning levels of language learning. I also believe that technology is an invaluable resource in providing the necessary authentic materials that are timely and relevant in order to promote effective language learning. I also support sociocultural language pedagogy based in cognitive theories. I have tried to clearly identify and prevent these biases from threatening the validity of the current investigation. In analyzing and drawing conclusions from the quantitative and qualitative data collected in this study, I

tried to isolate my history and beliefs so that the constructs found in the data could be

expressed as fully and truthfully as possible.

CHAPTER IV: RESULTS

This chapter will present the results from the various tests conducted as part of the current study, including pretests, immediate quizzes, the Participant Perceptions Questionnaire, and interviews. It will provide the basis for further analysis regarding the four research questions guiding the study.

Quantitative Data Interpretation

Preliminary Quantitative Analyses: Participants

The participants in the study were Emory University students enrolled in one of the four second semester beginning French language courses (FREN 102) offered during the spring semester of 2008. Each course section met four times per week. Because this second semester French course is designed to teach beginning French, those students enrolled in the class were non-native speakers of French and were either native speakers of English or fluent in English. Each student was placed in one of the course sections by the university's registrar system, OPUS. The within-subjects design described further below provided the needed counterbalancing in order to account for this non-random selection.

As 11 students from the first section, 11 from the second section, 14 from the third section, and 12 from the fourth section participated in the study, there was a total sample size of $N = 48$ (Table 2). Among these participants, 5 students (1.0%) were freshmen, 20 (41.7%) were sophomores, 14 (29.2%) were juniors, and 9 (18.8%) were seniors. No graduate students participated in the study. Eighteen (37.5%) were male, 30 (62.5%) were female. To test for possible differences with regards to demographic variables such as gender and university classification, chi-square tests for independence

were performed based on data from the Background Questionnaire issued at the

beginning of the study. These tests indicated that there were no significant differences

between the classes regarding gender and university classification (freshman and other).

Of the 47 students who reported on the Background Questionnaire, 14 (29.2%) indicated

that they had not previously studied a FL other than French and 33 (68.8%) indicated that

they had previously studied a FL other than French. Numbers of previous years of

French study, or years of experience, ranged from zero years to 4.5 years, with a mean of

1.2 years. Years of French study at middle school, high school, and university levels

were included in demographic analyses for the study, with 1 year of middle school or

high school study being equivalent to 1 semester (or one-half of a university year) of

university study. Years of experience were reported in university years. Four

participants (8.3%) reported having studied French for 0 years, 19 (39.6%) had studied

for .5 years, 14 (29.2%) had taken 1-2 years, 8 (16.6%) had taken 2-3 years and 3 (6.3%)

had previously studied French for 3 years or more. A one-way analysis of variance

(ANOVA) was performed to determine if significant differences existed between classes

regarding previous years of French instruction. No significant difference was found

between the classes, $F(3, 44) = 1.325$, $p = .278$.

The instructors for each section were graduate students at Emory University in

Ph.D. programs in either French literature or French and Educational Studies and were all

either native French speakers or fluent in French.

Preliminary Quantitative Analyses: Pretests

Although any differences between classes were controlled for by the equivalent

time samples design, whereby each student was in each condition an equal number of

times and acted as his or her own control, information collected from the Background

Questionnaire was used in preliminary analyses to identify demographic qualities for the

participants in each class.   As demonstrated above, no significant differences were found

between classes or groups of classes regarding gender, college year, or previous years of

French study.

The FREN 102 course content dictates that a student has some experience in

French, as it is the second of the two-course beginning sequence. It was necessary to

determine if significant differences existed between classes for listening performance or

for cultural knowledge, the two key areas of focus in this study. The mean score for the

listening pretest was 26.51, with a standard deviation of 17.27 (Table 3). Scores for the

listening performance test were analyzed between groups using a one-way ANOVA to

compare the mean listening scores, with an alpha level of .05. No significant difference

was found for listening performance between the four classes ($F(3,44) = 1.986$, $p = .130$).

The findings from this pretest suggested that the participants in each of the four courses

did not differ significantly in their listening performance skills at the beginning of the

study.

The cultural knowledge pretest sought to determine if significant differences

existed between classes in this area. The mean score for the culture pretest was 50.00,

with a standard deviation of 9.30 (Table 4). Scores for the cultural knowledge pretest

were also analyzed using a one-way ANOVA to compare mean scores from each class,

with an alpha level of .05. No significant difference was found for cultural knowledge

between the four classes, ($F(3,44) = 1.486$, $p = .231$).

Preliminary Quantitative Analyses: Instruments

Item difficulties calculated for the immediate quizzes indicated a range of difficulties among the items, from .05 to .95 (Tables 5-14). Although most of the items represented an acceptable range of difficulties, 16 of the 100 items (16%) did stand out as either too simple or too difficult. From 90% to 95% of the participants answered correctly 8 of the 100 items, thus it would seem that these items were too easy. All students answered one item, question 7 for the Lesson 22 quiz, correctly. Likewise, 8 of the 100 items were answered correctly less than 20% of the time, subsequently these items would seem to be too difficult. However, the majority of the items represented an acceptable range of variability, as 62 of the 100 items (62%) ranged in difficulty from .20 to .80. The remaining 22 items ranged in difficulty from .10 to .20 or from .80 to .90, which suggested that these items should also be investigated further before subsequent use. Cronbach's alpha was calculated for each test, giving a range of .147 to .556. Although several of the tests had low alpha scores, it is important to remember that each test had only 10 items. Increasing the number of items, along with further piloting of the combined listening performance and cultural information test, could serve to increase reliability.

Tests of research questions

Question 1: Analyses for immediate testing of listening performance for FiA videos.

To address research question 1, a paired *t* test was used to test the difference between total listening performance scores in the Video AO + Video and Video Only conditions. To analyze scores of immediate testing of listening performance in both the Video AO + Video condition and the Video Only condition, this test was conducted on total Video AO + Video and Video Only scores for each participant present for at least

three lessons in each condition, or 60% of all lessons ($N = 48$). In both questions 1 and 2, the mean scores are reported as percentages, due to the fact that students participated a differing number of times in both conditions. This analysis determined that the mean listening performance score for the AO + Video condition was 59.63 ($SD = 11.02$) (Table 15). The mean listening performance score for the Video Only condition was slightly higher, 60.34 ($SD = 10.84$). There was no significant difference between the mean listening performance for the Video AO + Video condition and that for the Video Only condition ($t(47) = -.446$, $p = .658$).

Question 2: Analyses for immediate testing of retention of cultural knowledge for FiA videos.

For research question 2, a paired samples *t* test was used to test the difference between cultural knowledge retention scores in the Video AO + Video and Video Only conditions. The *t* test was conducted on the subset of questions that dealt directly with culture among the total 10 items in the immediate test.

Mean scores for retention of cultural knowledge for the Video AO + Video and Video Only conditions were 56.45 ($SD = 14.75$) and 57.09 ($SD = 15.33$), respectively (Table 16). The difference between the two conditions was not statistically significant, $t(47) = -.235$, $p = .815$.

Estimated power for the current study was based on the results of the Herron et al. (1998) study investigating the effects of declarative and interrogative phrase AOs on listening performance for videos in FREN 102. The effect size for immediate tests in Herron et al. (1998) as measured by Cohen's *d* (Cohen, 1988) was .91 for the declarative AO versus the Video Only condition and .75 for the interrogative AO versus the Video

Only condition. For the current study for $N = 48$ FREN 102 students, the effect size for

immediate tests of Video AO + Video versus Video Only for listening performance as

measured by Cohen's d (Cohen, 1998), was .065. The effect size for immediate tests of

Video AO + Video versus Video Only for retention of cultural information as measured

by Cohen's d (Cohen, 1998), was .034. These effect sizes indicated a relatively low

effect of the video AOs on the listening performance and retention of cultural information

of the participants. By Cohen's definition, they suggested that the magnitude of the

treatment effect was small. Actual power for the first research question was found to be

.072, and for the second research question, .056. These values reflect the small effect

sizes and the relatively low number of participants in the study. Both the effect size and

the power for the first two research questions should be considered as factors in the lack

of significant findings for the first two research questions.

Questions 3 & 4: Student perceptions and preferences regarding the use of a video AO

on overall listening performance and retention of cultural information.

Before presenting the results for questions 3 and 4, it is important to mention that

the findings could often be intertwined, given the nature of the questions on the

Participant Perceptions Questionnaire and in the participant interviews. Because

questions often dealt with the television clips as a whole as well as their perceived

efficacy concerning listening performance and retention of cultural information, the

results from these questions should be considered as elements working together to

explore the effects of the treatment among the participants. This section describes the

quantitative findings from the Participant Perceptions Questionnaire. Qualitative findings

for questions 3 and 4 will be explored further in the section *Qualitative Data*

Interpretation (see p. 71). In this light, frequency distributions calculated for each question on the Likert-type scale indicated several trends in participant responses.

A high percentage of the participants (93.7%) who completed the Questionnaire selected "Mildly Agree" to "Strongly Agree" in response to the statement "The French television clips were interesting to watch." Relatedly, 91.6% of the respondents selected "Mildly Agree" to "Strongly Agree" for "Adding the French television clips to the *French in Action* videos helped to present a modern perspective on life in France and other French-speaking countries." In addition, 87.4% of participants chose "Mildly Agree" to "Strongly Agree" for the statement "French television is a helpful resource in a French classroom." Finally, 83.4% of participants selected "Mildly Agree" to "Strongly Agree" to the statement "Using different types of technology in the French classroom is motivating to me as a learner." Although these latter statements were directed to the use of French television and technology in general as a resource in the classroom, the former items were directed more specifically toward students' perceptions of the use of the video AOs in the study.

Although 87.5% of the participants choose "Very difficult to Understand" to "Somewhat Difficult to Understand" in response to the statement "The French television clips were difficult to understand," the results above showed that the participants found the television clips interesting, and French television in general helpful, despite their perceived difficulty. This trend continued when analyzing the specific methods of watching the French television clips and the curriculum videos. 70.8% of the participants selected "Strongly Disagree" to "Mildly Disagree" to the statement "It was too difficult to listen to both the French television clip and the *French in Action* video on the same

day."

In addition, 79.3% of participants selected "Strongly Disagree" to "Mildly Disagree" to the statement "The questions related to the French television clips were distracting while watching the television clips." It followed that 93.7% of the participants selected "Mildly Agree" to "Strongly Agree" in response to the statement "It was helpful to have guiding questions to help understand the French television clips."

Item 18 inquired as to participants' preference for either condition, "How did you prefer watching the *French in Action* videos?", with two answer choices provided: "Watching the *French in Action* videos only" and "Watching the *French in Action* videos with the television clip." A higher percentage of students (50.0% as compared to 45.8%) preferred watching the *FiA* videos with the television clip as opposed to without the television clip.

Frequency distributions of participant responses to certain statements based on their choice in question 18 also provided interesting information regarding participant preferences during the study. Of those students who preferred the Video Only condition, 77.3% selected "Strongly Disagree" to "Mildly Disagree" to item 10 ("It was helpful to watch the French television clips before seeing the *French in Action* video for the first time"). Likewise, of those who preferred the AO + Video condition, the majority (54.1%) selected "Mildly Agree" to "Strongly Agree" for the same statement. These results suggested that, in general, perceptions of helpfulness of the video AOs had a complex relationship to preference for one condition over another. Given the relationship between perceptions of helpfulness and perceptions of difficulty, it follows that perceptions of the difficulty of watching both videos on the same day should be further

explored. Of those students who preferred the Video Only condition, 59.1% selected "Mildly Disagree" to "Strongly Disagree" for item 8, "It was too difficult to listen to both the French television clip and the *French in Action* video on the same day." These responses signaled that although the participants preferred the Video Only condition, and some did not think it was helpful to watch both videos on the same day (see above, item 10), the majority did not feel that it was too difficult to do so. In a related manner, of those participants who preferred the Video AO + Video condition, 91.6% selected "Very Difficult to Understand" to "Somewhat Difficult to Understand" in response to item 3, "The French television clips were difficult to understand," suggesting that perceptions of helpfulness and difficulty played complex roles in preference for some students.

Related to these general questions were those dealing directly with perceptions of the treatment on participants' listening performance and retention of cultural information. Although 52.0% of students replied "Strongly Disagree" to "Mildly Disagree" to the statement "The French television clips helped me to understand the *French in Action* videos," the results above concerning the perceptions of helpfulness of French television and the effect of the questions while watching the television clips should be considered. 70.8% of students selected "Mildly Agree" to "Strongly Agree" to the statement "The French television clips helped me to retain cultural information in the *French in Action* videos," suggesting that participants perceived the television clips to be helpful in retention of cultural information from the curricular videos.

Crosstabulation analyses between select items on the Questionnaire were also performed in an exploratory fashion to further understand participant perceptions from responses on the Questionnaire. As explained above, some results addressed the use of

technology in the FL classroom and the use of the television clips in general, and others directly addressed the efficacy of the television clips in aiding listening performance and retention of cultural information.

In general, a significant positive correlation was found ($r(44) = .299$, $p = .044$) between question 2, "The French television clips raised my interest in the *French in Action* videos," and question 10, "It was helpful to watch the French television clips before seeing the *French in Action* video for the first time," indicating a significant positive relationship between interest and perceptions of helpfulness of watching both videos together. This result was supported by the significant negative correlation ($r(44) = -.326$, $p = .027$) found between question 8, "It was too difficult to listen to both the French television clip and the *French in Action* video on the same day" and question 1, "The French television clips were interesting to watch," a correlation which indicated a significant negative relationship between perceived difficulty of watching both the AO and the curriculum video in the same day and perceived interest in the AO video. Concurrently, a strong negative correlation was found ($r(44) = -.383$, $p = .009$) between question 8 and question 18, which asked students if they preferred watching the curriculum video alone or watching the AO with the curriculum video, indicating that a relationship was found between perceptions of difficulty watching both the video AO and the curriculum video and preferences for watching only the curriculum video. Supporting this strong negative relationship, a significant positive correlation ($r(44) = .302$, $p = .042$) was found between question 18 and question 10, indicating a significant positive relationship between perceptions of helpfulness for the video AOs and preference for watching the curriculum video with the video AO.

Question 4 in the Participant Perceptions Questionnaire directly addressed

perceptions regarding the effect of the video AOs on listening performance: "The French

television clips helped me to understand the *French in Action* videos." A strong positive

correlation ($r(44) = .699$, $p = .000$) was found between question 4 and question 2, "The

French television clips raised my interest in the *French in Action* videos," suggesting a

strong positive relationship between perceptions of helpfulness of the AO in listening

performance and participants' increased interest in the curriculum video after watching

the video AO. Furthermore, a strong significant positive relationship ($r(44) = .406$, $p =$

.005) was found between question 4 and question 5, "Adding the French television clips

to the *French in Action* videos helped to present a modern perspective on life in France

and other French-speaking countries," indicating a significant relationship between

perceptions of helpfulness of the AO in listening performance and opinions regarding the

role of the video AOs in presenting a modern perspective of life in Francophone

countries.

Most importantly, a strong positive correlation was found ($r(44) = .547$, $p = .000$)

between question 4 and question 7, which dealt directly with retention of cultural

information: "The French television clips helped me to retain cultural information in the

French in Action videos." This finding indicated that a strong significant positive

relationship existed between participants' perceptions of the helpfulness of the AOs

regarding listening performance and cultural information, and highlighted the

interconnected nature of the two constructs.

As with question 4, question 7 also had a strong positive correlation ($r(44) = .536$,

$p = .000$) with question 2, indicating a significant relationship between perceptions of

helpfulness of the AO in retention of cultural information and participants' increased

interest in the curriculum video after watching the video AO.   In addition, the strong

positive correlation ($r(44) = .470$, $p = .001$) between question 7 and question 18 (which

asked participants which condition they preferred) revealed a significant relationship

between perceptions of helpfulness in retaining cultural information and preferences for

watching both the AO and the curriculum video in class. This finding suggested that

those students who preferred the Video AO + Video condition tended to feel that the

video AOs were helpful in promoting the retention of cultural information. These results

highlighted the complex relationship between interest and perceptions of helpfulness.

Qualitative Data Interpretation

Qualitative data for the current study were taken from both the open-ended

questions included in the Participant Perceptions Questionnaire and the selected

participant interviews conducted at the end of the study. As Ridenour and Newman

(2008) described, taken together, a questionnaire and selected interviews can work in

tandem to present a richer picture of the perceptions of participants regarding study

treatments and their effects. Subsequently, the following analyses of the open-ended

questions included in the Participant Perceptions Questionnaire were first analyzed

separately from interviewee responses. Information gained from both sources was then

integrated for analysis and discussion. This separation followed by integration allowed

for the establishment of themes from each data source as well as analysis and

triangulation across sources.

Participant Perceptions Questionnaires

Qualitative information from the Participant Perceptions Questionnaire was

taken from the seven open-ended questions that formed the second part of the Questionnaire. Each question tried to address in more detail the topics covered in the first part of the Questionnaire with the Likert-type items, including participant perceptions of how the video AOs affected listening performance and retention of cultural information, the effect of using guiding questions, and the use of technology in the FL classroom. The iterative process of reviewing, analyzing, and coding participant responses revealed several themes, including preference, connections, listening performance effects, cultural learning effects, guiding questions, and technology effects.

Preference

Question 13 addressed the topic of preference, asking the students if they would prefer to watch the video AOs on a different day than the curriculum videos. Participant responses addressed several smaller themes, such as a preference for viewing the videos on the same day or viewing them on different days, as well as reasons for preferring to view both videos on a different day, such as rushing, overload, theme development, and course focus. Participant responses to question 13 showed that many students preferred watching the video AO on the same day as the curriculum video, while some also preferred watching the two videos separately. Several participants indicated that they did not have a preference between the two. For example, one participant felt that viewing both at the same time was helpful: "I think that watching the television clips and the *FiA* videos the same day was fine. They actually helped me to understand the *FiA* videos better." At the same time, another participant suggested viewing both videos together on a different day, stating, "…we ran over time a lot so I was rushed in answering questions sometimes. I would suggest Thursday because the period is longer." Although viewing

the videos on two separate days would not follow the immediate content schemata building principle of AOs, it could be possible to view both videos and review the guiding and comprehension questions on a different day if the course was structured somewhat differently. Some students also mentioned that viewing the videos on a different day would allow for more time to develop the themes that they had seen in each video, as well as for revisiting these themes throughout the week. This would not only fit the content schemata construction that AOs have been shown to promote, but also integrate the content of both videos into the coursework in a more extensive fashion.

This theme was repeated when some students addressed the issue of cognitive overload due to time. For example, one participant expressed that "it was hard to pay attention for that long," and another stated that "it was a lot to take in, especially after having taken a quiz." It seemed from these responses and others like them that watching both videos after the weekly quiz introduced a feeling of cognitive overload as described by Just and Carpenter (1992). In other words, their short-term memories were overtaxed in trying to accomplish all of these tasks in one class period. A few students felt that the video AOs were superfluous because they were not included in the material covered by the weekly quizzes. For this issue of course focus, these students felt that the video AOs did not directly address the material that they would be required to know for the quizzes. These responses could perhaps prompt the question of student motivation for taking the course, and how classroom activities fit into a course focus such as this. When reviewing participant responses as a whole, it is important to note that the majority of students felt that watching both videos on Fridays was effective, and that many of those who suggested other options focused on finding a different day for viewing the two videos

together as opposed to viewing them separately or not viewing the video AOs at all.

Although very few participants did not find the videos to be helpful for their quiz

material, most felt that the material was helpful in generally learning about French

culture.

Connections

The theme of connections investigated how students established connections

between the video AO and the curriculum video, in order to more fully understand how

participants perceived the pairing of the two videos. Smaller themes that students

mentioned included different subjects, such as transportation and cuisine, but also the

difficulties that students encountered in establishing connections between the two videos.

Although some students felt that no connections were established between the two videos

in each Video AO + Video condition, the majority found that there were thematic and

vocabulary connections between the two videos. Above all, students mentioned the video

AOs that addressed transportation issues, most notably the television clip that discussed

the revitalization of the TGV system in France and Europe. They emphasized that this

clip helped to highlight the process of buying train tickets and taking a train that was

featured in the curriculum video. One student stated, "We watched news clips on

transportation when we were learning transportation modes in *French in Action* and

class." Other themes were also mentioned by students, including architecture, art,

religion, and cuisine. For example, another student remembered a connection "between

the cooking video and Tante Georgette in the restaurant and the dinner with the Courtois

[family]," highlighting the connections between videos that presented current information

about chefs and restaurants in France and how they related to one character's dining

experience in the curriculum video or a dinner party thrown by other characters in the

curriculum video. Student comments on establishing connections between the videos

offered complex insight into their preferences. Some respondents indicated that, because

they did not readily establish a connection between the two videos, they preferred not to

watch the video AOs, while most preferred to watch the video AOs with the curriculum

video because they established thematic or vocabulary connections between the two. A

few students indicated that the advanced speech of the authentic television clips made it

difficult to understand and make connections. Still other students did not readily

establish connections between the two videos, but they found them to be helpful despite

this lack of connection. These statements suggested that participant preferences were not

always tied directly to their perceptions of helpfulness, as some students who preferred

the Video Only condition found the videos to be helpful and elaborated on this in their

responses about connections as well as other questions about listening performance and

cultural learning.

Listening Performance Effects

        In responding to questions regarding the effects of the video AOs on listening

performance for the curriculum videos, participants highlighted smaller themes such as

reinforcement, native speakers, context building, interest, difficulty understanding, and

no effect. The first of these, reinforcement, encompassed respondent descriptions of the

different ways in which viewing the video AOs aided their listening performance for the

curriculum videos by increasing the amount of input in the target language. For example,

one student replied that watching the video AOs was helpful, because "more listening to

French = easier to understand," and another felt that they were helpful because it gave

"added practice" to listening performance skills in French. Although many echoed the viewpoint that watching the video AOs was helpful because it "reinforced hearing a different language spoken," one student stated that it neither helped nor hindered, but "seemed to only further our practice of listening." It is possible that this student did not realize that the video AOs did have a helpful effect in that they added additional listening practice. Participants in general found the benefit of reinforcement, or additional input in the target language, to be an aid in subsequently watching the curriculum videos.

Tied to the issue of reinforcement was that of native speakers. Because the television clips were authentic materials, the advanced speech by native speakers was noticeable to most of the participants. Many found this authentic native speech to be a beneficial resource. One student stated about the video AOs, "while I may not have been able to completely understand them all the time, they did allow for me to listen to more native speakers." This student and others viewed the advanced and more difficult speech as a resource that could aid them in establishing better listening performance. By listening to the faster, more advanced speech, they were able to build skills that could immediately help them in watching the curriculum videos, and also help them each day in the course as only the target language was spoken. Another student felt that listening to more advanced native speakers was the main benefit of watching the video AOs, stating, "It helped, only because they spoke so fast in the TV clips that I had extra confidence listening to the slower speaking of *FiA*." For this student, the exercise of watching the video AOs just before the curriculum video produced a greater self-efficacy for watching the semi-scripted material of *FiA*.

Perhaps the theme most closely associated with the theory behind the use of AOs

was that of context building. Many students felt that watching the video AOs aided their listening performance by introducing a context for their listening experiences. One student stated that the video AOs "helped the general context," and others also felt that the thematic and vocabulary connections helped to build a foundation for increased listening performance. According to one student, watching the video AOs "helped a little bit—with the thematic connections and vocab." Another felt that the video AOs added "more connections and experience with similar material." In other words, the activation of background knowledge relating to a particular context affected listening performance because students were able to call upon other elements of a context already present in their schemata to make associations when listening to the videos. For these students, the introduction of the video AOs allowed for the establishment and extension of the context of the curriculum video, thereby heightening their listening performance.

Participants also included statements regarding the interest building factor of viewing the video AOs. For many students, the introduction of current events that addressed topics covered in the curriculum videos increased their interest, which in turn helped them to pay close attention to the videos. One student commented that "the television clips were very interesting and hearing new people speak the language was helpful." For this student, the interest level of the clips was tied to the fact that the video AOs also presented a new voice in the classroom activities, increasing exposure as well as raising interest.

Despite the aforementioned benefits, some students introduced the theme of difficulty understanding both the video AOs and the curriculum videos. It is important to note, however, that this difficulty level did not mean the video AOs were a hindrance to

watching the curriculum videos. In fact, the students stated that the video AOs did aid

them in watching the curriculum videos, despite their increased difficulty. This

perception mirrored the complex quantitative findings from the Likert-type items

regarding participant perceptions of helpfulness and difficulty. One student stated that

the video AOs "aided slightly," but that "both are very difficult to understand." Another

elaborated on this issue before stating that the video AOs "aided" her understanding of

the *FiA* videos, saying, "The French television clip was much more difficult to

understand so maybe it forced me to listen more closely to people speaking French."

This observation was tied to the aforementioned statements that students found the

advanced speech of the authentic material difficult, but helpful. Although the advanced

level of the clips made them more difficult, this difficulty did not seem to have an

adverse effect on these participants' listening performance for the curriculum video.

Some student responses discussed their feeling that the video AOs did not have

any effect on performance related to the curriculum videos. When asked whether

viewing the video AOs aided or hindered listening performance for the curriculum

videos, one student responded, "neither, they were parallel to each other but did not affect

one another," whilst another student stated "I don't really think it had an effect on my

understanding of *FiA* at all." For these students, the videos were viewed as separate, and

no bridge for listening performance was built between the two.

Overall, although some students experienced difficulty in listening to the clips

and some felt that there was no effect from the video AOs on the curriculum videos, the

majority of students found the video AOs to be beneficial in that the authentic material

and native speakers reinforced listening practice and skills. The video AOs were also

perceived as beneficial in preparing the context for the subsequent curriculum video.

Cultural Learning Effects

Just as participants discussed the effects of the video AOs on their listening

performance for the curriculum videos, they also discussed the effects of the video AOs

on the retention of cultural information for the curriculum videos. Participant responses

fell under several smaller themes, including more examples, real life, time differentiation,

and no effect. The first of these themes, more examples, encompassed participant

explanations of how viewing the video AOs provided more examples of the cultural

topics addressed in the curriculum videos. Participants stated that it was "helpful to see

more examples," and that "more exposure is good." Another student felt that "both

videos helped me gain understanding of French culture." For these students, the addition

of the video AOs in the Video AO + Video condition introduced further examples of the

cultural topics of the curriculum videos, thereby reinforcing these topics. Because the

topics were connected without straight repetition, this linking could allow for the

activation of background schemata when viewing the video AO that was then used in

viewing the curriculum video.

In addition to the theme of more examples, respondents also discussed the theme

of real life in relation to viewing the video AOs. These students felt that viewing the

video AOs helped to present a more realistic picture of the cultural topics addressed in

the curriculum video. The news report format of the video AOs as well as the current

events content highlighted the real cultural issues contained in the fictitious story line of

the curriculum video. One student stated "Culturally it helped me with *FiA* a lot, it kind

of was a way to see what we were learning but in real life." Yet another student

described the way in which the video AOs were helpful, saying that they "gave real examples of modern culture in France." For these participants and others, the video AOs helped them to note that the cultural issues covered in the curriculum video were real life issues as well as to establish the relevancy of these issues in French culture.

Related to the issue of relevancy was the theme of time differentiation. For many students, viewing the video AOs aided in updating the cultural issues in the curriculum videos. One student stated that viewing the video AOs aided in the retention of cultural information because "it updated the information and made cultural situations more obvious." Another student felt that "*French in Action* was made in the 80's so it lacks current French pop culture," thus the update of the cultural information from the video AOs was beneficial. One student, however, felt that the difference in time between the two videos was a hindrance rather than a benefit, stating, "They take place in different time spans and it's hard to know what is culturally accurate." Although for this student the difference in time from one video to another was confusing instead of an addition of updated information to similar cultural topics, most felt that updating the cultural information in the curriculum video and giving "more recent exposure to French culture" by showing up-to-date news clips on the same topics provided effective schemata building for learning new cultural information.

Although most students established connections between the two videos that aided in building content schemata relating to the cultural issues in the curriculum videos, some felt that there was no effect on their cultural learning due to watching the video AOs. One participant stated that "I don't think it had much of an effect." Another emphasized that he was not looking for a correlation to be made between the two, so no

connection was made: "Possibly helped a bit but, again, I wasn't watching them to be seen together." This participant did admit, however, that watching the video AOs could have helped, but that he did not focus on similarities when watching the video, so he did not know if it helped or not. It seemed that students who found that cultural connections between the two videos were not strong or students who did not focus on connecting the two videos did not feel that the video AOs had an effect on their retention of cultural information from the curriculum videos. Despite these students who found that watching the video AOs before the curriculum video did not aid in their cultural learning from the latter, many students found that the video AOs helped. They mentioned that the video AOs enhanced cultural learning by introducing more examples of cultural phenomena, by showing how these phenomena affected real life, and by highlighting changes due to the difference in time between videos by updating the cultural information found in the curriculum videos.

Guiding Questions

Another theme introduced in participant responses was that of the guiding questions. Participants felt that the guiding questions were helpful in several different ways, including context, focus, and vocabulary. Participants also described other types of support used in FL courses. When asked about the guiding questions used in the current study, many of the participants responded that they were helpful in establishing a context for watching the videos. This pre-viewing context was one of the main reasons for introducing the guiding questions in the current study; with the help of the questions and options for answers, students could prepare a foundation for viewing the authentic material. One student emphasized this idea, commenting "The questions helped me to

have some clue of what the people in the show were talking about and referring to. Knowing some of the content (or 'gist') was helpful so I wasn't totally lost." Another student found the guiding questions "helpful in general" because they "gave a general idea about what was going to happen." Among the benefits of the guiding questions discussed by participants, the theme of establishing a context through the questions was often mentioned, as the questions aided students in forming "general ideas" about the videos, which could then aid in understanding the video AOs and establishing connections between these video clips and the curriculum videos.

Participants also mentioned the theme of focus regarding the guiding questions accompanying the video AOs. For many, the guiding questions were helpful in that they directed participants' attention to the important points in the video AOs, above all those that were then featured in the curriculum video. As one student explained, "although I could understand bits and pieces at a time, it was usually difficult to catch everything that they were saying. The questions helped to guide me in the right direction to how I should respond." Another student also identified the multiple-choice format as important in establishing a focus: "It gave you options and helped you focus on what was important." This theme of focus was recurrent in participant responses, suggesting that the questions, along with the options for answers provided, aided students in identifying the most important material in the video AOs, which was information that they could then apply in watching the curriculum videos.

The theme of vocabulary also arose from participant responses regarding the guiding questions. For one student, the issue of vocabulary was linked to the issue of focus; she stated: "It alerted you to what to be thinking about, which made it easier to

interpret new vocab without just feeling lost about it." For her, the focus on important

points in the video AO also promoted the integration of new vocabulary when watching

the video AOs. Overall, participants felt that the guiding questions "focused us on

listening for key words in incredibly difficult dialogues." This focus enabled them to

"listen more carefully" and pick out the vocabulary that was important in understanding

the video AOs and subsequently apply this information in viewing the curriculum videos.

Most students mentioned some type of support that was used in other classes

when watching television and videos in the target language. Some cited the use of

visuals and guiding questions, such as this student: "Visuals are good rather than telling

someone a definition straight out. Guiding questions prep you for what subject you're

going to learn about." Both of these techniques were used in the current study, and can

be incorporated into other aspects of video presentation in class. Others listed the use of

subtitles, games, and repetition exercises. One student cited the practice used by most

instructors in the FREN 102 course: "pausing of the video and explaining what just

happened," while another said "maybe a brief explanation in French of the videos." It

must be noted, however, that many answered that the current study was their first

experience with watching television or video in a FL class. For example, one student

stated "I don't have any previous experience using video in the language classroom,"

highlighting an interesting difference between participants, that of previous use of

technological resources in FL classrooms, and how students and teachers approach these

resources. It should be noted that one student felt that the guiding questions introduced a

level of confusion into watching the video, as they presented too many options for

understanding the video. Although all other participants found the questions and options

helpful, this student's response emphasized that it is important to examine how participants perceive the use of support strategies, such as guiding questions. In other words, the type of support used could affect student performance and perceptions.

Technology Effects

The final theme that emerged from participant responses was that of technology effects. Participants mentioned several smaller themes that related to this larger theme, especially increased interest, interactive nature, and different learning styles. Above all, students mentioned the ability of technology to increase interest in course material. For many students, introducing technology into a curriculum "makes it more interesting and relevant." Numerous students also indicated that increased interest is related to instructional support in learning curriculum material. To this end, one student observed that "it's much more interesting and takes some of the difficulty out of learning when shown how it's applied." For this student, the opportunity to see how concepts were applied was a benefit of the use of technology in the FL classroom. Another student echoed this statement, saying, "In general more variety in the curriculum is very helpful—also being able to hear the language really helps." These participants emphasized that increasing interest in the subject material with the use of technology could have an effect on learning certain material. Overall, students highlighted the benefit of adding interest into a FL curriculum by introducing technology into the classroom.

Related to increasing interest was the theme of the interactive nature of technology. Numerous participants affirmed that technology could cultivate a more interactive environment in the FL classroom. For one student, the interactive aspect was

directly connected to the theme of interest: "it makes things more fun and interactive," and others felt that it makes learning "much more easy and hands-on." Participant responses suggested that "creating an interactive experience for the learner" through the use of technology could introduce a new aspect of pedagogy into the classroom, making learning a FL more "hands-on." This active learning is perhaps related to the greater availability of technological strategies that can be used to present information and engage students in the content covered in the curriculum.

The final theme that emerged from participant responses to questions concerning the use of technology in the FL classroom was different learning styles. Many felt that technology "helps keep the learning varied." With the availability of different methods of incorporating authentic material and presenting linguistic and cultural information, technology could offer FL teachers resources in differentiated language instruction that address the learning styles and preferences of students. For example, one participant clearly identified personal learning styles in stating "Visuals are always a good reinforcement of information." Overall, participants felt that technology is a beneficial addition to a FL classroom given the increased ability to target different ways of learning. One participant summarized the statements of many others, saying, "The capabilities of teaching and learning greatly increase with the help of technology." From participant responses, it seemed that this benefit was true for many students. Using technology could not only increase interest and introduce interactive activities into the FL classroom, it could also address specific learner needs with the wealth of resources that it offers to instructors.

Overall, student responses to the open-ended questions on the Participant

Perceptions Questionnaire reflected varied preferences and opinions regarding the use of the video AOs to introduce the curriculum video, as well as the effects of the video AOs on listening performance and cultural learning. Participants also addressed the more specific issue of the use of guiding questions to accompany the videos in the current study, as well as the general issue of using technology in the FL classroom. Participants were divided as to their preferences regarding the pairing of the video AO and the curriculum video and their opinions on which day the videos should be shown. Despite this division, many students identified benefits for listening performance and cultural learning that resulted from watching the video AOs with the curriculum videos, such as listening reinforcement and the availability of more examples of cultural phenomena. Participants also identified difficulties such as the complexity of establishing a connection between the two videos. These responses, along with those regarding the use of guiding questions and technology in the FL classroom, indicated intricate viewpoints regarding the implementation of the video AOs. Generally, participants highlighted both benefits and difficulties, sometimes regardless of preference. This tendency suggested that participant perceptions of the efficacy of using the video AOs might be related to preference for one condition in the study, but was not dictated by it. Given this complexity, it is important to examine both the benefits and difficulties in conjunction with other data sources in the study to more fully understand participant responses.

Interviews

As previously described, interviewees were randomly chosen for interviews based on their stated preference for either condition. The inclusion of both viewpoints was important, as each group of participants could have different perspectives on the use

of video AOs as well as the use of technology in the FL classroom, given their diverse backgrounds and experiences. Because of these varied factors, these informants together represented a range of perspectives and provided a diversified foundation for further investigation into the topic of the use of video AOs and other types of technology in the FL classroom.

Each informant was interviewed for approximately 5 to 10 minutes, with the aforementioned item 18 functioning as the starting point for the discussion. Although the same topics were discussed with each informant, often the chain of concepts and themes would follow a different path, so that though the interviews followed a general plan, there was no specific order of questions. An informal tone was maintained throughout all of the interviews, and further reflections were recorded in the Field Journal.

As a FL instructor, the topic of technology use in the FL classroom is one of great interest to the researcher. Therefore, the researcher's perspective in this area must be recognized. Because the use of technology is an important part of this researcher's teaching philosophy, as well as an integral part of other research and teaching activities, it was necessary to mediate between the desire to fully engage with personal viewpoints and to maintain a proper distance from which to explore and analyze what was learned from the informants. Despite any agreements or disagreements with the informants, it was also important to refrain from leading them in any questioning or projecting personal feelings into their responses. To this end, the Field Journal played an important role in the research, as it allowed for reflection on personal experiences and viewpoints, as well as possibilities for further review. It was also used to explore aspects of the interviews that raised points for future research as well as points salient to the current project.

Throughout the process of interviewing, transcribing, coding, and analyzing, seven overarching themes emerged from the interviews regarding participant perceptions of the use of video AOs and the use of technology in the FL classroom: preference, listening performance effects, cultural information effects, guiding questions benefits, benefits of technology, difficulties, and possible improvements.

Preference

In each of the interviews, participants were asked to state their preference between the conditions for the study. This led to statements of preferences for the Video AO + Video condition, the Video Only condition, or both conditions. Statements of preference for both conditions indicated that this option might have been a beneficial addition to the choices for question 18 on the Participants Perceptions Questionnaire in an attempt to identify and explore the more discreet points of participants' opinions. These statements of preference were elaborated on by each interviewee in subsequent questions, which allowed for further explorations of participant views regarding the study conditions.

Listening Performance Effects

As each of the interviews detailed below evidenced specific nuances in each theme, coding also generated smaller themes. For example, under the heading of listening performance effects, more intricate themes emerged, such as re-acclimation of the ear, increased difficulty, context clues, and vocabulary reinforcement. Interviewees listed many effects that the video AOs had on their listening performance, including the related concepts of re-acclimation of the ear and increased difficulty. As respondent Raine stated, watching the videos together was "good, because, initially to re-acclimate

your ear to, like, hearing French, I guess it was good to have, like, a short clip to, like,

remind me of accents and stuff, and then I could understand the other one better."

Respondent Sara stated a preference for both conditions in a related manner, saying:

> …they both gave a different take on it. One was, like, the fake story, and one
>
> was, like, seeing what really kind of goes on in France. So it was helping with
>
> the culture, I guess, making it more real. It was definitely harder, those videos,
>
> the ones with the television clips, they were harder to understand.

These responses illustrated a trend among the respondents that, although the video AOs

were much more difficult than the curriculum videos due to faster speech and native

language vocabulary, these difficulties aided respondents in their preparation for listening

to the curriculum video. Related to this increased difficulty were the themes of context

clues and vocabulary reinforcement. Many respondents found that the video AOs

introduced context clues and reinforced vocabulary, both of which they felt helped their

listening performance for the curriculum video. Regarding context clues, several

interviewees indicated that the video AOs introduced contextual indices that directed

their viewing of the curriculum videos. For respondent Dolly, the video AOs introduced

and supported vocabulary that was then found in the curriculum videos. She stated:

> Since we already had listened to some of the parts, for example, the traffic, or the
>
> food…or the phone, on the different videos since we'd gone over it twice and
>
> listened to the vocabulary, um, we could look out for those in the *French in*
>
> *Action* video.

Dolly's comment emphasized how many respondents felt that the video AOs highlighted

vocabulary that would be useful in aiding listening performance for the curriculum

videos. For respondent Jason, although the video AOs were hard to understand, key words and phrases were identifiable:

> Well, I didn't understand very many words in the actual videos that we had to watch…the separate ones, not the *French in Action*, and so maybe really listening for certain words that I could understand and trying to piece them together, so I guess that's also helpful when watching *French in Action*, because I don't understand everything in that too. Sometimes just watching pictures [laughs].

According to Jason, the multi-modal format of the video AOs enabled the establishment of key vocabulary that then carried over to the curriculum video. Despite the difficulty of both videos, the confluence between the vocabulary and the visual images as established between the two aided him in his listening performance. This mutual support reinforced the effects of the video AOs on the listening performance for the curriculum videos. These themes of re-acclimation of the ear, increased difficulty, context clues, and vocabulary reinforcement, which appeared repeatedly in interviewees' responses, underscored the theme of effects of the video AOs on the listening performance for the curriculum videos.

Cultural Information Effects

For cultural information effects, smaller themes fell into two broader categories: general cultural learning and specific cultural learning. The first of these categories referred to general cultural information that participants received from the treatments, and the latter category referred to cultural information that specifically addressed the cultural topics covered in the curriculum videos, in other words, those cultural topics that were

shared between the video AOs and the curriculum videos. Under the category of general cultural learning, participant comments fell within the themes of general cultural perspectives, the relationship between culture and language, and interest and current perspectives. Many interviewees felt that the video AOs highlighted cultural information that they believed was important as a general part of the curriculum in a beginning French language course. The theme of general cultural perspectives highlighted respondents' views on cultural learning in the FL classroom as it related to their experience in both conditions. For respondent Raine, the idea of general cultural learning was a large one because, as she stated, "It's hard because, like what parts of a culture do you like, kind of pick out to like, bring to someone." For Sarah, however, the general cultural benefits were more outstanding. Sarah remarked:

> There was one about, like, there was one about French cuisine, and there was one about, you know, France—or Paris—during the holidays, and the drinking and driving problem, and I thought it did a good job of, kind of, showing us what French culture was like to a certain extent.

Both of these respondents revealed that, no matter their preference for condition, general cultural learning was a benefit while viewing the video AOs. Overall, respondents noted the difficulty of including the broadness of Francophone cultures in a semester-long course, but also their impression that the video AOs did address the introduction of general cultural information into the course curriculum.

Related to this inclusion of culture was the theme of the relationship between culture and language. For many of the participants involved in the interviews, language and culture were very much related. For An, the video AOs introduced a more realistic

nature of language as it is used in Francophone cultures: "I think they're really helpful, and I mean, like, you can't just learn a language by just reading text, and you know, watching instructional videos. You have to really see what it's like." This viewpoint highlighted the perception that language does not operate in a vacuum, but rather with culture, so that the students felt the need to "really see what it's like" beyond grammar books. For Justin, the relationship was an important practical one from the viewpoint of a student looking to study abroad:

> The culture side is, I think, what a lot of people really want…because a lot of people are taking these courses to go abroad, or are thinking about going abroad, and, you know, of course we want to speak the language, but we don't want to feel misplaced in the, you know, in the cultural environment when we get there.

This perspective emphasized the intertwined nature of language and culture for many students who would like to study abroad. For Justin, it was not enough to know grammatical rules of a language, but the cultures in which the language is situated was also necessary, as each informs the other.

Regarding the themes of interest and current perspectives, respondents indicated an effect on interest and current cultural perspectives, in that the video AOs increased their interest in the cultural components of the course and presented a more current cultural perspective on life in Francophone countries. For Justin, the broader cultural perspective as related to the curriculum videos was a benefit:

> …the *French in Action* doesn't really hit the culture the way, umm, the way the movie clips did. The movie clips, kind of, you know, they talk about the government, they talk a little bit about the economy, depending on which video

we're looking at. They highlight different regions, and whatnot, and you know,

what…what types of, um, lifestyles are associated with those different regions,

and we're not getting that anywhere else…not, not in an intro level course at least.

And so therefore, you know, those clips definitely help with kind of the cultural

immersion side while we're learning the language.

For Justin, the general cultural perspective presented through the videos was best seen in

comparison to the curriculum. Although respondent John also stated a clear preference

for the Video Only condition, he did agree that the television clips were helpful in

creating interest and updating the cultural perspective of the curriculum in general, as

compared to the curriculum video. He stated, "I guess it was cool, because the *French in

Action* video that we watch is kind of, like, outdated, and so I guess it's just cool to see

some stuff that's like, more current, like that's going on in France." His comment also

addressed the specific nature of the cultural presentations involved with the video AOs

and with the curriculum videos. This comparison was related to the theme of specific

cultural learning as found in many other interview responses.

For specific cultural learning, participant responses highlighted themes such as

information focus, helpful subject matter, and randomness. All of these addressed how

the video AOs corresponded to the cultural information or indices contained in the

curriculum videos. Speaking to information focus, interviewees described how the video

AOs highlighted topics that were addressed in the curriculum videos, focusing their

attention on certain information. This was important for Dolly, who stated:

It just gives us a heads-up on what kind of things we're going to learn, and gives

us a better understanding of the things that we are going to learn in the video.

> So, just basically, giving us a culture overview, and then going back to the
>
> *French in Action* video and showing how that's reflected in the lesson that we're
>
> learning... and telling us that it's not just there for…to make us learn French. It's
>
> actually there because it goes with the culture.

In this way, the video AOs helped students to target certain information from the

curriculum movies that they might not otherwise have discerned. This focus addressed a

central argument for the use of AOs, the activation of background information before

introducing a new text.

Related to information focus was the theme of helpful subject matter. Many

respondents addressed not only how the video AOs focused their attention on certain

information, but also the specific subject matter covered that stayed with them after the

end of the treatment. Among the subjects that students mentioned were restaurants,

architecture, holiday drinking and driving, train transportation, wine marketing, and

historical sites. Sara, who liked both conditions, stated:

> …with the trains, she talked about them in the video, and they did go to, like, a
>
> bunch of historical sites in *French in Action*, and we learned about that from the
>
> clip, so yeah, you could definitely see the connection, like they were in the same
>
> place.

Interviewee Jason described how a sequence of events from one of the curriculum

movies, buying train tickets and boarding a train that served as a backdrop for character

dialogue, was addressed in more detail in one of the video AOs, thereby presenting a

more holistic picture of this process. Despite some students stating a strong preference

for watching the curriculum video without the video AO, they were able to identify

subject matter in the videos that was either interesting or helpful. For Justin, who

preferred the Video Only condition, the video AOs did highlight specific subject matter

that was helpful in describing aspects of French culture:

> That was probably one of the, the…ummm…biggest advantages of watching the
>
> clips before the *French in Action* videos. We may see, see a different corner of
>
> France, a different region of France, learn about these are where shops are, these
>
> are where the markets are and whatnot, and then we see, umm, you know, Robert
>
> and Mireille going to these different places, or similar places at least, and we can
>
> draw that parallel connection, and say "oh, I know this is the Latin Quarter, I
>
> know this is this, you know…"

For these students, the video clips did address specific cultural information that was

helpful for the curriculum videos, and these categories of helpful subject matter provided

examples of topics from the video AOs that were memorable and interesting, thereby

promoting the retention of cultural information.

The awareness of interviewees regarding the subject matter of the video AOs

was linked to the issue of randomness. Although many respondents saw the connections

between these subjects and what was presented in the curriculum videos, some noted that

the topics selected for both types of videos seemed to be randomly selected. This

randomness was not a fault, but seemed to be a natural response to the fact that, since

there is not enough time to cover every cultural topic, a curriculum must choose what to

present during a semester. In her interview, Raine emphasized the practicality of learning

about different cultural topics:

I think though, it's hard because, like what parts of a culture do you like, kind of

pick out to like, bring to someone, and since we only have…our knowledge of

French culture comes from, like, a class four days a week, but for, like, an hour,

you know…but I thought that, um, it did a pretty good job…because we

obviously aren't immersed in it in America… it's just like units that they are

trying to highlight, and so, I guess, different things like food and you know,

driving, just some practical things that you would need is good to be familiar

with.

As Raine described, although the cultural topics were practical, interesting, and helpful,

the course structure necessitated a broader cultural presentation with the introduction of

different cultural topics. For Raine, the video AOs aided in exploring these topics in

more detail than would have otherwise been available from only the curriculum videos.

Guiding Questions Benefits

For the larger theme of guiding questions benefits, participant responses from the

Questionnaire and the interviews suggested themes such as key words, key visuals, and

hints. Regardless of their preference for either condition, all interviewees responded that

the guiding questions given for each video AO were helpful in viewing, understanding,

and applying the information contained therein. For some students, the guiding

questions, when paired with the video AOs, directed their attention to important moments

in the video AO. For others, the guiding questions and video AOs provided general

subject matter keys that could activate background knowledge. Interviewee Sarah

addressed the first two of these smaller themes, key words and visuals, in stating that the

questions helped with the following:

looking for certain words that might be in the guiding questions that you would know in French, or even some of the visuals that you would see would correlate with the guiding questions, and so it would it would kind of help you see what they were leaning towards as the answer.

Jason echoed Sarah's statement while also emphasizing how the choices given by the multiple-choice format of the guiding questions aided in establishing a focus for the lesson: "Definitely…it gave me choices, certain things to concentrate, or words that I wouldn't know that were in the questions to try to listen for." For both Sarah and Jason, the guiding questions reviewed before and after the video AO were helpful in highlighting key words and visuals, while also providing different choices for their answers, and aiding in determining the logical or visually apparent choices for each question.

In addition to the key words and visuals, respondents also found the giving of hints to be another benefit of the guiding questions. In speaking to this topic, interviewees addressed the helpful nature of the guiding questions in giving hints as to what might be coming up in the curriculum video. For Justin, these hints were a very important part of the viewing process:

Definitely of course it gave a sense of, you know…for us to kind of look for certain things, or try to listen in for certain things, but, umm, they definitely helped with just the full understanding, because a lot of times, you know, we may not catch everything, um, especially in the movie clips, but if we know kind of what we're looking for, the questions are…they kind of helped us, you know, catch those things…where otherwise we may not have caught it.

Justin's statement highlighted the beneficial function of guiding questions to hint at and direct participants' attention to different parts of the curriculum video that they might not have noted without them. Dolly echoed this statement with a slightly different focus, noting that the hints helped to identify a "mindset" that aided in viewing the curriculum videos. She stated:

> I feel like if…if something foreign just like, is put up there, it's harder to grasp it, rather than since if you have guiding questions to look, basically, before the video was shown we had all these questions which I looked over, and it was like, "okay, so this is what we're gonna be looking out for." And just so we had a mindset of what could be there…

The idea of identifying a "mindset" is related to the activation of background knowledge that is essential to an effective AO. In a larger sense, key words, key visuals, and hints are all parts of an effective AO. Responses from these interviews suggested that the guiding questions, when paired with the AOs, helped to provide effective ideational scaffolding for viewing the curriculum videos.

Benefits of Technology

All interviewees felt that using technology in the FL classroom was beneficial and elaborated on this larger theme, incorporating the smaller themes of learning styles, context building, interest, and immersion facilitation. Many interviewees seemed to identify with the idea that technology can aid in presenting information in different ways, thereby addressing different learning styles. Sara addressed this theme directly, saying "I think using all kinds of teaching methods helps; seeing it, hearing it, different kinds of seeing and hearing things is very helpful." For her, varying the method of presentation,

such as between visual and auditory presentation, and also using different types of visual and audio materials, was important in aiding students. Justin addressed not only different learning styles, including the use of video and audio materials, but also different types of activities for students to work through: "Adding all that together and not just sitting in a classroom listening to, to something, but actually, you know, the dialogue, and then doing it, and then listening, all that collectively, as a whole, definitely helped out." Both of these students suggested that the incorporation and integration of different types of activities through the use of technology aided in learning information from the curriculum.

Raine indicated that the use of technology was also tied to building a context around the information being presented:

I think it's definitely helpful…I feel like if you're just sort of immersed from like, different angles with it, then you might learn…some people I think definitely learn better with, like, visuals, as opposed to someone telling them what something means, and I definitely think it helps because it activates your brain to, like, um, sort of make associations between stuff as opposed to just straight memorization…so you get kind of involved with the characters' dilemmas and stuff, and just like, you know, you get, like, sort of familiar with them, and I think it engages your brain a little bit more.

Thus, for Raine, the use of technology not only allows the curriculum to address different learning styles, but also "activates your brain…to make associations" by creating a context for learning, one of the central ideas of AO theories.

It followed that perhaps the technological aspects of FL courses could aid students in making connections with background knowledge as well as between new ideas by creating contexts in which students can situate newly learned information. The idea of context building was also addressed by Sarah, who stated:

> I think it is important, because I feel like it, umm, it makes things a little more interesting…I couldn't imagine learning, you know, French, like, reading out of a book. I would prefer watching something like the *French in Action* video because it kind of…it's more entertaining and it has a story line, and, you know, it's good to follow along with it.

For Sarah, the technological aspects of the course, specifically the context of the story line and the encouragement to follow along, precipitated a greater ease with the subject matter. She compared the use of different types of technology with the exclusive use of textbooks; indeed for her, it was hard to imagine having a single source of material at one's disposal for learning a foreign language, not only because the use of technology made it more interesting, but because it provided a context for learning.

Sarah's answer also linked the idea of contextualization with the theme of interest. She clearly expressed her opinion that the contextualization of the learning material made the curriculum "interesting" and "more entertaining." This theme was often repeated in the interviews; most participants felt that the use of technology made the subject matter more interesting. Dolly addressed this topic frankly, stating, "I mean it helped a lot, each layer of stuff, but I feel like technology is, it just, it's just not as boring. It just makes it more interactive." She affirmed the power of technology to create interest

among students by adding different aspects to the material. For Justin, the interest was related to the familiarity of students with technology in general:

> We are that kind of "generation-tech," if you will, you know, everything is being, becoming more efficient, more innovative through technology, whether it be through, you know, through DVD's or through cell phones, or you know, any type of internet resource, so to incorporate all types of technology, that's…what I feel like gets us going, gets my generation going, so that's…what we like to do, we like hands-on, looking, listening, interactive stuff, so it definitely helps…

He asserted that, because students today are used to having technology in every part of their lives, the use of technology in the FL classroom is a motivating factor in their learning. His answer also echoed Dolly's statement in that both mention the "interactive" nature of technology.

The final theme from interview responses relating to the use of technology was immersion facilitation, meaning the opinion that using technology allowed students more input in the target language, thereby giving them more of the experience of immersion in a country where the target language is spoken. As Raine suggested above, being "immersed in it…from different angles," or having multi-modal input to present a particular phenomenon, be it linguistic or cultural, can be helpful for some students. Jason echoed this idea, describing how technology can introduce multi-modal input, an important concept when students live far away from the target language and cultures. He said:

> We just have one teacher and her accent, her voice maybe is a lot different than people from around the country, and I think it's good to learn culture things too,

and that's kind of hard when you live far away, so…especially, like, the videos

and things that have helped.

This recognition of distance and the difficulties it creates for FL learners is a prime

motivation for using technology in the FL classroom. As Jason mentioned, expanding

the types of input that students receive and the presentation of topics is a key benefit of

the use of technology. This benefit was related to Justin's assertion that students take

elementary FL courses to prepare for study abroad programs. He emphasized the need

for integrated linguistic and cultural instruction, stating, "a lot of people are taking these

courses to go abroad, or are thinking about going abroad, and…we want to speak the

language, but we don't want to feel misplaced…in the cultural environment when we get

there." The multi-modal input facilitated by the use of technology allowed for a more

holistic presentation of linguistic and cultural aspects in the FL, and gives students

hoping to study abroad more resources on which to draw.

From all interview responses, it appeared as if the use of technology in general in

the FL classroom brought many benefits by increasing interest as well as building

contexts and addressing different learning styles. Introducing new activities and teaching

techniques through technology seemed to be an important part of learning for all

interviewees, as it helped them to see things from "different angles" and increased their

interest. They could contextualize the material and be more fully immersed in the target

language and culture than if they were using only one source of information.

Difficulties and Possible Improvements

The theme of difficulties and possible improvements reflected both the

difficulties that students experienced, such as advanced speech and overload, and their

suggestions for making the treatments more effective in regular class activities, such as more time and development of ideas.

Interviewees were very candid in their responses regarding the difficulties faced when watching authentic materials through video. Most acknowledged that the speech was in fact quite rapid and the vocabulary more advanced, a complexity inherent in the use of materials that are created by native speakers for native speakers. For Sara, this difficulty was a key part of watching the videos: "It was definitely harder, those videos, the ones with the television clips, they were harder to understand." This opinion was also echoed by An when she stated, "I think it's…because it's like a native speaker on the television, but also it was kind of…fast, and they spoke fast, and they said a lot of slang words too, so…it's not like your teacher talking." Both students highlighted the difficulty of understanding the video AOs due to the faster speech and more advanced vocabulary and syntax. However, it must be noted that many, like Sara, also acknowledged the helpful aspects of the presentation of more complex and advanced speech. Just before her explanation of the difficulty of the video clips, she emphasized the benefits that she perceived in viewing the video AOs, saying, "They both gave a different take on it. One was, like, the fake story, and one was, like, seeing what really kind of goes on in France. So it was helping with the culture, I guess, making it more real." This benefit was related not only to the themes of cultural learning, but also to the sub-theme of re-acclimation of the ear. Others, like An, did not associate the advanced speech with any benefits. This difference of opinion was important, as it spoke to the underlying approaches that different participants took towards viewing the video AOs, and how their preferences related to these approaches.

In addition to the difficulty of advanced speech, some interviewees felt that watching the videos led to a sense of overload, meaning that too much information was presented by the pairing of the video AOs and the curriculum video. As Meyer and Simms (1994) suggested, the issue of cognitive overload must be carefully considered when presenting multi-modal input in the FL classroom. Because students are receiving input from different sources and in the target language, it is important to monitor reactions so that students do not overload their working memory, making it less likely that they would glean information from any of the sources of input and store it in their long-term memory. John spoke to this issue early in his interview when stating his preference between conditions for the study. He said, "I guess it was, like, a lot to think about in, um, in, like, one day." When prompted to elaborate on the effects of what he termed an "overload" on his listening performance for the curriculum videos, he affirmed that "it was not helpful, just because, like, it was kind of hard to stay focused. I thought it was kind of a lot to take in at once." For John, the addition of the video AO to the curriculum video introduced the problem of cognitive overload. This overload was evident in his mention of the difficulty of staying focused and the volume of input that he was receiving. Although most interviewees did not mention the theme of overload, it is important to consider, as cognitive overload can create diminishing returns from the introduction of new material and is an important indicator that FL instruction must be balanced in its presentation of multi-modal input.

In general, however, students recognized both advantages and disadvantages when discussing difficulties of the Video AO + Video condition. One example of this observation was the willingness of students to suggest possible improvements for the use

of the video AOs in lieu of discarding them altogether. Many cited the need for more

time during which to complete their classroom activities and view the video AO. Dolly

addressed this directly in suggesting that:

> Maybe instead of watching them together, if we rather watched it maybe on one
>
> day, I was thinking maybe Friday, and like have those two days as homework to
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> watch the video at home, the *French in Action* video, and then come back on
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> Monday, and talk, like watch it in class on Monday, rather than Friday. Because
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> I feel like Friday, it's…first of all, we're taking the quiz, and then we watch that,
>
> and it's just rushing through it, so I feel like it would be better if we just watch it
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> on Monday…

Because of other classroom activities, Dolly felt that the class was "rushing through" the

video clips and the curriculum video, whereas if more time was given to view each video,

perhaps on different days, students would be more comfortable with both videos. John

echoed this feeling when he stated, "It would have been cool if we could have done it on

separate days, develop more and focus." An also spoke to this issue, although from a

different perspective. She felt that more time was needed in the overall course structure

for the introduction of more videos similar to the video AOs. She suggested, "I think we

should have more culture videos like those. I think they're really helpful, and…you can't

just learn a language by just reading text, and you know, watching instructional videos.

You have to really see what it's like." Overall, students presented different viewpoints

regarding the issue of more time for the video AOs. For Dolly and John, more time was

needed to watch the videos in the study, but for An making time to include more of the

videos would have been beneficial as well. Course scheduling required that students take

a weekly quiz and view the new curriculum video each Friday, thus making it necessary

to view and go over the video AOs on Friday as well. This constraint, which could have

created an unrealistic pace for viewing the two videos, was necessary for the current

study, but could also be avoided when using the video AOs in normal classroom

activities.

Related to the issue of more time was the development of ideas. Many

respondents stated that they would have preferred to watch the video AOs with more

opportunities to develop the themes and structures included therein. For Justin, the issue

of more effectively using the videos was an important one. He suggested that the class

should "talk a little bit more about the clip" and that the instructor should help the class

"discuss more of the cultural things that the clip talks about." Dolly echoed this

sentiment, saying "The little clip we can watch on Friday and talk about it more in detail,

rather than rushing through it…rather than just a small thing in the day overall, so we can

talk more about the culture." Many students seemed to feel that if more time was given

to watching the video AO and developing the ideas that it presented, they would be able

to more effectively draw on this learning when watching the curriculum video. This

belief highlighted the general finding from the interviews that the video AOs were

helpful, but that some improvements could be made in the method and timing of

presentation. Although John stated a concern for cognitive overload, an adjustment of

the timing of the presentation of both videos could help to prevent this situation. It is

important to note that even when discussing difficulties and improvements, students

preferred to suggest other ways to view both videos, rather than suggesting that the video

AOs should not be included in the classroom activities.

Overall, interviewee responses indicated a complex view of the different aspects of the study. Although some preferred to view the curriculum video with the video AO and some preferred to view it without the video AO, a differentiation was often made between preference and perceptions of helpfulness. Even those interviewees who did not have a preference between the two conditions, or who preferred the Video Only condition, identified aspects of the treatment that were helpful for listening performance or retention of cultural information. For example, interviewee Sarah expressed a preference to watch the curriculum video without the video AO, stating, "I just feel like they don't really correlate. I don't feel like watching one helps with the other at all." Despite her strong preference for the Video Only condition, when asked if the video AO was helpful with improving her listening performance for the curriculum video, she went on to state, "I think it did help in that aspect." In addition, although she felt that the video AOs were not helpful in improving learning of culture from the curriculum videos specifically, she did feel that they were helpful in improving learning of general cultural information. In Sarah's responses, preference did not wholly dictate perceptions of helpfulness, nor did perceptions of helpfulness dictate preference for condition. This finding was supported by An's responses to the same questions. Although she stated that she preferred the Video AO + Video condition, she stated clearly that she did not feel that the video AOs were helpful for improving listening performance. Regarding the retention of cultural information, she felt that the video AOs were helpful in highlighting general cultural information, but not in highlighting specific cultural information from the video. In contrast, interviewee Justin preferred watching the curriculum video without the video AO, but found them helpful in all three aspects: improvement of listening

performance, retention of general cultural information, and retention of specific cultural information. Perhaps a stated preference for the Video Only condition signaled a desire for a reformatting of the Video AO + Video condition as described above in the theme of possible improvements, not for the elimination of the video AOs all together. The differentiation expressed by these interviewees represented a general trend among the whole of interview responses that the relationship between participant perceptions and their preferences for either condition was complex, requiring consideration of the answers of each interviewee in the context of the whole of their interview.

Consideration of both the Participant Perceptions Questionnaire responses and the interview discussions in conjunction with the quantitative findings from questions 1 and 2 revealed an intricate participant response to the use of video AOs to introduce the curriculum videos for FREN 102 students. Through an analysis of these findings, it seemed as if participant preferences often did not dictate perceptions of helpfulness and difficulty or vice versa. The lack of significant findings for the first two questions, considered with the perceptions and preferences indicated by the findings from questions 3 and 4, suggested that the effects of the video AOs on listening performance and the retention of cultural information, while not detectable in significance testing, were present in many participants' perceptions. This presence indicated that further review of the treatment effects, perhaps with reflection on different settings, could be valuable to broaden understanding of how video AOs function in the beginning FL college classroom.

CHAPTER V: DISCUSSION AND CONCLUSION

This chapter will provide further review and analysis of the results presented in the previous chapter, focusing on how these results compare and contrast with the literature reviewed in Chapter II. After a discussion of the limitations for the current study, the findings from the study will be reviewed, followed by a discussion of the significance of these findings.

Limitations

Given the unique nature of classroom research, limitations are often found in studies conducted in this type of environment. Due to the fact that students must be assigned to course sections by the University's registrar system, random assignment of subjects was not possible, meaning that it was feasible that group differences might have existed on a given treatment day. However, as discussed above in the *Participants* section, no significant differences were found between groups for university classification, gender, or years of French study. In addition, while the treatment was administered solely by the researcher in order to eliminate instructor effects, this type of confounding could have been present given the inherent differences between instructors in teaching styles as they conducted their classes throughout each week. It was hoped, however, that the within-subjects research design aided in controlling for differences between groups of students and teacher effects, as each group participated in each condition an equal number of times.

In addition, although this within-subjects study design controlled for subject variability, limitations such as practice effects and differential carryover effects could still have affected results. Due to the counterbalanced study design, possible confounding by

practice effects was minimized, given that each student participated in each condition

(Video AO + Video or Video Only) an equal number of times, and the condition in which

they participated alternated each week. Differential carryover effects, or the possibility

that any subsequent treatment conditions were affected by the treatments that preceded

them, was dealt with by allowing adequate time intervals between student participation in

either condition. In this case, the study design specifying once-weekly testing created

such an interval, thus lessening the possibility that a student's participation in either the

Video AO + Video or Video Only condition would have affected their performance in the

opposite condition the following week.

Because the study was conducted during regular classroom activities, and study

activities were designed to fully integrate with these activities, it is also necessary to

consider time restraints when discussing the limitations of the study. The study was

conducted within the bounds of classroom activity, thus the length of time that could be

devoted to the treatments varied slightly each week, depending on the length of time

taken by other classroom proceedings. Because each class was conducted for 50 minutes

and students were required to complete regular classroom activities that could take up to

35 to 40 minutes, the time during which the students could participate in the study was

often 10 to 15 minutes, which could have been too little time to effectively listen to and

process two videos and answer questions on each video. This possibility was supported

by the responses of some students on the Questionnaire and in the interviews, when they

discussed the need for more time to develop ideas as well as their feeling of cognitive

overload. Because the instrument measuring listening comprehension and cultural

knowledge retention was given at the end of this time period, students could have felt

rushed while taking the test, which could have affected their answers and the study results. The available classroom time, because of the integration of study activities with regular classroom activities, could have been a limitation in the study.

Additionally, this study investigated the effects of one type of video AOs on listening performance and cultural learning as exhibited through one curriculum. Consequently, further research will be needed to determine whether any effects found during this investigation would be similar if different types of video AOs or curriculum videos were used. For example, video AOs taken exclusively from contemporary francophone film or commercials could produce different results. Likewise, using video AOs to enhance other types of performance, such as reading or writing, or to enhance listening performance as related to other types of curricular videos, should also be investigated in order to suggest possible similarities in the effects of video AOs on different types of FL skill performance.

It must also be mentioned that, because the current study's design sought to focus solely on the effects of the video AOs on immediate listening performance and cultural retention, no posttests were conducted. Although a cognitive learning framework should take into account both short- and long-term learning, most types of AOs are designed to support other teaching strategies that together could promote long-term learning. Certainly, given the possibilities of AOs for improving ideational scaffolding, they could play an important role in long-term learning, however that possibility was not investigated in this study. Further research into how video AOs could relate to and work with other teaching strategies to enhance long-term learning at different levels of FL instruction is needed.

Finally, this study investigated the effects of video AOs on the listening performance and cultural learning of students studying French at a certain proficiency level. It has been suggested that the effectiveness of AOs is related to proficiency level, and those students at intermediate or advanced levels of proficiency may benefit more from different types of AOs than those students who are beginning to study a language (Lee, 1986; Muller, 1980; Omaggio, 1977, 1979; Phillips, 1991). Therefore, it is essential that other studies be conducted that investigate the use and effects of AOs on different levels of student proficiency. Additionally, further research is also needed to determine any similarities in the use and effects of video AOs in teaching other languages, including non-romance languages or languages that do not have wide ranges of video resources.

<div align="center">Analysis of Results</div>

Research questions 1 & 2

> *(1) What is the effect of the video AOs on overall listening performance for the curriculum video series for FREN 102 students?*
>
> *(2) What is the effect of the video AOs on retention of cultural information from the curriculum video series for FREN 102 students?*

As emphasized by the literature, although FL video provides a varied and rich source of linguistic and cultural input, few empirical studies exist on how best to introduce it in the classroom. It is important to determine what strategies of integrating videos into the FL classroom can best help students. The current study contributed to the construction of a knowledge base concerning how to improve students' comprehension of this authentic multimedia resource. This study sought to identify how viewing a video

AO could affect the listening performance and retention of cultural information for viewing curriculum videos in the FREN 102 curriculum. The first two research questions provided a quantitative analysis of the effect of the video AOs on listening performance and retention of cultural information, respectively. Although the analyses for these research questions did not yield statistically significant results, they did, however, imply important information regarding the use of videos in the FL classroom. For both research questions, a difference between means for each condition was found, thus it is important to further examine possible contributing factors behind this lack of significance. For students, the video AOs did not significantly improve either listening performance or retention of cultural information from the curriculum videos according to the quantitative results from questions 1 and 2. However, it must be noted that there was no indication that the video AOs significantly negatively affected participants' scores in listening performance or in the retention of cultural information.

Although no statistically significant improvement in listening performance or retention of cultural information was found using the video AOs, these results indicated that cognitive overload, as defined by Just and Carpenter (1992) and Mayer and Sims (1994), could possibly have been an issue in the use of video AOs in conjunction with a curriculum video in the FREN 102 curriculum. This possibility was supported by student perceptions, discussed further below. The non-significant findings were perhaps also linked to limitations of the research design. For example, because the video AOs had to be integrated with certain curriculum activities, including a weekly quiz, during a 50-minute class period, perhaps the time constraints present in such a situation did not allow for the full realization of the beneficial effects of viewing the video AOs. It is possible

that viewing the video AOs and the curriculum videos, along with deeper review of the

questions that accompanied each type of video, would be more effective if encountered in

a classroom environment without the time limitations of the current study. If cognitive

overload was a factor in the inconclusive results for the first two research questions,

viewing the guiding questions and video AOs before the curriculum video, perhaps on a

different day from the weekly quiz, could be beneficial for students in establishing

ideational scaffolding for the curriculum video. Although an expanded timeframe was

not feasible for the current study, it is essential to note that the issues of time and

cognitive overload are important factors in considering the results from questions 1 and 2.

Another difference that might exist between the current study and the

implementation of the treatment in a different FL classroom must also be noted. Students

were not held accountable for the content of the video AOs in their overall course grade.

Contradictory to a focus on the effects of pedagogical techniques on long-term learning,

the materials introduced in the classroom by the video AOs were supplementary and

supportive of the specific material that was reviewed and tested in coursework, but were

not specifically tested. In other words, perhaps students felt less motivation to engage

with the video AOs if they considered them supplementary materials, not directly

impacting their course grade. This supplementary aspect is an essential point, because

implementation in a different research study environment could allow for the exploration

of other strategies of review and testing of the concepts in both the video AOs and the

curriculum videos.

Finally, item difficulty and reliability for the listening performance tests could be

factors in the lack of significant findings for questions 1 and 2. As mentioned above,

item difficulties for the immediate tests varied. Because the relatively low Cronbach's alpha scores for some of the items can introduce error into the statistical tests, the statistical power of the *t* tests could have been affected by these measurement errors. Due to the fact that the measurement errors could have affected the strength of the relationships between variables as determined by the *t* tests, causing a less significant finding than what could actually exist, future research should encompass a revision of the listening performance and cultural retention questions such that the variation between item difficulties is diminished and increased reliability is established.

This variation between item difficulties could be due to the fact that tests from two different types of studies, listening performance and retention of cultural information, were used together for the current study. Although these two skills are fundamentally associated when viewing authentic videotexts, combining these two tests and modifying some items to be in a multiple-choice format could have created a higher variation of item difficulty. This method of constructing immediate quizzes was chosen due to the use of each type of test in previous studies with the hope of establishing greater reliability and validity for the immediate tests. Despite the previous use of these tests, perhaps combining them increased item variability, and decreased the constructs of reliability and validity. Although those curriculum video items answered correctly by 90% or more of participants fell into both the listening performance and cultural information categories, the mixture of the two types of questions could have affected the difficulties of the items such that some of the variability was related to this factor of the study design. This assessment issue might be avoided in future studies by including only one type of item and testing each skill separately. Although both types of questions were

used effectively in previous studies, the variability noted in the current study suggests that further piloting and revision of items, if used together in this format, is needed for future studies.

To summarize, the analyses of research questions 1 and 2 indicated that, while no significant differences were found between mean scores for the Video AO + Video condition and the Video Only condition (for listening performance and retention of cultural information), the use of video AOs did not adversely affect learners' listening performance or retention of cultural information for the curriculum videos. Despite the fact that neither question yielded significant results, it must be noted that the treatment was not significantly detrimental to participants' listening performance or retention of cultural information. It appears as if thematically related video clips of an appropriate length and difficulty could indeed be incorporated into a beginning FL classroom in a manner that does not overextend the learner's ability to process FL videotexts. This inclusion would indicate that minor changes in the implementation of such a video program could lead to more beneficial results for both of the constructs examined in the current study. Results from the Participant Perceptions Questionnaire and interviews also supported this conclusion in demonstrating the evident complexity of participant perceptions regarding the integration of video AOs along with guiding questions in the FL classroom.

Research questions 3 & 4

> *(3) What are students' perceptions and preferences regarding the use of a video AO on their overall listening performance?*

> *(4) What are students' perceptions and preferences regarding the use of a video*

AO on their retention of cultural information?

Overall, student responses for the Participant Perceptions Questionnaire and interviews indicated an interesting relationship between student preferences and perceptions of the implementation of the video AOs in the classroom. As noted above, most of the participants (93.7%) found the television clips interesting to watch, and a similar majority (91.6%) felt that they presented a modern perspective on life in France. This is an important point, as it supported Shmarak and Dostal's (1965) and Gottschalk's (1965) hypotheses regarding increased interest as a result of the implementation of video in the FL classroom. Exploring this theme further, it also supported other studies indicating that the introduction of technologically advanced visual and audio material was a key factor in increased motivation and interest, which could then lead to greater listening performance (Altman, 1988; Baltova, 1994; Herron, 1995; Herron, 1999; Herron & Hanley, 1992; Joiner, 1990; Meinhof, 1998; Secules, Herron, & Tomasello, 1992; Weyers, 1999). An approach that stimulates interest for language learners responds directly to the pragmatic needs of the language learner in the real world, creating a classroom environment where the language learner is not passively listening but encouraged to actively process input and integrate it into their existing cognitive structures. For Shrum and Glisan (2005), student interest is a key factor for listening performance. When paired with background knowledge and short-term memory, learner interest in an authentic text is a determining factor in comprehension and interpretation. Similarly, in the current study, a significant positive correlation was found between question 2, "The French television clips raised my interest in the *French in Action* videos" and question 10, "It was helpful to watch the French television clips before

seeing the *French in Action* video for the first time," indicating a positive relationship

between the interest level of participants and their perceptions of helpfulness. This

finding suggested that participant interest was directly related to thoughts on the efficacy

of the video AOs; as participant interest increased, so also did participants' opinions that

the video AOs were a helpful resource. Open-ended participant responses from the

Questionnaire and the interviews also proposed a strong link between participant interest

and the helpfulness of the video AOs in increasing listening performance for the

curriculum videos. For example, the link between interest and the intake of new

information was clearly made in one participant's statement that "the television clips

were very interesting and hearing new people speak the language was helpful." The

relationship between participant interest and perceptions of helpfulness supported

hypotheses that increased motivation and interest could lead to increased listening

performance, perhaps by aiding in the creation of meaningful associations between new

and prior knowledge.

The issue of student interest was also important when considering how the

retention of cultural information was affected by viewing the video AOs before the

curriculum videos. Significant positive correlations indicated a positive relationship

between participants' perceptions of how the video AOs aided in increasing listening

performance and how they aided the retention of cultural information. Those students

who found the video AOs helpful in increasing listening performance from the

curriculum video also tended to find them helpful in retaining cultural information from

the curriculum video. Chavez (2002) emphasized the fact that student perceptions of

cultural learning are a basic factor in the incorporation of cultural lessons. As Bateman

(2002) described, cultural learning must be a dynamic process, whereby FL learners are encouraged to actively process and integrate new information into existing cognitive structures. As such, it is important to determine how to use videos, which have been shown to be effective in cultural pedagogy to increase student interest and motivation in discovering and processing information about the target language and culture (Wildner-Basset, 1990). Student responses to questions in both the Questionnaire and the interviews indicated that interest was a key factor in the retention of cultural information. Significant positive correlations between items 2 and 7 supported this finding, indicating that as participants' interest in the video AOs increased, so did their perceptions of the efficacy of the treatment for the retention of cultural information. Preference also played a role in student interest; those who preferred the Video AO + Video condition also tended to find the video AOs helpful in retaining cultural information from the curriculum video. As Justin mentioned in his interview, "The culture side is, I think, what a lot of people really want…we want to speak the language, but we don't want to feel misplaced in the…cultural environment when we get there." Even students who preferred the Video Only condition felt that the video AOs increased general cultural interest, as was evidenced in John's comment that "I guess it's cool to see some stuff that's, like, more current, like, that's going on in France." For many students, the integration of the video AOs introduced a modern cultural perspective that increased their interest in the cultural information for both the video AOs and the curriculum videos. These results suggested that the video AOs sparked student interest in the target culture, which, according to Chavez (2002), is a key factor in integrating cultural lessons. From these results, one could also conclude that increased interest for the participants could

lead to more effective organization and assimilation of new cultural information, given possible increased motivation to integrate familiar and new material.

Related to the interest and motivation of the participants was their perception of the difficulty of the video AOs as they were incorporated into the coursework. Swaffar, Arens, and Byrnes (1991) emphasized that the difficulty of an authentic text is only one of many factors, including the structural elements of the text, that are influential in determining listening performance. Herron and Seay (1991) supported this finding, stating that the increased complexity of authentic materials can lead to the use of a variety of listening strategies. Given these findings, it follows that student perceptions of difficulty may also be an important factor in determining how best to utilize authentic materials. Although participants found the video AOs used in the current study to be quite difficult, this perceived difficulty did not necessarily lead to perceptions of unhelpfulness. The majority (87.5%) of the participants found the television clips difficult to understand, however it must be noted that most students did not find it too difficult to watch both videos in one day. Further exploration of participant perceptions regarding the difficulty of watching the videos together showed that preference for one condition over the other did not necessarily dictate perceptions of difficulty. For example, among those students who preferred the Video Only condition, the majority (59.1%) did not find it too difficult to watch both videos in one day. Those who preferred the Video AO + Video condition tended to feel that the video AOs were helpful in increasing listening performance and in the retention of cultural information. These quantitative results suggested a complex relationship between preference and perceptions of difficulty that was further illuminated by open-ended participant responses in the

Questionnaire and the interviews. Many students felt that the increased difficulty of the

authentic material was a beneficial resource, as it provided input from native speakers

regarding current events, a viewpoint which supported Herron and Seay's (1991) finding

that authentic materials provided more depth and richness for students when used in a

structured learning environment. Other students emphasized the fact that the increased

difficulty of the video AOs prepared them for the semi-scripted curriculum video.

Because of this increased difficulty, students also found that the guiding questions

were an important addition to the process of viewing the video AOs. By reviewing the

questions before watching the television clips, and then having the questions with

possible responses at their disposal during the viewing, it was easier for students to

establish an ideational context before viewing the videos as well as to focus on important

information while watching them. Pairing the guiding questions with the video AOs

before viewing the curriculum video represented the type of carefully structured

curriculum promoted by Clark (1983) and Lyman-Hager (1994). The findings of the

current study supported the notion that the implementation of complex authentic

materials in the beginning FL classroom can be effective if strong instructional support

tools are also used to guide students in discovering the linguistic and cultural features of

the materials. Using guiding questions paired with possible responses to build contexts

and guide viewing was an important aspect of the present study. The guiding questions

supported the principles of situated cognition and anchored instruction described by the

Cognition and Technology Group at Vanderbilt (1990) that encouraged the deep

processing of new material through hypothesis testing and the relation of new knowledge

to prior knowledge. With the exception of one participant, students found the guiding

questions to be an integral part of their experience viewing the videos; as such, they were important instructional support for watching the authentic materials. Although interview respondents noted the increased difficulty of listening to the video AOs and the difficulty of integrating a variety of cultural information, for most students these issues did not seem to be a major hindrance to either increased listening performance or the retention of cultural information for the curriculum video. The complex relationship between preference and perceptions of the difficulty of the treatment could have contributed to the insignificant results found for the first two research questions.

Responses to the Participant Perceptions Questionnaire and interviews could possibly add further reasons for the fact that no significant difference was found between the Video AO + Video condition and the Video Only condition. As emphasized above, participant preferences for one condition over another did not always dictate perceptions of helpfulness or difficulty for the video AOs. Many of the participants who did not prefer the Video AO + Video condition found the video AOs helpful for listening performance, retention of cultural information, or both. Likewise, there were a small number of participants who preferred the Video AO + Video condition, but who did not feel that the video AOs were helpful (although some, as has been shown, did acknowledge that they were helpful in the prescribed ways, but not in the ways the respondents thought they should be helpful). However, it must be noted that most of these students did not feel that the paired videotexts were too difficult to watch together. These insights into participants' perceptions and preferences suggested that perhaps something more than isolated perceptions of the video AOs or isolated feelings of cognitive overload played a part in the effects of the video AOs on listening performance

or retention of cultural information. Participant responses regarding the interest of the video clips and the richness of linguistic and cultural information in authentic materials, as well as comments about the helpful nature of the video AOs, indicated that the video AOs could represent an effective integration of authentic materials if issues of time and material development were addressed. In this way, the integration of the video AOs could attend to the issues raised by those that felt that the videos were not helpful, or who did not prefer the Video AO + Video condition, as well as include the benefits described by both groups. Further research into the implementation of similar video AOs would be beneficial in determining how to most effectively use this type of technology in the beginning FL college classroom.

Discussion of the perceived difficulty of viewing the video AOs must also include the issue of cognitive overload. As discussed in the *Limitations* section above, integration of the treatment into regular classroom activities meant that the participants reviewed the guiding questions, viewed both videos, and responded to the immediate quizzes within 10 to 15 minutes after having taken a weekly course quiz. Not only did students have a limited amount of time in which to participate in the study activities, but they had also just been tested in a more rigorous fashion. These two factors could have contributed to cognitive overload for study participants. It has been acknowledged that short-term memory plays an important role in the use of AOs; students are using this function to build scaffolding and prepare for the assimilation of new material through the processing of a preliminary text. Just and Carpenter (1992) emphasized that students must have enough capacity in their short-term memory to activate schemas and appropriately process new information. Mayer and Sims (1994) elaborated upon this

statement, saying that multi-modal representations pose the potential problem of requiring more effort for information processing, given their increased complexity in presenting material in different modes. Consideration of these factors raised the issue of cognitive overload for beginning language students watching two FL language videos in a constricted amount of time, especially after having been tested prior to participating in the study each week. Some students, such as John, addressed this issue directly when talking about feeling overwhelmed or having "a lot to focus on" during the process of viewing the videos. Although the majority of student responses indicated that this problem was not readily apparent, these factors could have played a role in their cognitive processing, and decreased the effectiveness of the video AOs with the guiding questions, contributing to the results for questions 1 and 2. This problem was also suggested by participants' discussion of the need for more time and development of the themes in each of the videos. Perhaps if it had been possible to devote more time to exploring and developing the linguistic and cultural themes introduced by the guiding questions and video AOs, this additional instructional support would have lessened the case of cognitive overload. As novice learners, the participants' cognitive processing was perhaps overextended because of the complexity of the paired videotexts and the limited time frame, thus prohibiting the opportunity for meaningful decoding, interpretation, and integration of new material. If students had been asked to preview the guiding questions and view the video AOs with more development of the themes contained therein, followed by viewing and discussion of the curriculum video, there could have been a more effective use of the television clips for increasing listening performance and the retention of cultural information. Such a change in the implementation of the paired

videotexts would not be too great of a departure from a natural progression of classroom activities, and could be incorporated into a future study on video AOs.

According to overall participant opinion, the video AOs were helpful with the retention of cultural information from the curriculum video (70.8%), however, a slight majority (52%) of students felt that the video AOs were not helpful in improving listening performance for the curriculum videos. When considered along with the descriptions of the effects of the video AOs on the listening performance for the curriculum videos given by students in the Questionnaire and interviews, it is possible that the students who felt that the video AOs were not helpful for listening performance were focused on finding explicit grammar or vocabulary lessons from the AOs instead of the ideational scaffolding for which they were intended. It is also feasible that feelings of cognitive overload could be more directly related to listening performance rather than the retention of cultural information, thus leading students to feel that the video AOs were more helpful for the retention of cultural information than for increasing listening performance.

In addition, these responses could indicate that those students who felt that the French television clips were less helpful thought that their performance level called for AOs to be used in a differing manner. In this manner, participant responses corroborated Lee's (1986) finding that, while all students can benefit from advance preparation for a text, varying levels of proficiency call for differing uses of AO materials. Consideration of differing levels of proficiency and how these can affect the use of different structures in the FL classroom was important in the design of the current study. Given that FREN 102 is the second level of a beginning language course, the participants potentially

entered the course with different kinds of previous experience. These differences were indicated in participants' discussions of previous experiences with technology in a FL classroom.

Although the within-subjects study design controlled for differences between classes, and further analyses indicated no statistically significant differences were found between classes for both listening performance and cultural knowledge, it is possible that those students who had been exposed to some French or other types of FL television perceived this particular use of video AOs as less helpful than other introductory strategies. This possibility is supported by the Interlanguage Theory (Selinker, 1974) and the notion that FL learners are in the process of developing a "transitional grammar," or "a grammar in which there are traces of the grammar of both the native language and the target language, but which is autonomous" (Hanzeli, 1975, p. 428). For each learner, this transitional grammar would be unique, and varying effects would be realized from the use of different instructional techniques. It follows that in the current study, a particular language learner's comprehension of video might have benefited in a unique way from the use of a video AO. Although the course was designed for second-level beginners, transitional competence suggests that it is not plausible to create and sustain a class where all students begin at the same point and progress at the same rate. If students are at different points in the development of their transitional competence, those learners who are further in this process may benefit differently or less from the implementation of AOs, as Lee (1986) emphasized. However, even as learners showing different stages of transitional competence can benefit differently from the use of specific teaching techniques, for Hanzeli (1975), it is essential that effective development of transitional

competence include meaningful communicative input that is maximized by visual and extralinguistic cues working in tandem with the linguistic cues present in a text (p. 429). The use of video AOs, with the strong concordance between the visual and auditory elements of the text, could provide such meaningful, relevant communicative input for learners at different stages in their transitional competence, thereby aiding them in their development. While some students indicated that they did not perceive the video AOs as being helpful, the evidence that they were not detrimental suggests that they could be a useful element in the classroom, perhaps with different implementations that address the gamut of transitional competencies that exist in a second-semester beginning FL course. With such changes in implementation, the perceptions of the students might change as they noted a distinguishable difference in their performance.

Analyses of results from all four research questions posed questions for further research. Findings indicated that the video AOs, when implemented in a classroom environment that allows for more time and further development of the linguistic and cultural issues targeted for each lesson, could be effective as AOs in promoting ideational scaffolding, hypothesis testing, and relation of new ideas to familiar concepts. As indicated by student comments, the current format of presentation for the video AOs and curriculum videos was often helpful, but occasionally led to cognitive overload. If the paired videotexts were presented in an alternatively structured lesson plan that allowed for a class period devoted to the viewing and exploration of both videos and their related questions, the feeling of cognitive overload that a small number of students experienced could be alleviated. In addition, this type of presentation could enhance the already beneficial aspects of the use of video AOs identified by participants, such as the

opportunities to view and listen to native speakers and to benefit from the linguistic and cultural richness of authentic materials.

Overall, it is important to establish the general conclusion among the participants that the use of technology in the FL classroom, as with the paired videotexts, can be a valuable asset for students at the beginning level. As some students emphasized, the use of technology must be accompanied by appropriate instructional support, such as guiding questions and AOs. Student discussion of perceptions and preferences indicated that when technology is used in a thoughtful manner, its implementation can bring many benefits to the FL classroom. Among these benefits are increased interest and the opportunity to address different learner needs and preferences, both of which are valuable features for the FL instructor. When technological resources such as digitized television are used in a well-structured environment that encourages hypothesis testing and the integration of new information into existing cognitive structures, it is possible that students could realize increased listening performance and retention of cultural information, both of which can lead to communicative competence in the FL. In this way, participant perceptions from the current study regarding the implementation of the video AOs as well as the use of technology in general can be helpful in determining how best to use similarly technologically advanced materials in the beginning FL classroom.

<div align="center">Significance</div>

Although AOs have long been established as a beneficial instructional practice to promote cognitive processing of new information, it is necessary to continue to build upon this existing foundation of empirical research. This investigation expanded on existing knowledge concerning the ability of AOs to promote effective integration of new

knowledge into learners' existing cognitive structures. As Onwuegbuzie and Johnson (2004) explained, using mixed methodology in research can often highlight complexities and seeming contradictions that can serve as catalysts for further research, whether monomethodological or fully mixed (p. 429). This research furthered our understanding of how video AOs can be integrated into the elementary-level college French classroom. It also explored students' perceptions of this integration.

In the communicative, proficiency-oriented classroom, listening performance and the retention of cultural information play an essential role in overall communicative competence. Instructors need to understand how to most effectively use AOs as well as authentic videotexts to aid learners in developing the requisite skills needed to communicate in the target language and culture. Although various studies have been published examining the effects of textual AOs on reading and listening performance and the effects of video AOs on reading performance, no studies have investigated the effects of video AOs on listening performance and cultural retention in a like medium. This investigation added to the existing body of research by determining the effects of video AOs on the listening performance and retention of cultural information of French curricular videos.

As researchers and instructors in FL teaching and learning continue to examine how best to harness the increasing power of technology to foster globalization and bring students of a FL closer to the target language and culture, it becomes ever more necessary to establish a strong empirical research base between instructional practices and the resources that are constantly being developed to complement them. As Garrett (1991) stated, although video has become a standard resource in many FL classrooms, little

research has been done concerning how to most effectively integrate target language videos into the curriculum. This study provided important information regarding the integration of culturally relevant and current satellite television videos into a beginning FL curriculum in lieu of abandoning authentic television material or of using it in a way that is not effectively integrated into the curriculum.

Accordingly, this investigation added to this growing research base as well as suggested possible future research regarding the use of videos to enhance listening performance and transmit culture. By providing students with linguistically and culturally rich authentic material through mediums with which they are familiar, instructors can continually infuse their classrooms with the benefits inherent in the study of FL's in an increasingly global society.

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APPENDIX A

Background Questionnaire

Background Questionnaire

All information collected in this questionnaire will be kept confidential.

Following are a number of questions about you and your experience with learning

French. We would like you to indicate your response to each item either by filling in the

blank provided or by circling the alternative below it which best fits your experience.

In order to maintain anonymity, please help us come up with a unique identifier. The

first two lines to complete below request information that we will use to code your

questionnaire in order to maintain your confidentiality.

Sample Code

Month and day of birth: mm/dd ___/___

Home address zip code: ___ ___ ___ ___ ___

Please fill in this information on the following page before starting the questionnaire. On

this document and on all future documents related to this study, you will be identified

only by this unique code. Thank you for your time.

Code
Month and day of birth: mm/dd ___/___

Home address zip code: ___ ___ ___ ___ ___

Background Questionnaire

(1) French Instructor: _____

(2) Age: _____

(3) Nationality: _____

(4) Gender (please circle one):   Female   Male

(5) Year in College (please circle one):   Freshman   Sophomore

          Junior   Senior

          Graduate School

(6) Major field(s) of study: _____

(7) Minor field(s) of study: _____

(8) What is your first language? _____

(9) Is this French course an elective or a university requirement?

          _____ elective   _____ requirement

(10) Have you ever studied French before this class?   _____ yes   _____ no

(11) If yes, please indicate how long, what year, and at what level:

	Number of years	When studied	Course Name
Junior High/Middle School			
High School			
College/University			
In France/French-speaking country			

(12) Have you ever spent time or lived in a French-speaking country?

_____ yes   _____ no

Country(ies): _____

Length of stay: _____

(13) If you have studied a foreign language other than French, please indicate the

language and the number of years studied below:

Language: _____   Number of years studied: _____

Language: _____   Number of years studied: _____

Language: _____   Number of years studied: _____

APPENDIX B

Pretest for Listening Performance Skills

French Listening Skills Test

INSTRUCTIONS FOR THE FRENCH LISTENING ACTIVITY
During the next few minutes, you will be asked to watch to a French story entitled *La Marée et Ses Secrets*. (Christopher Russell and Jane Cotave, BBC Enterprises Limited Production, 1986. This French drama series is available from Films Incorporated Video, 5447 N. Ravenswood Avenue, Chicago, IL, 60640-1199).

Watch and listen carefully because you will be asked to respond to 10 questions based on the content of the portion of the video that you view. Do not be surprised if you do not understand everything you see and hear. You will have one opportunity to view the segment. After viewing the video, the test administrator will give you some time to respond to the questions **in English**.

Please turn the page and read the additional instructions at the top of the page. When you are finished reading the instructions, **take the time to read through each of the questions that you will be asked to respond to after viewing the video**. When you are finished reading both the additional instructions and the questions, please let the test administrator know that you are ready to begin viewing the video by raising your hand. The test administrator will then collect this sheet until after viewing the video. **The entire class will begin the test at the same time.** After viewing the video, the test administrator will redistribute the test; please do not forget to fill in your confidential identification number at the top of the page. We encourage you to guess if you are not certain; you will not be penalized for guessing.

Month and day of birth: mm/dd ___/___
Home address zip code: ___ ____ ____ ____ ____

French Listening Skills Test

Following are a number of questions based on the portion of the video that you are about to view. You will have the opportunity to view the video once. Do not attempt to answer the questions during the viewing; just try to understand what you are watching. After viewing the video, the test administrator will redistribute the tests. **Please fill in your confidential identification number at the top of the page and answer questions in English.** Remember that you will not be penalized for guessing.

(1) Where did the train come from?

(2) How does one get to the bus that will go to Cancale?

(3) What did the blond woman say she is giving to Robert?

(4) How will the blond woman get to Cancale?

(5) Why is the young man in a hurry to arrive at Cancale?

(6) The young man is calling someone, what is their relationship?

(7) What is the young man's name?

(8) What is the name of the person the young man and woman are going to visit?

(9) How long will it take to get to Cancale?

(10-11) What two things will be served at lunch?
        a.   b.

Scoring Rubric for French Listening Skills Test

(1)   One Point: Paris

(2)   One Point: Take a left at the exit; take a left

            Zero Points: Go to the exit

(3)   One Point: A little gift; a gift

(4)   One Point: The bus

            Zero Points: The car; a car

(5)   One Point: He is hungry; it is lunchtime; he wants to see his cousin

(6)   One Point: It is his cousin.

(7)   One Point: Yves; Eves

(8)   One Point: Anne, Ann

(9)   One Point: Half an hour, 30 minutes

            Zero Points: Not long

(10-11) One Point: Roast chicken; chicken
           One Point: Oysters

APPENDIX C

Pretest for Cultural Knowledge

Month and day of birth: mm/dd ___/___
Home address zip code: ___ ____ ____ ____ ____
Have you had French 101 at Emory? Y / N

As we begin a new semester, we would like to find out what you remember from your previous study of French and what you know about France in general. Below you will find some general information questions. **Please circle the correct response**.

(1) After school, French children spend time
    (a) participating in clubs
    (b) playing sports
    (c) doing homework
    (d) surfing the internet on personal computers

(2) To use a telephone in a French café, you would need
    (a) a special code
    (b) café tokens
    (c) a special card
    (d) coins

(3) The curriculum of French schools is determined by
    (a) the French government
    (b) local school districts
    (c) parents
    (d) teachers

(4) If you drop by a friend's house in France around dinner time, your friend would offer you:
    (a) a digestif
    (b) a beer
    (c) an aperitif
    (d) chips and dip

(5) Matisse is considered to be a great
    (a) writer
    (b) sculptor
    (c) musician
    (d) painter

(6) The French baccalaureat is

(a) a ceremony
(b) a test
(c) a scholarship
(d) an academic gown

(7) A French lycée is the equivalent of an American
(a) high school
(b) middle school
(c) grade school
(d) university

(8) An American author who frequented Paris was
(a) William Faulkner
(b) Ernest Hemingway
(c) Herman Melville
(d) Stephen Crane

(9) Les Deux Magots, Le Procope, and Le Flore are names of
(a) large department stores
(b) market districts
(c) restaurants
(d) metro stops

(10) Before leaving a French restaurant, it is customary
(a) not to leave a tip as it is included in the bill
(b) to leave a 15% tip
(c) to leave a 20% tip
(d) not to tip

(11) A glass of Beaujolais is
(a) a glass of white wine
(b) a glass of red wine
(c) a glass of rose wine
(d) a glass of dessert wine

(12) The *Victory of Samothrace* can be seen
(a) under the Arc de Triomphe
(b) in the center of the Place de la Concorde
(c) on the banks of the Seine
(d) in the Louvre

(13) In Paris a tourist would visit Beaubourg to see
(a) modern sculptures
(b) renaissance sculptures
(c) medieval sculptures
(d) ancient sculptures

(14) To view the original Mona Lisa, one must go to
    (a) Rome
    (b) Florence
    (c) Paris
    (d) Lyon

(15) When French men and women meet for the first time they generally
    (a) smile and nod
    (b) avoid eye contact
    (c) wave
    (d) shake hands

(16) La Closerie des Lilas is a famous
    (a) culinary school
    (b) flower market
    (c) literary café
    (d) haute couture boutique

(17) An elegant dinner party in a French home would start at
    (a) 6:00 p.m.
    (b) 7:00 p.m.
    (c) 8:00 p.m.
    (d) 10:00 p.m.

(18) The French eat cheese
    (a) as an hors-d'oeuvre
    (b) before dessert
    (c) on salad
    (d) with the main dish

(19) To accompany cheese, the French like to drink
    (a) mineral water
    (b) champagne
    (c) coffee
    (d) wine

(20) One of the famous tourist attractions of Lyon is
    (a) its restaurants
    (b) its fashion boutiques
    (c) its porcelain
    (d) its perfume

(21) Upon finishing the meal, dinner guests are often invited into the salon to
    (a) play billiards
    (b) drink coffee

      (c) watch TV

      (d) drink tea

(22) La Dordogne is

      (a) a French mountain

      (b) a French region

      (c) a French lake

      (d) a French coastline

(23) For breakfast, a French hotel would *not* offer

      (a) tea

      (b) coffee

      (c) hot chocolate

      (d) milk

(24) The French visit the boulangerie every day to buy

      (a) breads

      (b) groceries

      (c) wine

      (d) cheese

(25) What meat do the French like to eat that Americans usually do *not* ?

      (a) turkey

      (b) venison

      (c) rabbit

      (d) turtle

(26) French people prefer to eat their meat

      (a) more well-cooked than Americans

      (b) less well-cooked than Americans

      (c) raw

      (d) cold

(27) In French hotels, room service is popular for ordering

      (a) snacks

      (b) dinner

      (c) lunch

      (d) breakfast

(28) An activity French people do *not* usually do on Sundays is

      (a) go to church

      (b) eat in restaurants

      (c) visit bakeshops

      (d) shop

(29) France produces an extraordinary variety of

    (a) oysters
    (b) cheese
    (c) coffee
    (d) chocolate

(30) Before boarding a train in France, the traveler must
    (a) check luggage
    (b) pass through a metal detector
    (c) validate the ticket
    (d) get rid of food

(31) When visiting Versailles, a major attraction is *not*
    (a) the fountains
    (b) the galleries
    (c) a park
    (d) a zoo

(32) While traveling in France if a tourist needs to buy medication, (s)he should find
    (a) a building with a yellow cross
    (b) a building with a white cross
    (c) a building with a red cross
    (d) a building with a green cross

(33) The main door of Chartres is decorated with
    (a) medieval ceramic tiles
    (b) medieval sculptures
    (c) medieval jewels
    (d) medieval illustrations

(34) In France, the SNCF directs
    (a) planes
    (b) the subway
    (c) automobile traffic
    (d) trains

(35) Saint-Germain-des-Près in Paris is
    (a) the financial district
    (b) a suburb of Paris
    (c) a district bordering on the Latin Quarter
    (d) an industrial district

(36) A city which is *not* south of Paris is
    (a) Rouen
    (b) Chartres
    (c) Provins
    (d) Fontainebleau

(37) To rent a car in France, an American must
    (a) know how to drive a manual transmission
    (b) have an international driver's license
    (c) have a VISA card
    (d) have a driver's license

(38) Nuits-Saint George, Alexe-Corton, and Gevry Chambertin are the names of
    (a) rivers
    (b) villages
    (c) large cities
    (d) seaside resorts

(39) In France hitchhiking
    (a) is the fastest way to travel
    (b) illegal
    (c) never happens
    (d) is frequently done

(40) A famous nighttime tourist attraction for Americans visiting Paris is
    (a) a night taxi tour route to famous clubs and bars
    (b) a visit to the illuminated sculpture gardens of the Louvre
    (c) a boat ride along the Seine river to view illuminated monuments
    (d) a night tour of the lights in the Jardin du Luxembourg

Scoring Rubric for Pretest for Cultural Knowledge

(1) After school, French children spend time
    (c) doing homework

(2) To use a telephone in a French café, you would need
    (b) café tokens

(3) The curriculum of French schools is determined by
    (a) the French government

(4) If you drop by a friend's house in France around dinner time, your friend would
    offer you:
    (c) an aperitif

(5) Matisse is considered to be a great
    (d) painter

(6) The French baccalaureat is
    (b) a test

(7) A French lycée is the equivalent of an American
    (a) high school

(8) An American author who frequented Paris was
    (b) Ernest Hemingway

(9) Les Deux Magots, Le Procope, and Le Flore are names of
    (c) restaurants

(10) Before leaving a French restaurant, it is customary
    (a) not to leave a tip as it is included in the bill

(11) A glass of Beaujolais is
    (b) a glass of red wine

(12) The *Victory of Samothrace* can be seen
    (d) in the Louvre

(13) In Paris a tourist would visit Beaubourg to see
    (a) modern sculptures

(14) To view the original Mona Lisa, one must go to
    (c) Paris

(15) When French men and women meet for the first time they generally
    (d) shake hands

(16) La Closerie des Lilas is a famous
    (c) literary café

(17) An elegant dinner party in a French home would start at
    (c) 8:00 p.m.

(18) The French eat cheese
    (b) before dessert

(19) To accompany cheese, the French like to drink
    (d) wine

(20) One of the famous tourist attractions of Lyon is
    (a) its restaurants

(21) Upon finishing the meal, dinner guests are often invited into the salon to
    (b) drink coffee

(22) La Dordogne is
    (b) a French region

(23) For breakfast, a French hotel would *not* offer
    (d) milk

(24) The French visit the boulangerie every day to buy
    (a) breads

(25) What meat do the French like to eat that Americans usually do *not?*
    (c) rabbit

(26) French people prefer to eat their meat
    (b) less well-cooked than Americans

(27) In French hotels, room service is popular for ordering
    (d) breakfast

(28) An activity French people do *not* usually do on Sundays is
    (d) shop

(29) France produces an extraordinary variety of
    (b) cheese

(30) Before boarding a train in France, the traveler must

(c) validate the ticket

(31) At Versailles, a major attraction is ***not***
    (d) a zoo

(32) While traveling in France if a tourist needs to buy medication, (s)he should find
    (d) a building with a green cross

(33) The main door of Chartres is decorated with
    (b) medieval sculptures

(34) In France, the SNCF directs
    (d) trains

(35) Saint-Germain-des-Près in Paris is
    (c) a district bordering on the Latin Quarter

(36) A city which is ***not*** south of Paris is
    (a) Rouen

(37) To rent a car in France, an American must
    (d) have a driver's license

(38) Nuits-Saint George, Alexe-Corton, and Gevry Chambertin are the names of
    (b) villages

(39) In France hitchhiking
    (d) is frequently done

(40)   A famous nighttime tourist attraction for Americans visiting Paris is
    (c) a boat ride along the Seine river to view illuminated monuments

APPENDIX D

_____

Weekly Immediate *FiA* Test Items

_____

French in Action   Month and day of birth: mm/dd ___/___
Lesson 19   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according the *French in Action* video.

1. Why did Robert choose the café *La Closerie des Lilas*?
    (a) It is close to the Sorbonne, and they can go for a walk afterward on the way
         to Mireille's class.
    (b) His restaurant guide indicated that it was very romantic, so he wanted to take
         Mireille there to impress her.
    (c) His mother suggested that he go there while in Paris.
    **(d) Artists or writers used to go there and he doesn't know many
         cafés in Paris.**

2. Why does Mireille not often frequent the café that Robert has chosen?
    **(a) It is a famous café and rather expensive; being a student, she prefers
         simpler cafés in her neighborhood.**
    (b) She feels that too many tourists frequent the café, so she does not like to dine
         there.
    (c) She thinks that the café is too far away from her house, and some of her
         professors eat there occasionally.
    (d) She has eaten at the café, but prefers the food at a café across the street.

3. To take classes, Mireille attends:
    (a) L'Observatoire
    (b) La Terminale
    (c) L'Institut d'Archéologie
    (d) Le lycée

4. What did Mireille study a lot of in high school?
    (a) Foreign Languages
    (b) Algebra
    (c) Physics
    (d) History

5. What do the French do in a café that Americans **do not**?
    (a) eat outside
    (b) drink liquor before lunch

    (c) call the waiter by the first name

    (d) discuss the daily specials with the waiter

6. What subject did Mireille almost fail in high school?
    (a) Chemistry
    (b) Music
    (c) Math
    (d) Latin

7. What does Mireille prefer? High school or the university? Why?
    (a) High School: she prefers the groups of students that she got to know well there.
    (b) University: she can take courses in Greek and other foreign languages that were not available at her high school.
    (c) High School: she feels that the technology is more current there.
    (d) University: she can choose what she would like to study and she has more free time.

8. In what subject did Mireille do well in high school and why?
    (a) Math: she likes working with numbers.
    (b) Botany: she likes flowers.
    (c) Physical Education: she is very active.
    (d) Business: she thinks it would be useful for the future.

Short Answer. Please answer the questions below in **English**, as completely as possible.

9. What makes the French university easier than the French high school?

    _____

    _____

10. Besides eating and drinking, why would students spend time in a café?

    _____

    _____

Scoring Rubric for Questions 9 and 10:

9.　　One Point:　　they study numerous subjects in high school; in university they can specialize; less classes at the university; students have fewer classes at the university; more free time in high school; less homework at the university; no homework at the university

　　　　Zero Points:　　you can pick the courses you want to take and the courses are not as demanding or difficult in the university

10.　　One Point:　　to talk; to discuss; to discuss or talk with friends; to socialize; to ponder ideas; to think; to meet friends

　　　　Zero Points:　　to study; to meet people; because it is popular

French in Action   Month and day of birth: mm/dd ___/___
Lesson 22   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the *French in Action* video.

(1)   The French product "jambon de pays" is the equivalent of

        (a) baked ham
        (b) boiled ham
        (c) sliced raw beef
        (d) dried and smoked ham

(2)   When dining at the café, the waiter brings the check to Robert when…?

        (a) Never; one pays at the register.
        (b) When serving the drinks.
        (c) He asks for it.
        (d) When he sees that the client is finished.

(3)   How much tip is included in the check for the waiter?

        (a) 5 %
        (b) 15 %
        (c) 60 %
        (d) 30 %

(4)   If you needed to make a phone call in a Paris café, where would you go?

        (a) to the rear of the café
        (b) downstairs by the toilets
        (c) upstairs
        (d) beside the cashier

(5)   Why can't Robert go to dinner at the Courtois' until the day after tomorrow?

        (a) M. Courtois is having some work colleagues over for dinner tonight.
        (b) Mireille hints that she cannot go until tomorrow night.
        (c) M. Courtois is traveling, and Minouche is sick.
        (d) Mme Courtois needs time to inform the housekeeper and prepare for the meal.

(6)   Who is Minouche?

        (a) The Courtois' cat
        (b) The Courtois' maid
        (c) Mme Courtois' pet name for M. Courtois
        (d) The Courtois' bird

(7)   Why couldn't Robert use the first telephone booth on the street?

   (a) The phone booth took a calling card.
   (b) He didn't read the directions.
   (c)   It only took exact change.
   (d) He only has one 10F coin, and it requires two.

(8)   Why didn't the telephone work in the basement of the café?

   (a) Robert needed a token or a jeton.
   (b) Robert had only American coins, which the phone does not accept.
   (c) Robert didn't have the correct change, and the phone takes only exact change.
   (d) One must ask permission of the waiter and the proprietor to go downstairs to use the telephones.

Short Answer. Please answer the questions below in **English**, as completely as possible.

(9)   At lunchtime where will you find Mireille and Marie-Laure?

   _____

   _____

(10)   What indications are there in this *French in Action* video that France has modernized its system of telephoning?

   _____

   _____

Scoring Rubric for Questions 9 and 10:

(9)	One Point:	must indicate "at home **with parents or family**"; with their parents
	Zero Points:	at home; at home eating
(10)	One Point:	calling cards, credit cards, telecards, or phone cards are used; special magnetic card used
	Zero Points:	touch-tone; different coins; public telephones

French in Action   Month and day of birth: mm/dd ___/___
Lesson 23   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the *French in Action* video.

(1)   What is a quality of Concepcion?

    (a) She is a good cook, but not a very nice person.
    (b) She is a excellent cook.
    (c) She is not a very efficient housekeeper.
    (d) M. Courtois thinks she is an average cook, but Mme Courtois is
        impressed by her cooking.

(2)   How are M. et Mme Courtois different?

    (a) They are both rather pessimistic, but M. Courtois prefers eating at home to
        going out.
    (b) He is optimistic and she is pessimistic, but they both love to travel and spend
        time with their cat.
    (c) He is optimistic and loves to travel, while she is pessimistic and prefers
        to stay at home.
    (d) They are both rather optimistic, but Mme Courtois prefers not to work and
        travel.

(3)   In a French apartment building, how would you let someone know you were at
the door?

    (a) You would knock.
    (b) You would ring the doorbell beside the door.
    (c) You would call out their name.
    (d) You would use the door knocker.

(4)   The statue *Vénus de Milo* is missing…

    (a) arms
    (b) a head
    (c) legs
    (d) a foot

(5)   What does Robert keep asking himself concerning Mireille?

    (a) What will she be doing during the day?
    (b) Whether she will be at the Sorbonne, so that he can run into her again.
    (c) Why she always seems to rush off after they meet.
    (d) If she will attend the dinner at the Courtois'.

(6)   Why did Robert leave the metro and walk to the Courtois?

**(a) Because he kept getting lost using the subway, he did not have time to
        take it at this point.**
(b) The next subway station was too far away.
(c) He thinks it will be faster to walk, as the subway is quite crowded.
(d) He doesn't know where to find the correct subway station.

(7)   What does M. Courtois love?

(a) Spending time at home with Mme Courtois, and eating dinners with friends.
(b) Cooking for Mme Courtois.
(c) Traveling and a gourmet lifestyle.
(d) Caring for Minouche and discovering new drinks.

(8)   What does Concepcion have in common with Mme Courtois?

(a) Both women are good cooks.
(b) Both women speak Portuguese.
(c) Both women love cats.
(d) Both women like to travel.

Short Answer. Please answer the questions below in **English**, as completely as possible.

(9)   What are some descriptions of the underground transportation system in Paris?

_____

_____

(10)   Why does Robert put on a coat and tie to dine at the Courtois' home?

_____

_____

Scoring Rubric for Questions 9 and 10:

(9)   One Point: must indicate two 2 advantages: examples: you can go wherever you want: easy; accessible to all of Paris; it's clean; it's safe; less traffic; less pollution

             Zero Points: only one answer; it is safe

(10)   One Point: idea of an invitation, being a guest, or a first time visit; it's the first time he will meet the Courtois; he doesn't know the Courtois; it's proper for an unfamiliar visit; customary or polite when invited for dinner; one always dresses for dinner when invited to someone's home or nice home.

             Zero Points: a formal affair; it's a formal dinner; the thing to do; the proper thing to do; to impress Mireille; dinners are formal; customary in Europe for foreign guests; because dinner is more formal in France; because they are wealthy and serving a nice dinner; because adults in France dress for dinner; proper attire for the evening; he's dressing to eat dinner at their home

French in Action   Month and day of birth: mm/dd ___/___
Lesson 24   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the *French in Action* video.

(1)   For what reason did the Courtois reproach Mireille?

        (a) She did not call them before coming.
        (b) She has not seen or visited them lately.
        (c) She did not invite her parents.
        (d) She arrived after the guest of honor.

(2)   In France, in what order would you eat?

        (a) fish, soup, meat, cheese, salad, dessert
        (b) salad, soup, fish, meat, cheese, dessert
        (c) salad, soup, fish, meat, cheese, dessert
        (d) soup, fish, meat, salad, cheese, dessert

(3)   What is Concepcion's specialty?

        (a) Soup with cheese
        (b) Potato Soup
        (c) Gazpacho
        (d) Bouillabaisse

(4)   Why did Mme Courtois served molded custard for dessert?

        (a) It is M. Courtois' favorite dessert
        (b) She feels that it is perfect when paired with the cheeses that were served.
        (c) She thinks that Robert will like it as much as Mireille.
        (d) It is Mireille's favorite dessert.

(5)   Which places did M. Courtois suggest that Robert visit to taste magnificent
        French cuisine?

        (a) Lyon and Nice
        (b) Dijon and Marseilles
        (c) Lyon and Bourgogne
        (d) Dijon and the Loire Valley

(6)   What is Armagnac?

    (a) champagne
    (b) brandy
    (c) wine
    (d) whiskey

(7)   What reasons did Robert give for saying goodnight to the Courtois?

    (a) It is very late and he is still suffering from jet lag.
    (b) It is late and he would rather not arrive at his hotel after midnight.
    (c) It is late and he would like to call a friend in New York before 6:00 p.m.
    (d) It is late and he is not feeling very well after such a heavy meal.

(8)   After M. Courtois served Mireille, Robert, and Mme Courtois a before-dinner
       drink, what are two subjects that they discussed?

    (a) The traffic in Paris and fast food.
    (b) Robert's transportation experiences in Paris and Mireille's studies.
    (c) International affairs and Robert's family members.
    (d) The restaurant at the Sorbonne and Robert's studies at Yale.

Short Answer. Please answer the questions below in **English**, as completely as possible.

(9)   Besides drinking wine, name 2 differences between a French dinner party and an
       American one (in someone's home).

    _____

    _____

(10)   According to the foods served in this video, what are the correct foods to
       accompany French white and red wines? List one item for white and one for red.

    _____

    _____

Scoring Rubric for Questions 9 and 10:

(9) One Point: 2 of the following: the attire is more formal; you get one course at a time; dinner is later; coffee served in a more casual setting; the order of the food eaten; many different alcoholic beverages; espresso not coffee

Zero Points: only one answer; the preparer doesn't eat with the people served; they drink tea; they drink a lot of hard liquor; you eat hors d'oeuvres after the meal; cheese; they sit down together

(10) One Point: white for fish and red for meat and/or cheese and/or lamb

Zero Points: white for dessert; white for soup; red for ham/beef/red meat

French in Action   Month and day of birth: mm/dd ___/___
Lesson 25   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the *French in Action* video.

(1)   If you ordered a continental breakfast in a French hotel, you would receive…

   (a) croissant and/or bread, jam/butter, coffee or tea
   (b) orange juice, croissant and/or bread, coffee or tea
   (c) fresh fruit, croissant and/or bread, coffee or tea
   (d) 1 egg, croissant and/or bread, jam/butter, coffee or tea

(2)   Why does Robert not hurry to get ready during this morning?

   **(a) He does not have any plans for the day, because he does not have a
          concrete agenda for his visit to France.**
   (b) He knows that he cannot call Mireille until the afternoon, because it would
          not be polite to call on Sunday morning.
   (c) He thinks that he probably will not have a chance to see Mireille walking
          through the Jardin du Luxembourg until that afternoon.
   (d) He knows that he will not be able to order breakfast until 10:00 a.m.

(3)   Why does Robert not buy any of the products at the stores that he passes at first?

   (a) He prefers to eat larger meals and does not want to spoil his lunch.
   (b) He would like to eat some bread and cheese, but does not like the cheeses
          that are offered.
   (c) He would rather find a vendor or restaurant close to the Jardin du
          Luxembourg.
   **(d) He has just eaten breakfast and is not hungry, although they look
          delicious.**

(4)   Camembert is the name of a…

   (a) French croissant
   (b) French brioche
   (c) French cheese
   (d) French sandwich

(5)   What is the problem with the order that is placed by the older woman for her main course?

    (a)   She doesn't like the sauce in which it is cooked.
    (b)   There is no more of the dish that she wants to order.
    (c)   She continues to change her mind between several dishes.
    (d)   She would like the waiter to allow her to taste the dish, but he cannot.

(6)   Why does the older woman then send back her main course?

    (a) It is not the lamb that she ordered, rather it is the pork.
    (b) It has too much mustard in the sauce.
    (c) It is not cooked as she wished.
    (d) It is not cut properly.

(7)   Why does Robert have a difficult conversation when buying a sandwich?

    (a) Robert can't understand how much he has to pay.
    (b) He only has a large bill, and the server has difficulty finding change.
    (c) The restaurant is supposed to take only bills under 50F.
    (d) The server thinks Robert doesn't understand that he is causing difficulty.

(8)   What attracts Robert's attention to the older woman at the restaurant?

    (a) He has seen her speaking with Mireille around the Sorbonne.
    (b) She is not pleased with the service in the restaurant and is very vocal about her thoughts.
    (c) He is worried about the cleanliness of the restaurant because of what she says.
    (d)   He is trying to understand what she is saying, so he will know what is good to order at this restaurant and what not to order.

Short Answer. Please answer the questions below in **English**, as completely as possible.

(9)   What is distinctive about the section of Paris called "Le Marais?"

    _____

    _____

(10)   When planning to buy something in the streets or small shops of Paris, you should always try to have what kind of money in your wallet?

    _____

    _____

Scoring Rubric for Questions 9 and 10:

(9)   One Point: religious places of worship; old Jewish quarter; religious institutions

        Zero Points: small shops; eating district; shopping area; outdoor stores; open air markets; markets; street vendors

(10)   One Point: small bills; coins; small change; change; monnaie

        Zero Points: francs

French in Action   Month and day of birth: mm/dd ___/___
Lesson 26   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the *French in Action* video.

(1)   What did the woman in the pastry shop ask Robert?

        (a) Did he want the pastry filled with chocolate or vanilla?
        (b) Did he want another pastry to go with the one that he ordered?
        (c) Did he want to eat the pastry right away or take it with him?
        (d) Did he want the pastry wrapped or in a bag?

(2)   What did the young blond woman in the restaurant first choose to eat?

        (a) An omelette aux fines herbes
        (b) A cassoulette léger
        (c) An omelette à la Mireille
        (d) The choucroute garnie

(3)   Name two bizarre things about the menu.

        (a) There are many dishes with eggs and many with stewed tomatoes.
        (b) There are many dishes named after Mireille as well as many with duck.
        (c) There are many dishes with duck and many with eggs.
        (d) There are many dishes with Mireille in the name and many that are made
               with eggs.

(4)   After the apéritif, French people may eat…

        (a) chips
        (b) olives
        (c) smoked salmon or oysters
        (d) nuts

(5)   What did the young couple eat for the main dish and how was it cooked?

        (a) A medium rare steak and one well done
        (b) The tuna and a medium rare steak
        (c) Two medium rare steaks
        (d) The tuna and the salmon

(6)   Pont l'Eveque, Cantal, Saint-André, Chavignol are examples of

        (a) desserts
        (b) hors-d'oeuvres
        (c) cheese

(d) vegetables

(7)   Why are some of the dishes on the menu named after Mireille?

    (a) The sister of the chef died from food poisoning and her name was Mireille.
    (b) The daughter of the chef died from food poisoning and her name was Mireille.
    (c) The childhood girlfriend of the chef died from indigestion and her name was Mireille.
    (d) The sister of the chef died from a food allergy to fish, and her name was Mireille.

(8)   What did Jean-Denis want for his hors-d'oeuvre that the restaurant did not have?

    (a) The salmon
    (b) The steak cutlets
    (c) The oysters
    (d) The escargot

Short Answer. Please answer the questions below in **English**, as completely as possible.

(9)   "Un temple" is a religious institution for what group of people?

_____

_____

(10)   Which two non-alcoholic beverages do French people typically drink in a restaurant ?

_____

_____

Scoring Rubric for Questions 9 and 10:

(9)   One Point: Protestant; Lutheran

         Zero Points: Christians; Jews; Muslims

(10)   One Point: water and coffee

         Zero Points: anything else

French in Action   Month and day of birth: mm/dd ___/___
Lesson 27   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the *French in Action* video.

(1)   Why does Robert call Mireille?

       (a) He wants to go sightseeing with her.
       (b) They decided he would call.
       (c) He wants to take her out to dinner that night.
       (d) He wants to know when she would be free to walk in the park again.

(2)   When traveling by subway, Parisians can use information boards that light up to
       indicate:

       (a) routes
       (b) location of ticket booths
       (c) express or local trains
       (d) timetables

(3)   The architecture of Versailles is:

       (a) gothic
       (b) modern
       (c) classical
       (d) postmodern

(4)   Why does Mireille tell Robert he cannot get lost in the metro?

       (a) There is a detailed map.
       (b) It's direct and his stops are on the same line.
       (c) The stops are clearly marked, especially for the major train stations.
       (d) The metro employees can help direct him.

(5)   What does the number 2 mean on the train?

       (a) The speed level of the train.
       (b) The number of the car that they are riding on.
       (c) It is second class.
       (d) The size of the train.

(6)   What does Mireille say to Robert that indicates she feels like he is a friend?

       (a) He can use the familiar form (tu) and not "vous".
       (b) She talks about her sister and the rest of her family.
       (c) She offers to take him sightseeing soon.

(d) She talks about their dinner at the Courtois'.

(7)   Why doesn't Mireille want to travel by motorcycle?

(a) She doesn't want to buy a helmet.
(b) It is not comfortable when two people are riding.
(c) The ride is too long to be comfortable or safe.
(d) It is dangerous and she does not have a helmet.

(8)   Where does Mireille have to go?
(a) She has to go to an art museum in Chartres.
(b) She has to go to the cathedral in Chartres for a class.
(c) She has to go interview an artist in Chartres.
(d) She has to go to Chartres to visit a friend.

Short Answer. Please answer the questions below in **English**, as completely as possible.

(9)   What is the TGV?

_____

_____

(10)   When you buy a train ticket in France, besides your destination what information
          is important to tell the cashier?

_____

_____

Scoring Rubric for Questions 9 and 10:

(9)   One Point: rapid train; fast train; high speed train

             Zero Points: train system; transit system; transportation system

(10)   One Point: which class; how many tickets or how many people will be traveling; one way or round trip; whether you will be returning

             Zero Points: your age; time of departure and return; transfers; routes; citizenship and passport information

French in Action   Month and day of birth: mm/dd ___/___
Lesson 28   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the *French in Action* video.

(1)   If you ordered a "pichet de vin" in France, how much wine would you get?

        (a) a bottle of wine
        (b) a magnum of wine
        (c) one glass
        (d) about two glasses

(2)   Why doesn't Mireille want to take a taxi to the museum?

        (a) She enjoys walking around Chartres and viewing the architecture.
        (b) She thinks that the museum is too close to drive.
        (c) She doesn't want Robert to pay for her.
        (d) She thinks that they should walk so that Robert will know where to go.

(3)   Why was the cyclist who had an accident lucky?

        (a) The accident wasn't serious and he fell in front of a pharmacy.
        (b) He fell in front of a pharmacy and there is usually a doctor inside.
        (c)   Although he thought he was not hurt, he needed the supplies in the
              pharmacy.
        (d) The truck was driving quickly, but he fell on his helmet.

(4)   Why does Mireille decide to go into the cathedral with Robert?

        (a) She wanted to take a moment to show Robert some of the most important
              features of the cathedral.
        **(b) She has several minutes before her appointment, so she decides to go in
              for a moment.**
        (c) She wanted to relax a few moments before going to the museum.
        (d) She likes to look at the lights during that time of day.

(5)   From what you have seen in the video, what does the front door of Chartres
        represent?

        (a) The Garden of Eden
        (b) The Last Supper
        (c) The Last Judgment
        (d) The Crucifixion

(6)   Why does Robert spend time looking in the souvenir shop?

(a) He is curious about what kind of souvenirs to buy from Chartres.
(b) He wants to buy a gift for Mireille.
(c) He is looking for a gift for his mother.
(d) He is looking for a souvenir from the art exposition.

(7)   When does Mireille tell Robert she will meet him?

(a) She says she will meet him after he is done touring the cathedral.
(b) She says she will meet him at 2:00 p.m.
(c) She says she will meet him after the art exhibition.
(d) She says she will meet him in one hour, at 3:00 p.m.

(8)   According to Mireille, how are the trains in France?

(a) The trains service many useful locations, but are sometimes slow.
(b) The trains are older, but very well-kept.
(c) The trains are very punctual—very rarely late.
(d) The trains are very modern and safe.

Short Answer. Please answer the questions below in **English**, as completely as possible.

(9)   Chartres is one of the most famous medieval churches in France. Name at least two characteristics that make it famous.

_____

_____

(10)   Where do French people typically go for a quick meal besides a café? (Be more specific than "restaurant!")

_____

_____

Scoring Rubric for Questions 9 and 10:

(9)   One Point: two of the following: stained glass, windows, flying buttresses, portails, sculpture, statuary

        Zero Points: one of the above; rebuilt after a fire; architecture; age of the structure; history; columns; organ

(10)   One Point: brasserie

        Zero Points: bistro; nice restaurant; anything else

French in Action   Month and day of birth: mm/dd ___/___
Lesson 29   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the *French in Action* video.

(1)   Why isn't Robert in a good mood when he gets on the train?

    (a) The train is too crowded, leaving little room and few seats.
    (b) He feels like the train is too small; there should be bigger compartments.
    (c) He doesn't think that the train will be fast enough.
    (d) He doesn't think that the train is comfortable.

(2)   What kind of car does Mireille want?

    (a) A car with high safety ratings.
    (b) A Citroën.
    (c) A larger car with room for her suitcases.
    (d) A fast car, preferably with a convertible or sunroof.

(3)   On what river do the bateaux-mouches run?

    (a) the Loire
    (b) the Seine
    (c) the Rhône
    (d) the Saône

(4)   Where did Mireille hitchhike?

    (a) To Geneva.
    (b) Around Europe.
    (c) Around central Europe.
    (d) To Spain.

(5)   Why doesn't Mireille want to go on a boat ride with Robert?

    (a) She has been on the boats many times, so she doesn't want to ride again.
    (b) She is not sure she wants to go out with Robert on a romantic date.
    (c) She thinks that the boats do not show the best sites.
    (d) She thinks the boats are only for American tourists.

(6)   A French student is least likely to get around Paris by:

    (a) walking
    (b) subway
    (c) bus
    (d) cab

(7)   Why can't Mireille go out with Robert after they return from Chartres?

  (a) She has to go back to a meeting at school.
  (b) She is going to dinner at a friend's house.
  (c) She is going to have dinner with her family at one of their friends' homes.
  (d) She is going out with a friend to a show on the boulevard Saint-Germain.

(8)   Why does Robert assume that Mireille wants an Alpine?

  (a) He thinks that all girls like sports cars.
  (b) The handsome man to whom she was talking has an Alpine.
  (c) He prefers sports cars.
  (d) He heard her talking about sports cars.

Short Answer. Please answer the questions below in **English**, as completely as possible.

(9)   For what is the boulevard Saint-Germain famous? Name two things.

  _____

  _____

(10)   If you are unfamiliar with the bus routes in Paris, according to this video, where would you find a map?

  _____

  _____

Scoring Rubric for Questions 9 and 10:

(9)   One Point: dining places and the entertainment; restaurants and cafes; cafes and bars; drugstores and restaurants

             Zero Points: restaurants plus one of the following: stores; shops; business district; historical buildings; museums

(10)   One Point: across from the bus stop: at the bus station/stop

             Zero Points: outside the train station; at the train station; at terminal

French in Action   Month and day of birth: mm/dd ___/___
Lesson 30   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the *French in Action* video.

(1)   Where is Provins?

        (a) Near Chartres.
        (b) Southeast of Paris, although close.
        (c) In the south of France.
        (d) Just south of Fontainebleau.

(2)   A car that is not French is

        (a) a Peugeot
        (b) a Citroën
        (c) an Alpine
        (d) a Fiat

(3)   What kind of car does Robert want to rent?

        (a) An inexpensive one.
        (b) A large one.
        (c) A smaller one.
        (d) One made in the United States.

(4)   On the French highway, the French drive

        (a) more slowly than Americans
        (b) rather quickly
        (c) moderately
        (d) on the left side of the road

(5)   Why did Mireille call her uncle?

        (a) She needed to borrow his car.
        (b) She knows that he knows the owner of a car rental garage.
        (c) She needs advice on where to rent a car.
        (d) She needs advice on how to get to Provins.

(6)   Why did Robert get lost in the vineyards of Burgundy?

        (a) He did not take the Avenue du Général Leclerc.
        (b) He followed the autoroute A5.
        (c) He got off at the wrong exit, towards the Porte d'Orléans.
        (d) He followed a car that he thought contained Mireille and the handsome man.

(7)   Why does the owner of the hotel tell Robert to go to the Shell garage to rent a car?

        (a) The owner has a large selection of cars.
        (b) The owner has experience working with tourists or others who don't know the
               area.
        (c) It has a reputation for being the most reputable garage in the area.
        (d) He knows the owner of the garage.

(8)   What does the employee at the Shell garage assure Robert?

        (a) That the trip is not long.
        (b) That the car is perfect for his trip.
        (c) That he can't get lost as the route is well-marked.
        (d) That there are many places to stop along the way to Provins.

Short Answer. Please answer the questions below in **English**, as completely as possible.

(9)   What are several reasons why you would stop at a station-service when driving
        in France? Name two.

        _____

        _____

(10)   Which vineyards are between Paris and Lyon?

        _____

        _____

Scoring Rubric for Questions 9 and 10:

(9)   One Point: any two of the following: to get gas; to use the restroom; to ask for directions; car trouble; use telephone

        Zero Points: only one of above; windows cleaned; something to eat or drink; any mention of food or eating automatically gives the entire answer a zero, no matter what the rest of it was.

(10)   One Point: Burgundy; Vaugeot; St. Georges; Fixin

       Zero Points: anything else

APPENDIX E

Participant Perceptions Questionnaire

Participant Perceptions Questionnaire

All information collected in this questionnaire will be kept confidential.

Following are a number of questions regarding your opinions about the use of technology in learning a foreign language. We would like you to indicate your response to each item by circling the choice below it which best fits your opinions, or with a short answer to the open-ended questions.

In order to maintain anonymity, please help us come up with a unique identifier. The first two lines to complete below request information that we will use to code your questionnaire in order to maintain your confidentiality.

Sample Code

Month and day of birth: mm/dd ___/___

Home address zip code: ___ ___ ___ ___ ___

Please fill in this information on the following page before starting the questionnaire. On this document and on all future documents related to this study, you will be identified only by this unique code. Thank you for your time.

Participant Perceptions Questionnaire

Part I: Please circle the answer that best describes your response to each phrase.

(1) The French television clips were interesting to watch.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree

(2) The French television clips raised my interest in the *French in Action* videos.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree

(3) The French television clips were difficult to understand.

Very Difficult to Understand	Moderately Difficult to Understand	Somewhat Difficult to Understand	Somewhat Easy to Understand	Moderately Easy to Understand	Very Easy to Understand

(4) The French television clips helped me to understand the *French in Action* videos.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree

(5) Adding the French television clips to the *French in Action* videos helped to present a modern perspective on life in France and other French-speaking countries.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree

(6) French television is a helpful resource in a French classroom.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree

(7) The French television clips helped me to retain cultural information in the *French in Action* videos.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree

(8) It was too difficult to listen to both the French television clip and the *French in Action* video on the same day.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree

(9) The questions related to the French television clips were distracting while watching the television clip.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree

(10) It was helpful to watch the French television clips before seeing the *French in Action* video for the first time.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree

(11) It was helpful to have guiding questions to help understand the French television clips.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree

(12) Using different types of technology in the French classroom is motivating to me as a learner.

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree

Part II: Please respond briefly to each of the following questions in the space provided below each one.

(13) Would you have preferred watching the French television clips on a different day than the day you viewed the *French in Action* weekly video for the first time? If so, please indicate which day and explain.

(14) Did you see any thematic or vocabulary connections between the French television clips and the *French in Action* videos? If so, please give examples.

(15) Did you feel that watching the French television clips aided or hindered your understanding of the *French in Action* videos? Please explain.

(16) Did you feel that having guiding questions while watching the French television clip was helpful or unhelpful? Please explain.

(17) Did you feel that watching the French television clip aided or hindered your retention of cultural information in the *French in Action* video? Please explain.

(18) In your experience, what kind of extra support (i.e., guiding questions, previous explanations, comprehension tests, visuals) has been used when presenting television or video in the foreign language classroom?

(19) Do you prefer learning a foreign language when technology is an integral part of the curriculum? Please explain.

(20) How did you prefer watching the *French in Action* videos?

      (a) Watching the *French in Action* videos only

      (b) Watching the *French in Action* videos with the television clip

APPENDIX F

Participant Perceptions Interview Questions

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(1)   Did you prefer watching the *French in Action* video with or without the television clip? Why or why not?

(2)   In what ways do you think the television clip was helpful or not helpful with improving your listening performance for the *French in Action* videos?

(3)   Did you find it helpful to have guiding questions at your disposal while watching the television clip? If so, in what aspects were they helpful? If not, in what aspects were they unhelpful?

(4)   Do you find that the integration of technology is important in the foreign language classroom? If so, what benefits can be gained from the use of technology? If not, what are the disadvantages to using technology in the foreign language classroom?

(5)   Did you find the television clips helpful in highlighting cultural information that you may or may not have known before viewing them?

(6)   In what ways do you think the television clip was helpful or not helpful with improving your cultural learning from the *French in Action* videos?

APPENDIX G

Informed Consent Form (Student Participants)

Informed Consent Form (Student Participants)

Emory University

Department of French and Italian and Division of Educational Studies

Informed Consent Form

Title: The Effects of Using Video Advance Organizers on Listening Performance and the Learning of Culture in the Elementary Foreign Language Classroom

Principal Investigator: Kelly Frances Davidson, doctoral student

Introduction and Purpose:
The purpose of this research project is to investigate the best way to enhance listening performance and cultural learning in French 102 courses. We are interested to know if our teaching approaches help you to improve your listening performance and cultural acquisition. We are also interested in learning about your preferences when it comes to using technology in the foreign language classroom. Because you are French students in an elementary-level French course we would like you to volunteer for participation in our study. The study will last approximately ten weeks and will be integrated into your regular French classroom activities. Below we have outlined the various procedures and benefits along with a set of guidelines concerning your potential participation and the confidential nature of this research study.

Procedures:
In order to help us learn more about the best way to improve listening performance and the learning of culture in a foreign language classroom, we would like to invite you to participate in this project. This project will be put into practice as part of your regular weekly classroom activities. Prior to the beginning of this project, you will be asked to complete a short background questionnaire asking for information related to your educational background and experience in learning foreign languages. The questionnaire will take approximately fifteen minutes to complete. You will also be asked to complete a listening test and a culture test. The background questionnaire will take about 15 minutes to complete. The listening and culture tests will each take approximately 25 minutes to complete. Your course grade will not be affected by your performance on the questionnaire or the listening and culture tests.

Throughout the course of the project you will be asked to complete classroom exercises related to the new material presented. Each exercise will be related to your regular classroom work and will take between 10 and 15 minutes to complete.

Because normal classroom activities call for the viewing of a curriculum video related to *French in Action* and the study calls for the viewing of another, shorter video in addition to this curriculum video, the procedures of the study are related to the manner of viewing both a short video clip and a curriculum video. While you will ultimately be held responsible for the content of the curriculum video later during the next week, your understanding of the shorter video clip or your performance on the listening and culture tests or your scores on the immediate tests will not be accessible to your instructors, nor will they affect your course grade or class standing. However, your best efforts regarding both videos and tests are requested in order to obtain results for this study that will help us to understand how to most effectively use videos in the foreign language classroom.

At the end of the project you will be given the opportunity to share your personal opinion on which type of instructional approaches are best for you when it comes to using technology in the French classroom through a final questionnaire. You will be given approximately fifteen minutes to complete the questionnaire. At any point throughout the project you will be able to ask your instructor for clarification of questions on the classroom activity exercises, the tests, and the questionnaires. Neither your participation in this study nor your performance on the tests or any classroom exercises related to the study will affect your French course grade in any way.

Benefits and Risks:

There are no known risks to your participation in this study. There may be no direct benefits to you from the study. Researchers, however, will learn the best way to improve listening performance and cultural learning for elementary-level French students.

Confidentiality:

Your responses to the background questionnaire, the classroom activities, and the final questionnaire will be confidential and anonymous. If you chose to participate in this study we will ask you to develop a code which will serve as a unique and anonymous identifier in order to assure anonymity. This code will be a combination of your birth month and day and your home zip code. We will ask you to provide us with the same code on all documents related to the study. No names will be used. The use of the code will prevent both the principal investigator and your instructor from knowing your identity.

On campus the Emory University Institutional Review Board (IRB) may review study records to make sure that all research policies are being followed. In the event that the IRB requests such a review, your name will not be linked to your study information.

Voluntary Participation and withdrawal:

Your participation in this study is fully voluntary. You have the right to refuse to be in this study. There will be no penalty if you choose to abstain from participating in this study. You have the right to withdraw from this study at any time. You may skip questions on the questionnaires, tests, and classroom exercises related to this study

without penalty. Please note that only those students who are 18 years of age or older may participate in the study. If you do not meet this requirement, please inform the instructor or the Principal Investigator, and appropriate measures will be taken to ensure your privacy and ability to fully participate in normal classroom activities apart from those associated with the study.

Your course grade WILL NOT be affected if you are not able to or if you choose to not take part in this study, and the anonymous results of your performance on exercises will only be shared with the Principal Investigator. If you are not able to or if you choose to not participate in this study you will not be singled out. We request that you participate in the classroom activities and exercises. If you do not wish to participate in this study we request that you simply do not put an identification number on the classroom exercises, tests and questionnaires. As stated above, the study involves showing a shorter video in addition to the normal classroom video, as well as the completion of listening and culture-oriented questions. If you do not wish to be present in the classroom during the time that the study is being conducted (i.e., during the time that the additional video or the curriculum video is being shown and any questions are being administered), the instructor and Principal Investigator will gladly work with you to devise a plan to ensure that you will be able to fully participate in normal classroom activities while not being in the classroom during the time of the study activities, while also respecting your wishes for privacy and confidentiality.

Contact information:

We appreciate your willingness to participate in this research project and we will be happy to share some of the results with you at the completion of the spring semester if you are interested. Please feel free to contact Kelly Davidson ((770) 500-5692, kfdavid@emory.edu), a doctoral student in the Department of French and Italian and the Division of Educational Studies, or Professor Carol Herron ((404) 727-7944, cherron@emory.edu) if you have any questions about this research project at any point throughout the course of the semester. Emory University's Institutional Review Board oversees the protection of human research participants. If you have any questions concerning your rights as a participant in this study you may contact Dr. James W. Keller, Institutional Review Board (IRB) Chair. Dr. Keller may be reached by phone at 404.712.9699 or by email at jim@radonc.emory.org.

You will be provided with a copy of this consent form to keep. If you are willing to volunteer for this research, please sign below.

_____   _____

Participant   Date

_____   _____

Principal Investigator   Date

APPENDIX H

Weekly Guiding Questions to the Television AO Clip

Current Events Clip   Month and day of birth: mm/dd ___/___
Lesson 19   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the current events clip.

(1)   What new trend is taking place in Switzerland schools?

   **(a) Younger students can follow online courses if their health does not
        permit them to attend school.**

   (b) Online tutoring is becoming more popular among younger children.

   (c) Teachers are being trained more effectively in the use of online learning
        for some students in other regions of the country.

   (d) More parents are electing to school their children at home, including
        participation in group learning sessions online.

(2)   What does Célia use to participate with the other children?

   (a) A webcam for her computer and a microphone for the teacher.

   (b) 2 computers, 3 webcams, and some microphones.

   (c) Her textbooks and an online video of what happened in class that day.

   (d) A computer and specialized software for her grade level.

(3)   How does the instructor feel about the situation?

   (a) Testing is very difficult, but Célia and other of her students particpate well
        making the situation somewhat easier.

   (b) The instructor would prefer that all of her students follow the same
        curriculum at the same school.

   (c) The instructor enjoys learning more about teaching students in other regions

over the internet.

 (d) Célia is included in the classroom activities and environment, and it does not seem troublesome to the teacher.

(4) What conclusion is made about this educational situation?

 (a) The parents prefer Célia's method of instruction, but the teacher feels that she is too isolated.

 (b) Célia does not like to participate and anticipates returning to a normal schedule in three weeks.

 (c) After three weeks, everything seems to work well and she is not isolated from the other students.

 (d) Students like Célia are effectively helping teachers to learn how to work with students from other regions of the country.

Current Events Clip   Month and day of birth: mm/dd ___/___
Lesson 22   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the current events clip.

(1)   What trend is highlighted in the video concerning cell phones in France?

       **(a) There are increasing numbers of French people owning and using cell
             phones.**

       (b) The use of cell phones has decreased except in cases of emergency.

       (c) More adults are using cell phones now in France.

       (d) More households are replacing their home phones with cell phones.

(2)   Because of this trend, what problem does Mme Vedrine discuss?

       (a) Because members of a household often share a cell phone, the phone's
            mechanisms can often be disrupted by dirt and other irritants.

       (b) The French government must make some new decisions about how to
            regulate cell phone usage as more adults begin to use them for business and
            personal needs.

       **(c) Bacteria transmitted from hands to phone has become more of a health
            problem because of increased cell phone usage.**

       (d) Government officials are worried about the transmission of serious bacteria
            like bird flu and tuberculosis from the use of cell phones and overseas
            travelers.

(3)   According to the video, who is not affected by this situation?

       **(a) Normal cell phone users are usually not affected, but can take certain
            small precautions, like washing their hands.**

       (b) Those who do not travel overseas frequently should not worry about
            dangerous bacteria.

       (c) Those who do not use their cell phones for business should not have to worry
            about changes in government regulation.

       (d) Those who do not share their cell phones with others usually do not need to
            worry about getting dirt or other irritants into the phone machinery.

(4)   What else can be done to prevent this situation?

   (a) One should clean the phone with a special antibacterial agent after traveling.

   (b) One can clean the phone with a micro fiber cloth or a small amount of rubbing alcohol.

   (c) One can purchase a special cleaner that will not damage the phone to gently clean accumulated dirt on both the inside and outside.

   (d) One should minimize the amount of cell phone sharing between family members and friends.

Current Events Clip   Month and day of birth: mm/dd ___/___
Lesson 23   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the current events clip.

(1)   What is the attraction of the house at 22 rue de Bièvres?

        (a) It is a special center run by volunteers where tourists can find maps, history,
            and information about walking in Paris to appreciate the monuments.

        **(b) It was the residence of former President François Mitterrand and has
            become a landmark where political meetings are sometimes held.**

        (c) It a recently renovated home, belonging to a former government official, that
            has won awards for preserving architectural features unique to Paris.

        (d) It is an example of changes being made to foreign embassies in Paris, in
            hopes of making them more tourist-friendly

(2)   What is the older man in the news clip demonstrating for viewers?

        (a) He is demonstrating how many Parisians prefer to walk in order to appreciate
             the beauty of the many monuments in the city.

        (b) He is demonstrating where Parisians prefer to walk in the winter.

        (c) **He is demonstrating the type of walks that Francois Mitterrand, former
             president of France, used to take in order to fully appreciate the beauty
             of Paris.**

        (d) He is demonstrating that walking is a safe mode of transportation in Paris

(3)   What does the route that the man has chosen to take highlight most effectively?

        (a) **The diverse architectural features of Paris.**

        (b) The monuments that are most popular among Parisians.

        (c) The different types of businesses that are linked to important monuments in
             Paris.

        (d) The importance of guided tours for visitors to the city.

(4)   What features are highlighted in the video clip?

(a) The arch at La Défense, booksellers on the Left Bank, and the Pyramide at the Louvre Museum.

(b) The Champs Elysées, booksellers in the Les Halles market, and the Louvre Museum

(c) The bridge built for Alexander III, booksellers on the Left Bank, and the Louvre Museum

(d) The Louvre Museum, the oldest bridge in Paris, and booksellers in the Les Halles market

Current Events Clip   Month and day of birth: mm/dd ___/___
Lesson 24   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the current events clip.

(1)   What is Philippe Faure-Brac's line of work?

   (a) A government ministry official overseeing regulations concerning wine
        production in France.

   (b) A wine taster for the restaurant industry.

   (c) A wine steward.

   (d) The owner of a new successful vineyard in southern France.

(2)   According to the video, what changes have been made in the packaging of this
        type of wine?

   (a) The new packaging is attractive to clients and environmentally friendly.

   (b) The new packaging helps the wine to stay fresh for a longer period of time.

   (c) The new packaging is less expensive to produce, thus lowering costs for the
        vineyards.

   (d) The new packaging is easier to ship overseas.

(3)   Why is this new packaging useful, according to M. Oudar?

   (a) It is easier for grocers to stock, because they can be stacked.

   **(b) It is more practical and easier to carry if one would like to take it on a
        picnic, a boat, or hiking with a backpack.**

   (c)   Taste tests have suggested that it helps the wine to taste fresh for longer
        periods of time.

   (d) The packaging process demands less labor and time.

(4)   What conclusion is made about the new packaging?

   **(a) Over one million packages have been sold; a number comparable to
        sales in Australia and South America.**

(b) Sales have only increased in Asia and the United States.

(c) Although sales have not increased, the producers think that the idea will become successful in time.

(d) The new packaging has only been introduced in Australia, but has done well.

Current Events Clip   Month and day of birth: mm/dd ___/___
Lesson 25   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the current events clip.

(1)   What does the Guide Michelin catalog?

         (a) Locations of French restaurants.

         (b) Ratings of French restaurants.

         (c) **The chefs and best dishes at most Parisian restaurants.**

         (d) The wines used at the best restaurants in Paris.

(2)   According to the video, what is the Tour d'Argent?

         (a) It is the most successful new restaurant to open in Paris this year.

         (b) **It is one of the most famous French restaurants, but whose rating has decreased.**

         (c) It was the oldest restaurant in Paris and has recently closed.

         (d) It is an example of older restaurants that are renovating their wine cellars to be competitive with newer establishments.

(3)   What conclusion is made about the situation at the Tour d'Argent by restaurateurs like Fabrice Deverly?

         (a) **It is bad news for the neighborhood, because it was a famous restaurant that attracted visitors.**

         (b) It is a good situation that is exciting for the neighboring restaurants.

         (c) It is a good situation because more customers will come to their restaurant.

         (d) It is a good situation because other restaurants can then be remodeled and the neighborhood can flourish.

(4)   Where is another of the restaurants discussed in the Guide Michelin located?

         (a) In Cannes.

         (b) Near the Eiffel Tower.

(c)   In the Latin Quarter.

(d)   In Bretagne.

Current Events Clip   Month and day of birth: mm/dd ___/___
Lesson 26   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the current events clip.

(1)   How many years has it taken Chef Jean-François Piège to build his reputation?

    (a) 13 years.

    (b) 3 years.

    (c) 30 years.

    (d) 23 years.

(2)   What is his specialty?

    (a) Creating meals that are delicious and seem expensive, but which are actually inexpensive.

    (b) Inventing new ways to create and present dishes that are traditionally served in the south of France.

    (c) Creating new and inventive vegetarian menus.

    (d) Combining both luxury ingredients and everyday ingredients to create a luxury meal.

(3)   What food is the main ingredient in the example he shows of a dish served in his restaurant?

    (a) potatoes.

    (b) escargot.

    (c) eggs.

    (d) basil leaves.

(4)   Where is this restaurant located?

    (a) In Toulouse.

    (b) In Cannes.

    (c) In Paris.

(d) In Chartres.

Current Events Clip   Month and day of birth: mm/dd ___/___
Lesson 27   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the current events clip.

(1)   What type of train does the television clip discuss?

         (a) The new train that will take passengers to the suburbs of Paris.

         (b) The newer, faster version of the TGV, a high-speed train.

         (c) The new train system in France, which is modeled on that in Japan**.**

         (d) A new type of train aimed at increasing the tourist industry among cities in
             France other than Paris.

(2)   Where can this train take passengers?

         (a) It can transport passengers to different locations in France.

         (b) It can transport passengers from Paris to London or Madrid and return.

         (c) It can transport passengers to different locations in Europe.

         (d) It can transport passengers from the north of France to the south, in order to
              bypass traffic in Paris.

(3)   Why have the train engineers set up a special laboratory?

         (a) **They are attempting to develop and refine the train system to reach
             higher speeds**

         (b) They are monitoring the safety of the newly imported trains.

         (c) They are monitoring which refurbished trains are operating correctly.

         (d) They are attempting to chart how the public uses the trains and how new
             routes can be most effectively charted.

(4)   What speeds are mentioned in the video for these types of trains?

         (a) Approximately 250 kilometers per hour.

         (b) 100 to 150 kilometers per hour.

(c) Approximately 90 kilometers per hour.

(d) 300 to 500 kilometers per hour.

Current Events Clip   Month and day of birth: mm/dd ___/___
Lesson 28   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the current events clip.

(1)   What type of historians are discussed in the video?

        (a) Historians interested in religious architecture.

        (b) French religious historians studying Saint Paul.

        (c) International religious historians.

        (d) Historians associated with the Vatican and the Catholic Church.

(2)   What question is being studied by these historians?

        (a) How pilgrimages might continue to be made by the faithful without
            deterioration of the site.

        (b) A historical dispute between French and Italian Catholics about the rightful
            placing of Saint Paul's remains.

        (c) The actual whereabouts of the remains of Saint Paul.

        (d) How to restore the site where Saint Paul is buried without disturbing the
            remains.

(3)   What complications have arisen recently in this cathedral?

        **(a) Additional space has been found under the tomb of Saint Paul, with
            mysterious markings and words.**

        (b) Some French historians believe that the relics contained in the church should
            rightly be returned to French cathedrals such as Chartres or Notre Dame.

        (c) Some historians and architects believe the structure that houses the relics and
            the surrounding areas is less safe for visitors than previously believed.

        (d) It is being debated how to renovate and restore the cathedral without
            disturbing certain relics, such as the remains of Saint Paul.

(4)   According to the Cardinal, what are some possible reasons for visits to this
         cathedral from those of the Catholic faith?

(a) They felt that worshipping in the this cathedral was an important rite of passage.

(b) Many believed that touching the tomb or remains of Saint Paul would aid in becoming more saintly.

(c) Because many believe him to be a founder of the Catholic Church, it is important to visit the cathedral that bears his name.

(d) Many would like to see the restorations being made to the cathedral.

Current Events Clip   Month and day of birth: mm/dd ___/___
Lesson 29   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the current events clip.

(1)   What types of transportation is discussed in the video?

        (a) Some high-speed trains that could be routed through cities to save time.

        (b) The differences between driving a car or taking the subway.

        (c) A new tram that can carry passengers around Paris in lieu of the subway.

        (d) A new high speed train that can carry passengers to the outskirts of Paris and
            other large cities.

(2)   What is the current situation of this transportation?

        (a) Routes, conditions, and drivers are being tested without passengers.

        (b) A certain random selection of passengers has been chosen to try the new
            trains to the suburbs.

        (c) Government officials are monitoring changes in traffic and gas usage with
            the new trams.

        (d) Government officials are currently investigating how to renovate the train
            system to be more effective.

(3)   What signals are given for vehicles and pedestrians?

        (a) Signs have been placed directing vehicles and pedestrians as to prohibited
            spaces where the trains run.

        **(b) Flashing, red lights for vehicles and special signs with illustrations of
            people for pedestrians.**

        (c) Police are in place to direct traffic and help vehicles and pedestrians
            understand what to do.

        (d) Radio and television commercials, along with public service demonstrations
            are being produced to explain the transportation possibilities.

(4)   Why does the government feel that "pedagogy" (instruction) about the new
        transportation is necessary?

(a) So that passengers can make informed decisions about using the subway, trains, trams, or cars as methods of transportation around France.

(b) So that passengers from other countries can clearly understand the options for transportation in Paris.

(c) So that pedestrians, new tram operators, and vehicle owners can understand the system for maximum safety.

(d) So that residents will understand how tax dollars are being spent to improve transportation options.

Current Events Clip   Month and day of birth: mm/dd ___/___
Lesson 30   Home address zip code: ___ ____ ____ ____ ____

Circle the best answer according to the current events clip.

(1)   What holiday concern is discussed at the beginning of the video?

        (a) Drinking and driving.

        (b) Awareness of various road construction projects in high traffic areas of the
            city.

        (c) Avoiding high fines for speeding as many are on vacation.

        (d) Awareness of how to drive safely in winter conditions.

(2)   When are drivers most likely to encounter an increased police presence on the
        road this holiday season?

        (a) Throughout the day into the evening.

        (b) Throughout the evening into the early morning.

        (c) In the early morning hours as people depart for holiday vacations.

        (d) During high traffic times, such as in the morning before work and the evening
            after work.

(3)   What level of leniency have police enacted in monitoring the roads?

        **(a) No leniency is expected; a "zero tolerance" policy is enacted for drunk
            driving.**

        (b) Police will be more lenient in smaller towns, where the population is not as
            large and speeding not as much of a problem.

        (c) Police will be less lenient on roads outside the urban areas, as these can be
            more dangerous in the winter weather as many take winter vacations.

        (d) Police will be more lenient in rural areas as there are less people driving.

(4)   According to the video, what changes have been realized during this holiday
        season?

(a) More police officers are on hand to direct traffic and remind drivers to navigate safely.

(b) Although speeding has decreased in the winter conditions, some accidents continue to occur because of this.

(c) Although the number of drunk drivers is down, there continues to be a danger posed from this problem.

(d) Police officers in urban areas feel that a stronger presence of officers and city road crews is needed during the holiday season to maintain safe driving conditions.

APPENDIX I

Participant Perceptions Questionnaire Coding Definitions and Examples Sheet

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Key :
Third-level codes
Second-level codes
First-level codes

Code	Abbreviation	Definition and Examples
Preference	**PREF**	Indication that participant preferred watching the videos on the same day or a different day, and why.
Preference-Same Day	PREF-SAMEDAY	Indication that participant prefers viewing the videos on the same day.
Preference-Different Day	PREF-DIFFDAY	Indication that participant prefers viewing the videos on different days.
Preference-Different Day-Rushing	*PREF-DIFFDAY-RUSH*	Discussions about participant preferences to watch the videos on a different day due to a feeling of being rushed.
Preference-Different Day-Overload	*PREF-DIFFDAY-OVERLD*	Discussions about participant preferences to watch the videos on a different day due to a feeling of cognitive overload.
Preference-Different Day-Theme Development	*PREF-DIFFDAY-THEMEDEV*	Discussions about participant preferences to watch the videos on a different day to develop the themes presented in the video AO.
Preference-Different Day-Course Focus	*PREF-DIFFDAY-COURSEFOC*	Discussions about participant preferences to watch the videos on a different day because of the material covered in the quiz.
Connections	**CONNECT**	Discussions of thematic and vocabulary connections

		between the video AO and curriculum video.
Connections-Subject Matter	CONNECT-SUBMATT	Discussions of examples of thematic and vocabulary connections between the video AO and curriculum video on certain subject matter.
Connections-Subject Matter-Transportation	*CONNECT-SUBMATT-TRANSP*	Discussions of examples of thematic and vocabulary connections between the video AO and curriculum video on the subject of transportation.
Connections-Subject Matter-Cuisine	*CONNECT-SUBMATT-CUISINE*	Discussions of examples of thematic and vocabulary connections between the video AO and curriculum video on the subject of food and cuisine.
Connections-Subject Matter-Architecture	*CONNECT-SUBMATT-ARCHITR*	Discussions of examples of thematic and vocabulary connections between the video AO and curriculum video on the subject of architecture.
Connections-Subject Matter-Art	*CONNECT-SUBMATT-ART*	Discussions of examples of thematic and vocabulary connections between the video AO and curriculum video on the subject of art.
Connections-Subject Matter-Religion	*CONNECT-SUBMATT-RELIGN*	Discussions of examples of thematic and vocabulary connections between the video AO and curriculum video on the subject of religion.
Connections-Subject Matter-Communications	*CONNECT-SUBMATT-COMM*	Discussions of examples of thematic and vocabulary connections between the video AO and curriculum video on the subject of communications.
Connections-No Connections	CONNECT-NOCONN	Discussions of difficulties that participants experienced in establishing

		connections between the video AO and the curriculum video.
Listening Performance Effects	**LPEFFECTS**	Descriptions of effects on student listening performance from viewing the video AO or viewing the video AO with the curriculum video.
Listening Performance Effects-Reinforcement	LPEFFECTS-REINF	Descriptions of how listening to the video AO before the curriculum video prepared students for listening to the target language by increasing the amount of input in the target language.
Listening Performance Effects-Native Speakers	LPEFFECTS-NATVSPEAK	Descriptions of how listening to the video AO before the curriculum video introduced listeners to native speakers in the target language.
Listening Performance Effects-Context Building	LPEFFECTS-CNTXTBD	Descriptions of how listening to the video AO before the curriculum video aided participants in establishing a context for the latter.
Listening Performance Effects-Interest	LPEFFECTS-INTRST	Descriptions of how listening to the video AO before the curriculum video increased interest in subject matter for both videos.
Listening Performance Effects-Difficulty Understanding	LPEFFECTS-DIFFUNDST	Descriptions of how listening to the video AO was difficult or more difficult than the curriculum video.
Listening Performance Effects-No Effect	LPEFFECTS-NOEFF	Descriptions of how some participants did not perceive listening performance effects from viewing the video AO before the curriculum video.
Listening Performance	LPEFFECTS-	Descriptions of how some

Effects-Differentiation Between Videos	DIFFVIDEOS	participants felt that the video AOs had differing levels of effects on listening performance for the curriculum video depending on the week or time in the semester.
Cultural Learning Effects	**CLEFFECTS**	Descriptions of effects on student cultural learning from viewing the video AO or viewing the video AO with the curriculum video.
Cultural Learning Effects-More Examples	CLEFFECTS-MOREXAMP	Descriptions of effects on student cultural learning from viewing the video AO and the curriculum video by introducing more examples of cultural phenomena.
Cultural Learning Effects-Real Life	CLEFFECTS-REALLIFE	Descriptions of effects on student cultural learning from viewing the video AO and the curriculum video by introducing real life examples of the cultural issues discussed in the curriculum video.
Cultural Learning Effects-Time Differentiation	CLEFFECTS-TIMEDIFF	Descriptions of effects on student cultural learning from viewing the video AO and the curriculum video by emphasizing the different times of the videos, for example, updating the curriculum video.
Cultural Information Effects-No Effect	CLEFFECTS-NOEFF	Descriptions of participant perceptions that viewing the video AO had no effect on cultural learning for the curriculum video.
Cultural Information Effects-Outside *FiA*	CLEFFECTS-OUTSIDE	Descriptions of effects on student cultural learning from viewing the video AO and the curriculum video by introducing cultural issues as they would be outside of the curriculum video.

Cultural Information Effects-Supplemental	CLEFFECTS-SUPP	Descriptions of participant perceptions that the video AOs were helpful but supplemental.
Guiding Questions	**GUIDEQUES**	Descriptions of how the guiding questions affected student viewing of the video AOs.
Guiding Questions-Context	GUIDEQUES-CONTXT	Descriptions of how the guiding questions affected student viewing of the video AOs by building a context.
Guiding Questions-Focus	GUIDEQUES-FOCUS	Descriptions of how the guiding questions affected student viewing of the video AOs by creating focal points for watching the videos.
Guiding Questions-Vocabulary	GUIDEQUES-VOCAB	Descriptions of how the guiding questions affected student viewing of the video AOs by introducing helpful vocabulary.
Guiding Questions-Other Types of Support	GUIDEQUES-SUPP	Descriptions of other types of support used with video in the FL classroom in participants' previous experience.
Guiding Questions-Other Types of Support-Visuals	*GUIDEQUES-SUPP-VISUAL*	Descriptions of the use of visuals to support the integration of video in the FL classroom in participants' previous experience.
Guiding Questions-Other Types of Support-Video Pausing	*GUIDEQUES-SUPP-VIDPAUS*	Descriptions of how instructors can pause the video to interject explanations to support the integration of video in the FL classroom in participants' previous experience.
Guiding Questions-Other Types of Support-Subtitles	*GUIDEQUES-SUPP-SUBTITLE*	Descriptions of the use of subtitles to support the integration of video in the FL classroom in

		participants' previous experience.
Guiding Questions-Other Types of Support-Tests	*GUIDEQUES-SUPP-TESTS*	Descriptions of the use of tests to support the integration of video in the FL classroom in participants' previous experience.
Guiding Questions-Other Types of Support-Games	*GUIDEQUES-SUPP-GAMES*	Descriptions of the use of games to support the integration of video in the FL classroom in participants' previous experience.
Guiding Questions-Other Types of Support-Vocabulary	*GUIDEQUES-SUPP-VOCAB*	Descriptions of the use of vocabulary explanations to support the integration of video in the FL classroom in participants' previous experience.
Guiding Questions-Other Types of Support-No Experience	*GUIDEQUES-SUPP-NOEXP*	Indications by participants that they have had no previous experience with video in the FL classroom.
Technology Effects	**TECHEFFC**	Descriptions of the effects of using technology in the FL classroom.
Technology Effects-Increased Interest	TECHEFFC-INCINT	Descriptions of how using technology in the FL classroom can increase interest in course material.
Technology Effects-Interactive Nature	TECHEFFC-INTACTNAT	Descriptions of how using technology in the FL classroom can introduce interactive elements into the curriculum.
Technology Effects-Different Learning Styles	TECHEFFC-DIFFLEARN	Descriptions of how using technology in the FL classroom can address different learning styles.
Technology Effects-Different Perspective	TECHEFFC-DIFFPERSP	Descriptions of how using technology in the FL classroom can introduce different perspectives on course topics.
Technology Effects-	TECHEFFC-RELEV	Descriptions of how using

Relevant		technology in the FL classroom can make course material seem more relevant.
Technology Effects-Authenticity	TECHEFFC-AUTH	Descriptions of how using technology in the FL classroom can make course material seem more authentic.
Technology Effects-Addition	TECHEFFC-ADDT	Descriptions of how using technology in the FL classroom is supplemental but not absolutely necessary.

APPENDIX J

Interview Transcripts

Interview 1: Participant Raine
Date: April 21, 2008
Time: 12:35 p.m.
Location: Callaway Center North Hallway (Outside of C202)

Researcher: Okay, so the first question is: did you prefer watching the *French in Action* video with or without the television clip?

Raine: Ummm…It kind of didn't matter that much to me. I guess it's sort of, like, good, because, initially to reacclimate your ear to, like, hearing French, I guess it was good to have, like, a short clip to like remind me of accents and stuff, and then I could understand the other one better.

Researcher: Okay.

Raine: But other than that I don't think the content particularly was helpful.

Researcher: The content didn't really help you?

Raine: No.

Researcher: Okay. Okay, um, and number two: in what ways do you think the television clip, besides the acclimation, was helpful or maybe NOT helpful with improving your listening—how well you listened—your listening performance with the *French in Action* videos?

Raine: Um, I guess since it's not an instructional video, since they talked faster, like, how you might actually hear it in France, um, then, that was helpful, because it kind of like, forces you to think faster and then when we watched the video it was, like, a little bit slower, so it was better. And I think some of the content was similar, like when we learned about the wine one, like I know some of the stuff that we talked about in there was like, food and drinks, and stuff, so…

Researcher: Ok, and did you find it helpful to have the guiding questions at your disposal while you were watching the television clips, so, like, when we went over them and you got to look at them before and then you could answer them, and in what way was that helpful?

Raine: Yeah, I think that that was helpful, because, um, it kind of gave me, like…like, I could sort of, I guess, maybe…I'm just thinking about this now, but, like, sort of translate a couple of like, key words or whatever, from the questions in English

into, like what they would maybe be speaking about in French. Um, and then I could, like, pick up on those key words, and kind of, like, the surrounding words, or whatever might be going on with it in the video…

Researcher: Right, mmhmm…

Raine: …and so having the guiding questions to give me a background about, like, what to be listening for in particular. Ummm, so yeah, I did feel like that was helpful.

Researcher: Okay…and did you find that the integration of technology, like using the different videos from the satellite television, and things like that; is it important when you're learning foreign languages?

Raine: Yeah…oh, I'm sorry, you weren't finished…

Researcher: Well, I was just going to say, if so, what are the benefits that can be gained from the use of it, and if not, what are the disadvantages to using technology?

Raine: Um…I think it's definitely helpful, because, um, just like, when I was learning Spanish, we just, it was very…they gave you a list of vocab and you memorize it, and then in French we've learned, like, five tenses in the last two months, and it took years with that for Spanish. So, um, I think, like, sort of, like, the whole immersion type thing, and also, like, when you learn stuff so quickly, you're not sure how much you're getting out of it…because, like, fluency is a very, like, odd and elusive concept for me. But, I feel like if you're just sort of immersed from like, different angles with it, then you might learn…some people I think definitely learn better with, like, visuals, as opposed to someone telling them what something means, and I definitely think it helps because it activates your brain to, like, um, sort of make associations between stuff as opposed to just straight memorization.

Researcher: What helps…the technology part…or the…?

Raine: Yeah, just, like, watching videos and movies because movies and media are a powerful influence, just, like, in America, or wherever. Um, and so you get kind of involved with the characters' dilemmas and stuff, and just like, you know, you get, like, sort of familiar with them, and I think it engages your brain a little bit more.

Researcher: Mmmhmm, okay. And did you find the television clips helpful in highlighting the cultural information that you may or may not have known before viewing them?

Raine: Ummm…

Researcher: I know you mentioned the wine one…

Raine: Yeah, and then the, what was it, drunk drivers…that was a separate one, right?

Researcher: Yeah [both laugh].

Raine: Ummm, yeah, I think though, it's hard because, like what parts of a culture do you like, kind of pick out to like, bring to someone, and since we only have…our knowledge of French culture comes from, like, a class four days a week, but for, like, an hour, you know…um…but I thought that, um, it did a pretty good job, for like, because we obviously aren't immersed in it in America, and so, it was good because it was, like, it's kind of random to pick out drunk drivers' stuff, or like a chef thing, but it's like, sort of things that you might be interested in, and it's certainly, like, part of your life in America…you might watch Iron Chef or whatever…

Researcher: Mmmhmm…

Raine: ….and so it's kind of like, as if you were kind of like, living the culture, it's not like they necessarily picked out things to, like…it was just, like, nice, little random snippets of culture.

Researcher: So you did…so you did find that it highlighted different little random things, like you said?

Raine: Yeah…and I think, like, with all the units in *French in Action*…my friend and I were talking about how, like, why we need to know the vocabulary of, like, a church or something, like, when we're in France we're not going to try to talk to our French friends about that [laughs], but, I was like, I mean, what exactly…I mean, it's just like units that they are trying to highlight, and so, I guess, different things like food and you know, driving, just some practical things that you would need is good to be familiar with.

Researcher: Okay. And the last question is: in what ways do you think the, umm…and this kind of, is tacked on to what you were just talking about…in what ways do you think the television clip was helpful or not helpful with improving your cultural learning from the *French in Action* videos? So, before we were talking about the little television clips, and now we're talking about the *French in Action* videos…

Raine: Well, I didn't…like, before your survey, I wasn't sure if I was supposed to know that they were, or like, I guess I didn't find them on my own to be that related, umm, and so I wasn't sure if maybe that was announced at the beginning of class, and I like, missed that they were supposed to, like, you know, highlight the stuff in the *French in Action* things, so I guess I didn't actually find that much of

a connection between them, except for maybe, just like, um, just like, I don't know, the wine one, and then we did have our car stuff, so it was kind of like, peripherally related to it, but um, I don't know, the *French in Action* I felt like was very instructional and like a lot of vocab, and this was a little bit more, I mean, it sort of reinforced a little bit of the vocab, but it was also taking it from a different angle, like when we watched the chef thing, it wasn't like, the same angle, with like, the dinner party that we saw with the Courtois' or whatever…

Researcher: Mmmhmmm.

Raine: …and the chef thing, it was more like, documentary type thing…

Researcher: Right…

Raine: …like someone who is actually a French citizen would watch. I guess I didn't find that much of a connection.

Researcher: Okay, so um, so you feel like it wasn't helpful improving, really, improving your cultural learning from the *French in Action* videos?

Raine: Yeah, it wasn't like noticeably helpful or anything…

Researcher: Okay, alright, and that's it…do you have anything else you want to add, or that you have been thinking throughout the semester?

Raine: Umm, no, I'm just…I'm glad that they kind of, like, throw a lot of the stuff at us, and I'm glad that I've learned this as my second language, because I think, before I would be more focused on picking up every little piece about it, and then, you know, memorizing all the vocab I was getting, whereas now it's just now, like more holistic, and I'm like, more forgiving of myself, I think, it's easier to learn it...

Researcher: Right, yeah…

Raine: …because you just feel like, I'm getting more of a grammatical structure, as opposed to, like…I'm glad they did a lot of the grammar and tenses too, even though I might not necessarily, like, know how to formulate them, you know, right off the top of my head. And I'm glad, because, like, I think, before, had they not done that, then, something like passé composé, I'd be like, what is this 'a' doing before the verb, but now I know it's like, *avoir* plus the participle…

Researcher: Yeah…

Raine: …so, um, I don't know, I really like the way they teach it.

Researcher: Okay, and do you feel like…I mean, that's sort of the "throwing

everything," like you said, "throwing everything at you" is sort of the immersion…it's what we call semi-immersion, I mean, because, like you said, we can't be immersed in it…

Raine: Yeah…

Researcher: …so we try when we're in the classroom to just, you know, make this "French island" sort of thing…

Raine: Yeah…[laughs]

Researcher: …do you feel like the videos contributed to that in any way…the little ones [television clips]?

Raine: Yeah, I did. I think that it, like, hearing it is one of the most important parts, and especially from a native French speaker, that was good, to like, hear that too, because it just, umm, I don't know, for me, while I can't necessarily reproduce it from my own self yet, I think, like, just hearing it…I don't know, I feel like it sort of subliminally starts to get in your head, with, like, the accents especially and just like, the intonation and stuff. So, yeah, I thought that that was helpful.

Researcher: Okay, great. Anything else you want to share?

Raine: No, I think that's it!

Researcher: Great, thank you very much for your participation!

Interview 2: Participant Sarah
Date: April 21, 2008
Time: 3:00 p.m.
Location: Candler Hall 124

Researcher: Ok, so…umm…the first question is: did you prefer watching the *French in Action* video with or without the television clip?

Sarah: Umm, I'd prefer to watch it without the television clip.

Researcher: Okay, can you tell me why?

Sarah: Umm, I just feel like they don't really correlate. Like, I don't feel like watching one helps with the other at all.

Researcher: Okay. So, do you mean "correlate" in terms of, what, a subject, or…

Sarah: Subject, and, uh, I don't know, basis of understanding, I guess…like, understanding the video wouldn't help you understand the *French in Action*, I don't think.

Researcher: Okay, umm…in what ways do you think the television clip…and this is sort of a different part of the first question…umm, in what ways do you think the television clip was helpful or not helpful with improving your listening performance, meaning how well you listened for the *French in Action* video?

Sarah: Okay, umm, I think it did help in that aspect. Umm, because…I don't know, with the guiding questions you can listen for certain words that you might or might not know, and then it helps with the *French in Action*.

Researcher: Okay, so, umm…so it helped having the guiding questions…that's my third question: is did you…

Sarah: Oh, sorry…

Researcher: …no, that's great! Did you find it helpful to have the guiding questions at your disposal, and if so, in what aspects…so can you elaborate on that a little bit?

Sarah: Yeah, umm…I don't know, looking for certain words that might be in the guiding questions that you would know in French, or even some of the visuals that you would see would correlate with the guiding questions, and so it would, it would kind of help you see what they were leaning towards as the answer.

Researcher: Okay, and so…when you were watching the two videos, like, were you

looking for vocabulary mainly, or grammar mainly, or subject matter, or a mixture?

Sarah: I was mainly looking for vocabulary.

Researcher: Vocabulary? Okay. And, did you ever, like, think…did you ever see the subject matter…did you ever focus on that?

Sarah: Umm…normally I wouldn't, no.

Researcher: Okay. And, do you think that…and this is sort of in a broad general sense…do you think that the integration of technology, like satellite television, videos, movies, things like that, is important in the foreign language classroom? And if so, what benefits can be gained? And if not, what are the disadvantages?

Sarah: Umm, I think it is important, because I feel like it, umm, it makes things a little more interesting…like, I couldn't imagine learning, you know, French, like, reading out of a book. I would prefer watching something like the *French in Action* video because it kind of…it's more entertaining and it has a story line, and, you know, it's good to follow along with it.

Researcher: Okay, so you think that having a story line and following along with something that sort of anchors it helps you to learn the vocabulary and grammar? And did you find…okay…these two questions are sort of related. The first one is: did you find that the television clips were helpful in highlighting cultural information, just cultural subjects…that you may or may not have known before viewing them…so, just in a general sense, cultural information?

Sarah: Umm, yes.

Researcher: Yes? In what way?

Sarah: Umm, I think there was one about, like, there was one about French cuisine, and there was one about, you know, France—or Paris—during the holidays, and the drinking and driving problem, and I thought it did a good job of, kind of, showing us what French culture was like to a certain extent.

Researcher: And did you feel like they were…did you feel like they were at all cohesive? Or was it just from different parts of French culture?

Sarah: I just thought it was from different parts.

Researcher: Okay. And the second question is sort of like the fifth one…or rather the

sixth one is sort of like the fifth one…but, in this one I want to ask you: did you think that it was helpful to improve your cultural learning from the *French in Action* videos specifically? So, like, watching those clips, was it helpful to improve your learning of culture from the *French in Action* videos?

Sarah: Umm, I don't…I didn't feel like they…umm…were that similar.

Researcher: In between the video clips and the *French in Action*?

Sarah: So, I don't think that the video clip really helped me with, like, the culture aspects of the *French in Action* video.

Researcher: So you didn't see any sort of similarity, or dovetail, between the two?

Sarah: No.

Researcher: Okay. Umm, do you have anything else that you want to share about any thoughts that you've had over the semester? About this, or…

Sarah: Umm, no, I don't think so.

Researcher: I mean, you're welcome to be perfectly honest, because this will help us.

Sarah: Umm, I just…I guess I don't, like, I don't know…I felt like a lot of the video clips were a bit more difficult…

Researcher: Mmmhmm…

Sarah: …and um, I think, we don't go over the answers for the *French in Action* questions, and I thought it would be really helpful if we did.

Researcher: So if we had more time?

Sarah: Right.

Researcher: Okay.

Sarah: Because that would even help, like, in class, for study purposes, or anything like that.

Researcher: Right. I think you're right, yeah. Okay, anything else?

Sarah: No, that's it.

Researcher: Okay, great. Thank you very much!

Interview 3: Participant Justin
Date: April 22, 2008
Time: 11:30 a.m.
Location: Callaway Center North Hallway (Outside of C202)

Researcher: Okay, the first question I have for you, is, ummm, did you prefer watching
　　　　　　　the *French in Action* video with or without the television clip?

Justin: Ummm, I actually preferred it without it.

Researcher: Okay.

Justin: Ummmm, the fact that we, I guess, had a…had a book resource along with the
　　　　　French in Action video, um, definitely helped out a little bit more. Umm, the
　　　　　French clips, the movie clips, did help with the culture, uh, the culture
　　　　　understanding a little more than *French in Action*, but as far as, you know,
　　　　　grammar and, you know, some other composition-based things pertaining to the
　　　　　course, umm, yeah I definitely prefer the *French in Action* only.

Researcher: Okay, so…do you think there were any ways that the television clip was
　　　　　　　helpful, in improving your listening performance, meaning how well you
　　　　　　　listened to the *French in Action* videos?

Justin: Oh, definitely, definitely. Umm, the movie clips, umm, they were a little bit more
　　　　　advanced, you know, a little bit quicker, uh, quicker speech and whatnot, but, uh,
　　　　　they definitely helped me, and I'm sure it helped other people in the class to, to
　　　　　listen more closely…just to grasp little context clues, to grasp different words or
　　　　　verbs or whatnot that helped us, uh, apply what we listened to, or those same
　　　　　context clues or whatnot to our *French in Action* videos.

Researcher: Okay, so you saw some context connections between the two?

Justin: Definitely, definitely.

Researcher: Okay. And did you find it helpful to have those guiding questions before \
　　　　　　　you watched the television clips?

Justin: Oh, yeah…oh, yeah. Umm, I mean, definitely of course it gave a sense of, you
　　　　　know…for us to kind of look for certain things, or try to listen in for certain
　　　　　things, but, umm, they definitely helped with just the full understanding, because
　　　　　a lot of times, you know, we may not catch everything, um, especially in the
　　　　　movie clips, but if we know kind of what we're looking for, the questions
　　　　　are…they kind of helped us, you know, catch those things…ummm, where
　　　　　otherwise we may not have caught it.

Researcher: Right, okay. So it kind of opened up your eyes to what might be going on?

Justin: Exactly.

Researcher: Okay, and this is sort of in a broader, general sense. Do you think the integration of technology is important in the foreign language classroom?

Justin: Oh, yeah. Ummm, I feel like, you know, just looking at my generation, ummm, we are that kind of "generation-tech," if you will, you know, everything is being, becoming more efficient, more innovative through technology, whether it be through, you know, through DVD's or through cell phones, or you know, any type of internet resource, so to incorporate all types of technology, that's…that's…that's what I feel like gets us going, gets my generation going, so that's…that's what we like to do, we like hands-on, looking, listening, interactive stuff, so it definitely helps a lot.

Researcher: So having the different, coming at it with different aspects, like visual, hearing…

Justin: Exactly…

Researcher: …doing…

Justin: Exactly. Adding all that together and not just sitting in a classroom listening to, to something, but actually, you know, the dialogue, and then doing it, and then listening, all that collectively, as a whole, definitely helped out.

Researcher: Okay. Great. Okay, so these two questions are sort of related. The first one, and you've spoken a little bit about this already…did you find the television clips helpful in highlighting cultural information in general, in the…just French cultural information in general that you may or may not have known before?

Justin: Oh, yes. Ummm, the *French in Action* doesn't really hit the culture the way, umm, the way the movie clips did. The movie clips, kind of, you know, they talk about the government, they talk a little bit about the economy, depending on which video we're looking at. They highlight different regions, and whatnot, and you know, what…what types of, um, lifestyles are associated with those different regions, and we're not getting that anywhere else…not, not in an intro level course at least. And so therefore, you know, those clips definitely help with kind of the cultural immersion side while we're learning the language.

Researcher: Okay, great. And, umm, and so how do you think that, or do you think that the television clip was helpful in highlighting cultural information in the *French in Action* videos?

Justin: Oh, definitely. That was probably one of the, the…ummm…biggest advantages

of watching the clips before the *French in Action* videos. We may see, see a different corner of France, a different region of France, learn about these are where shops are, these are where the markets are and whatnot, and then we see, umm, you know, Robert and Mireille going to these different places, or similar places at least, and we can draw that parallel connection, and say "Oh, I know this is the Latin Quarter, I know this is this, you know…"

Researcher: Okay…right...

Justin: …and therefore we can say, "I just saw this, I know that this is where the markets are going to be, these are…this is, uh, a religious type of region or whatnot. So, definitely. Definitely it helped us. If definitely helped draw a connection, helped with more of an understanding, you know, geographically, where and what was going on, and what was going on culturally at the same time.

Researcher: Great. Wonderful. Well, I'm glad it helped. Ummm, do you have anything else that you want to share? I mean, please feel free to be perfectly honest, because this will help us when we…

Justin: Umm, I definitely feel like watching the videos more than once definitely helped. Umm, you know, I appreciate the patience you had, you know, understanding that a lot of us, this is our intro level to French, and so, you know, watching it…watching it once may not always let us get it [laughs].

Researcher: Yeah…

Justin: And so watching it again, umm, it's kind of…it definitely helps it click a little bit more, umm, and so I definitely appreciate that. That definitely helped out a whole lot with answering the questions, and even, umm, you know, with the little short answers at the end of a lot of your questionnaires, so, definitely keep doing that if you're going to continue doing the research on that, that's definitely helped a lot. However, I would maybe suggest, I don't know, showing *French in Action* later, after, like, maybe a day later or so, umm, after the clip, and ummm, talk a little bit…let's talk a little bit more about the clip…

Researcher: Oh, okay…

Justin: …that way, 'cause, 'cause I feel like we're getting enough of the grammar stuff in the classroom anyway, but the culture side is, I think, what a lot of people really want…

Researcher: Mmmhmmm….

Justin: …because a lot of people are taking these courses to go abroad, or are thinking about going abroad, and, you know, of course we want to speak the language, but we don't want to feel misplaced in the, you know, in the cultural environment

when we get there. So, definitely, you know, discuss more of the culture things that the clip talks about.

Researcher: Okay…so spend a little bit more time developing that then show *French in Action* at another time.

Justin: Exactly.

Researcher: Okay, anything else?

Justin: No, I think that's it.

Researcher: Okay, thank you so much!

Justin: No problem!

Interview 4: Participant Dolly
Date: April 22, 2008
Time: 11:45 a.m.
Location: Callaway Center North Hallway (Outside of C202)

Researcher: Umm, the first question is, did you prefer watching the *French in Action* videos with or without the television clip?

Dolly: Uh, with.

Researcher: With? Okay, why is that?

Dolly: Because it gave us a heads-up on, like, what kind of culture that's going to be presented in the video. Especially because we talked about it and there were questions, so we could get a really good feeling of what the video was going to be about.

Researcher: Okay, so you did see a connection between the subject matter…

Dolly: Mmmmhmmm….

Researcher: …in between the videos and the *French in Action* videos?

Dolly: Mmmmhmmm.

Researcher: Okay, great. And, um, in what ways do you think the television clip was helpful, or maybe not helpful, with improving your listening performance for the *French in Action*…meaning how well you listened and you could understand the *French in Action*?

Dolly: Uh, since we already had listened to some of the parts, for example, the traffic, or the food, umm, or the phone, on the different videos since we'd gone over it twice and listened to the vocabulary, um, we could look out for those in the *French in Action* video.

Researcher: Okay…

Dolly: And it helped better because we'd already heard it and we know, you know, that this is what it means in that context.

Researcher: Okay, great. And did you find it helpful to have the guiding questions at your disposal?

Dolly: Yes, definitely.

Researcher: And how was that, um, could you elaborate a little bit more on that?

Dolly: Because I feel like if…if something foreign just like, is put up there, it's harder to grasp it, rather than since if you have guiding questions to look, basically, before the video was shown we had all these questions which I looked over, and it was like, "Okay, so this is what we're gonna be looking out for." And just so we had a mindset of what could be there…

Researcher: Mmmmhmmm…

Dolly: …and so it helped a lot to get…to get the gist of the video.

Researcher: Okay. Great. And this is more in a general sense. Do you think that the integration of technology is important in the foreign language classroom?

Dolly: Mmmmhmm.

Researcher: What are the benefits?

Dolly: It just makes it more hands-on, ummm, because I mean…I remember in high school we used to learn…not, it wasn't so technology-based. It was basically books and drawings. I mean it helped a lot, each layer of stuff, but I feel like technology is, it just, it's just not as boring. It just makes it more interactive...

Researcher: Okay…

Dolly: …rather than just memorizing things.

Researcher: Okay, so being able to come at it with different angles helps you to be able to learn it?

Dolly: Yes.

Researcher: Um, okay, these last two questions are related about cultural information. The fifth one is, did you find the television clips helpful in highlighting cultural information, just in general, that you may or may not have known?

Dolly: Yeah. Because the video, I feel like it's just focused on Mireille and, um, what's the other guy's name? [laughs]

Researcher: Robert. [laughs]

Dolly: Robert's life, and I feel like the clips, I don't know, it was just more a more general cultural perspective, and it helped to just see how the culture works. It's all done more like commercials or news things, so it was better.

Researcher: Mmmhmmm. Okay, and, um, in the second…this last question is, in what

ways do you think the television clip helped you to, um, learn the cultural information specifically from the *French in Action* videos?

Dolly: Ummm. Again, like I said before, it just gives us a heads-up on what kind of things we're going to learn, and gives us a better understanding of the things that we are going to learn in the video. So, just basically, giving us a culture overview, and then going back to the *French in Action* video and showing how that's reflected in the lesson that we're learning...

Researcher: Okay…

Dolly: …and telling us that it's not just there for…to make us learn French. It's actually there because it goes with the culture.

Researcher: Okay, great! Do you have anything else that you would like to share?

Dolly: Well, I was going to…and I actually commented on my, um, survey, as well, is that if we, maybe instead of watching them together, if we rather watched it maybe on one day, I was thinking maybe Friday, and like have those two days as homework to watch the video at home, the *French in Action* video, and then come back on Monday, and talk, like watch it in class on Monday, rather than Friday. Because I feel like Friday, it's…first of all, we're taking the quiz, and then we watch that, and it's just rushing through it, so I feel like it would be better if we just watch it on Monday…

Researcher: The little clip or the *French in Action*?

Dolly: No, the *French in Action*. The little clip we can watch on Friday and talk about it more in detail, rather than rushing through it, and then have it as a homework to watch the video over the weekend, and then come back on Monday and watch it again.

Researcher: Okay, that's great. So develop it a little bit more, okay.

Dolly: Rather than just a small thing in the day overall, so we can talk more about the culture.

Researcher: Okay, great. That's very helpful. Anything else?

Dolly: That's it.

Researcher: Okay, great. Thank you so much!

Interview 5: Participant An
Date: April 23, 2008
Time: 10:30 a.m.
Location: Candler Hall 124

Researcher: Okay, the first question I have for you, is, ummm, did you prefer watching the *French in Action* video with or without the television clip?

An: I like the television clip.

Researcher: Why was that?

An: Umm, because, like, I mean, you watch, like, American television or whatever, and you see what that is like, and I think that French television is kind of along the same lines, it's just like to see the culture and stuff, but in another way.

Researcher: Okay. In what ways do you think the television clip was helpful or not helpful in improving your listening performance, and that means how well you listened to the *French in Action* videos.

An: I think it's like, because it's like a native speaker on the television, but also it was kind of like, to listen, because it was, like, fast, and they spoke fast, and they said a lot of slang words too, so it's kind of like…it's not like your teacher talking.

Researcher: So, it wasn't helpful?

An: No, it was just kind of like, it went by kind of fast.

Researcher: Okay, um, and did you find it helpful to have those guiding questions there at your disposal when you were watching the television clip?

An: Yeah, because, like, I got to see it beforehand, so I know what I'm looking for. So when I'm watching it, I'm not, like, totally clueless, I know what to look for.

Researcher: Right. Okay, and in general, do you think the integration of technology is important in the Foreign Language classroom?

An: Yes, because I mean, like, I mean, you need a break from just listening to somebody talk the entire time and write stuff on the board. I think it helps.

Researcher: Okay, and um, did you find the television clips helpful in highlighting cultural information that you may or may not have known before, just in a general sense?

An: Yeah, because, like, um, the news television, stuff like that, it was really good too, because you got to see what it was like in France.

Researcher: Yeah, do you remember any of them that were especially helpful, or no?

An: Umm, I liked the one with the French restaurant. With the guy who was, like, making food…

Researcher: Okay, the little curly potatoes.

An: …yeah!

Researcher: And, in a more specific sense, in what ways do you think the television clip was helpful, or not helpful, in getting—in helping you to get cultural information from the *French in Action* videos.

An: Umm, to tell you the truth, I didn't really see the correlations…

Researcher: Okay.

An: Because, like, I think that the *French in Action* is more meant to, like, just help you learn French, whereas the cultural thing on the television, is just like out there for that.

Researcher: Okay, so you didn't see any sort of correlation between the subject matter of the two videos?

An: No.

Researcher: Okay, and do you have anything else that you would like to share about it? And please be perfectly honest, because this will help.

An: Umm, I think we should have more culture videos like those. I think they're really helpful, and I mean, like, you can't just learn a language by just reading text, and you know, watching instructional videos. You have to really see what it's like.

Researcher: Okay…

An: I really like those; I think that we should have more of those.

Researcher: And, um, would you have preferred to watch it on a different day than the first time you saw the *French in Action* video?

An: No, I think Friday is good.

Researcher: Friday is good? Okay. Anything else?

An: No, that's it.

Researcher: Alright, thank you very much!

Interview 6: Participant John
Date: April 23, 2008
Time: 10:45 a.m.
Location: Callaway Center North Hallway (Outside of C202)

Researcher: Okay, so first question is…did you prefer watching the *French in Action* video with or without the television clip?

John: Uhhh, without, I guess.

Researcher: Why is that?

John: Uh, I don't know, I guess it was, like, a lot to think about in, um, in, like, one day.

Researcher: Okay, so you felt like it, kind of, overloaded you to watch the *French in Action* video?

John: It would have been cool if we could have done it on separate days, develop more and focus.

Researcher: Okay, so develop the little television clip more and then spend more time on *French in Action* another day?

John: Right.

Researcher: Okay. Um, and in what ways do you think the television clip was either helpful or not helpful with improving how well you listened to the *French in Action* videos?

John: I think it was not helpful, just because, like, it was kind of hard to stay focused. I thought it was kind of a lot to take in at once. Yeah, umm, I would say it was not helpful.

Researcher: Okay, and um, did you find it helpful to have—when we were watching the television clip, even though it was a lot to take in—was it helpful to have those guiding questions at your disposal?

John: Absolutely. It would give you, like, what to kind of be looking out for. It definitely helped to have them.

Researcher: Okay. And, um, in a general sense do you think that the integration of technology…different kinds of technology is important in the foreign language classroom?

John: Yes.

Researcher: Yes…?

John: Um, yeah, having that kind of like, audio and visual at the same time definitely is helpful.

Researcher: Coming at it from different aspects, and what about things like PowerPoints and things like that?

John: Umm, I'm trying to think what we used PowerPoints for…it was more, umm, I mean, I guess. Like, it…it probably saves some time, because Abbey wouldn't have to, like, write out the grammatical things on the board, she would just click, and talk about it. Um, and her handwriting isn't that good [laughs] so it's probably a little easier to see like that.

Researcher: Okay, and the fifth question is, did you find the television clips at all helpful in highlighting cultural information that you may or may not have known?

John: Yes.

Researcher: Yes…?

John: Yes.

Researcher: So…what…do you remember any of them that were?

John: Ummm, I remember one talking about, like, the different, a lot of the different landmarks in Paris…umm, I remember the train one that we had recently, like on the TGV…

Researcher: Mmmmhmmm…

John: I guess it was cool, because the *French in Action* video that we watch is kind of, like, outdated, and so I guess it's just cool to see some stuff that's like, more current, like that's going on in France.

Researcher: Okay, so, kind of updating the *French in Action* videos…

John: Yes.

Researcher: Umm, and do you think the television clip was at all helpful in highlighting cultural information in the *French in Action* videos?

John: Uh, yeah, one thing that stands out is the TGV, umm, like I remember there was like a news clip specifically on that, and then they talk about it in the *French in Action* videos, umm, so I guess it kind of drove the point home. That they use high speed trains to get to…is it all over France or all over Europe?

Researcher: Both…so, in some of them, you did see a cultural connection between the two videos?

John: Yes.

Researcher: Okay. Umm, do you have anything else that you would like to share? And please feel free to be perfectly honest, because we want to know.

John: Ummm [pauses] no.

Researcher: Okay, great, thanks!

Interview 7: Participant Jason
Date: April 25, 2008
Time: 12:00 p.m.
Location: Callaway Center North Hallway (Outside of C202)

Researcher: Okay, the first question is, did you prefer watching the *French in Action* video with or without the television clip?

Jason: Umm, I think with, because it helped my understanding, because they were kind of related at some points, and, um, the vocabulary helped. But, uh, time management wise, [laughs] I would say apart because we were late a lot of times, after class.

Researcher: Right, okay. So because of the quiz and everything that you had to do that day, right. Okay, so you did feel like they were related in some way?

Jason: Yeah, I definitely noticed on the transportation ones that we watched, things about, like, the TGV, and that Mireille and Robert were traveling on the train that day too.

Researcher: Great, okay. And in what ways do you think the television clip was helpful, or not helpful, in improving your listening performance for the *French in Action* videos; so, how well you listened to the *French in Action*?

Jason: Umm, well I didn't understand very many words in the actual videos that we had to watch…the separate ones, not the *French in Action*, and so maybe really listening for certain words that I could understand and trying to piece them together, so I guess that's also helpful when watching *French in Action*, because I don't understand everything in that too. Sometimes just watching pictures. [laughs]

Researcher: Right, okay. Did you find it helpful to have the guiding questions at your disposal when we watched the television clips?

Jason: Yeah, I definitely…it gave me choices, certain things to concentrate, or words that I wouldn't know that were in the questions to try to listen for.

Researcher: Okay, and do you think that the integration of technology is important in the foreign language classroom?

Jason: Umm, yeah, I think so, because, um, like, we just have one teacher and her accent, her voice maybe is a lot different than people from around the country, and I think it's good to learn culture things too, and that's kind of hard when you live far away, so…especially, like, the videos and things that have helped.

Researcher: Okay, so, um, this is kind of related to what you just said about the culture.

Did you find that the television clips helped to highlight cultural information that you may or may not have known?

Jason: Umm, yeah. *French in Action* was a little dated, so it was nice to have the new videos. But, um, definitely about courses and meals, and France, and the differences between America, things in that area.

Researcher: Okay.

Jason: I like the culture aspects, probably a lot more than the "scientific-ness" [laughs] of French.

Researcher: Okay, so…so you did like the culture part of it?

Jason: Mmmhmm…

Researcher: And um, you did feel like it helped to update *French in Action*?

Jason: Yes, definitely.

Researcher: Okay. And the last question is, in what ways do you think the television clip was helpful or not helpful in improving your cultural learning specifically from the *French in Action* videos?

Jason: Umm, I guess it just highlighted differences even more and made you aware of certain differences in society, like the transportation issues, like how it's so different from the United States, and it's kind of specialized, with like fast trains and things. And they didn't really explain that in the *French in Action* video, they just got on the train, so it was nice to have an explanation behind specifics.

Researcher: Okay, great. That was the last question. Do you have anything else that you would like to add? And please feel free to be perfectly honest, because we really want to know what you think.

Jason: I thought it was really helpful to do the extra videos, just besides the *French in Action*, because last semester we were just doing *French in Action*, and it was a little dull and, like, very dated, so umm, they got me more interested in French culture in general, especially the culture side, because of the actual present culture aspects that we got to see or hear about.

Researcher: Okay, great. Anything else?

Jason: I think that's about it.

Researcher: Okay, thank you very much!

Interview 8: Participant Sara
Date: April 25, 2008
Time: 12:35 p.m.
Location: Callaway Center North Hallway (Outside of C202)

Researcher: Okay, the first question is, did you prefer watching the *French in Action* video with or without the television clip?

Sara: Well, you mean the television clips with the news clips?

Researcher: Yes.

Sara: I liked both.

Researcher: Both? Can you elaborate on that a little bit?

Sara: Yeah, umm, they both gave a different take on it. One was, like, the fake story, and one was, like, seeing what really kind of goes on in France. So it was helping with the culture, I guess, making it more real. It was definitely harder, those videos, the ones with the television clips, they were harder to understand.

Researcher: Right, right. How did feel about watching them on the same day? Like watching it right after your quiz and right before the *French in Action* video.

Sara: Well, I don't think it made much of a difference, I don't know, seeing both.

Researcher: Okay...okay, and in what ways do you think the television clip was either helpful, or not helpful, with improving your listening performance— meaning how well you listened to the *French in Action* videos?

Sara: It made, I guess, the *French in Action* videos almost pure…easier, because the other ones were so much harder. So, to go from hearing that, where they went so fast, and you couldn't, like, catch it, to the *French in Action*, I guess it was more, you realized the slower pace, a little bit.

Researcher: Okay, so it kind of got your ear acclimated to a faster pace, and then the slower pace then was more helpful, is that kind of what you mean, or…?

Sara: Yeah, I would say that, yeah. I wasn't consciously thinking of that, but if I think back to it, it made it a little easier to understand the videos.

Researcher: Okay, and did you find it helpful to have the guiding questions at your disposal while…

Sara: I definitely thought so. Because when you…you know how we read them before

and looked at them, it definitely helped, because it went so fast [laughs], it was so…I mean, at least if I had an idea of in the questions of what would be going on, it would help me to kind of direct and focus what I would see in the videos.

Researcher: Great. Okay, and in a general sense, do you think the integration of technology is important in the foreign language classroom?

Sara: I think so. I think using all kinds of teaching methods helps; seeing it, hearing it, different kinds of seeing and hearing things is very helpful.

Researcher: So coming at it from different angles allowed you to get a different viewpoint of different things…?

Sara: Yeah.

Researcher: Okay, umm, did you find that the television clips were helpful in highlighting general cultural information that you may or may not have known before?

Sara: I think so…I mean, they showed you, because they were, you know, live in France, you saw the surrounding parts and how they do their news casting, what they chose to talk about, and things like that.

Researcher: And what they did choose to talk about, was it, did you find them to be at all connected with anything, or like, was it, just sort of…randomly chosen?

Sara: Umm, well, there was the one about architecture, and a lot of vocabulary about that. And it kind of makes the lessons seem more, like real, like when you see in France, it is knowledgeable to know how…about the architecture.

Researcher: Okay…

Sara: One video was about the trains and stuff, and we learned about that.

Researcher: Okay. And in what ways do you think that the television clip was helpful or not helpful with improving your cultural learning from the *French in Action* videos? So, seeing the two connected there…did you see any connection?

Sara: Umm, I guess because with the trains, she talked about them in the video, and they did go to, like, a bunch of historical sites in *French in Action*, and we learned about that from the clip, so yeah, you could definitely see the connection, like they were in the same place.

Researcher: And so did that help you, like, focus…once you had seen the video on the train, did that help you focus in on what she was saying in the video, or did it…was it not helpful?

Sara: What do you mean by that?

Researcher: Did it help you pick up on anything in the video that you might not have picked up on, if you hadn't already been thinking about the trains from the video before?

Sara: I guess, like, if I noticed what they were doing in the one clip and I saw it again, at least the repetitiveness helped.

Researcher: Mmmhmm. Okay.

Sara: I mean, yeah, if you had only seen it once it wouldn't have really stuck out, but seeing it twice kind of just sticks better.

Researcher: Okay. Umm, that's all the questions that I have, but do you have anything that you would like to add? I mean, anything, any of your thoughts over the semester would be very helpful, whether you liked it or you didn't like it, or whatever, because that will help us to learn how to use it.

Sara: Umm, the only thing that I noticed that was different, was that in French 101 and French 102, the videos…in French 101, they would like, they would give you like a vocab lesson too…they would show the video and they would take what you saw and the guy would, like, explain it. But in this one, they didn't, and it definitely made it harder…it just showed you a clip, and it didn't stop the clip in the middle, and go over what they were saying.

Researcher: Oh, okay, so you mean, like, the teacher would stop it in French 101?

Sara: No, sorry, the teacher in the video…the guy that you always see.

Researcher: Oh, okay.

Sara: So, like you'd go, you'd watch a clip, and then he would stop you, and, like, you'd see on the video, 'oh, this is what they just said.'

Researcher: Okay, so the part after the…after the actual *French in Action* movie, then he would go away, and he would come up, and he would explain it.

Sara: He would explain it, and it not only helped, like, with understanding it, but it helped like, with focus. Because if it's going too fast, and I don't understand, I'll kind of, like, tune out, but when the guy brought your attention back to it, it helps a lot.

Researcher: Okay, good. So, again, seeing from a different angle, seeing how he's doing it again, that's good to know.

Sara: And not just running through the video, but, like, stopping it and going over it.

Researcher: Okay, well that's good to know, because those are available for the 102 videos, but it's kind of up to the instructor's prerogative as to whether or not they want to use it, if they have time to go through that part…

Sara: She would stop sometimes at the second time we saw it, but I kind of liked the video when he would stop and go over it, because they do more action, like, show you, like, different people, bring up another person, and, like, it helps it.

Researcher: Okay, good. Anything else?

Sara: I think that's it.

Researcher: Okay, great! Thank you very much!

APPENDIX K

Interview Coding Definitions and Examples Sheet

Key :
Third-level codes
Second-level codes
First-level codes

Code	Abbreviation	Definition and Examples
Preference	**PREF**	Indication that participant preferred watching the curriculum video with or without the video AO, or if participant did not have a preference.
Preference-With	PREF-WITH	Indication that participant prefers viewing the curriculum video when paired with the video AO.
Preference-Without	PREF-WOUT	Indication that participant prefers viewing the video without the video AO.
Preference-No Preference	PREF-NOPREF	Indication that participant has no preference regarding viewing the curriculum video with or without the video AO.
Listening Performance Effects	**LPEFFECTS**	Descriptions of effects on student listening performance to be gained from viewing the video AO or viewing the video AO with the curriculum video.
Listening Performance Effects-Reacclimation of ear	LPEFFECTS-ReAc	Descriptions of how listening to the video AO before the *FiA* video prepared students for listening to the target language by acclimating their listening to the target language; a type of re-introduction to listening after not hearing the target

		language for 24-48 hours.
Listening Performance Effects-Reacclimation of ear-accents	*LPEFFECTS-ReAc-ACCENT*	Descriptions of how listening to the video AO before the *FiA* video introduced listeners to new and/or different accents in the target language.
Listening Performance Effects-Reacclimation of ear-intonation	*LPEFFECTS-ReAc-INTON*	Descriptions of how listening to the video AO before the *FiA* video introduced listeners to new and or different intonation in the target language.
Listening Performance Effects-Native Speaker	LPEFFECTS-NATSP	Descriptions of benefits for listening performance from the native speakers featured in the video AOs.
Listening Performance Effects-Vocabulary Reinforcement	LPEFFECTS-VOCABREINF	Descriptions of benefits for listening performance from the reinforcement or repetition of vocabulary between the video AOs and the curriculum videos.
Listening Performance Effects-Increased Difficulty	LPEFFECTS-INCDIFF	Descriptions of increased difficulty in viewing the video AOs, for example, due to faster speed of speech.
Listening Performance Effects-Foreshadowing of vocabulary and culture	LPEFFECTS-FORSHVOCABCULT	Descriptions of how viewing the video AOs can introduce listening benefits for vocabulary and culture.
Listening Performance Effects-Context	LPEFFECTS-CONTEXT	Descriptions of how viewing the video AOs established a context for viewing the curriculum video, including making connections between the two videos.
Cultural Information Effects	**CIEFFECTS**	Descriptions of effects on student cultural learning from viewing the video AO or viewing the video AO with the curriculum video.
Cultural Information Effects-General Cultural	CIEFFECTS-GENCULTLEARN	Descriptions of how the video AOs affected

Learning		students' general cultural learning.
Cultural Information Effects-General Cultural Learning-General Cultural Perspective	*CIEFFECTS-GENCULTLEARN-GENCULTPERSP*	Descriptions of how the video AOs affected students' general cultural learning by showing a general cultural perspective as opposed to a perspective more specifically related to the curriculum videos.
Cultural Information Effects-General Cultural Learning-Relationship between culture and language	*CIEFFECTS-GENCULTLEARN-RELCULTLANG*	Descriptions of how the video AOs affected students' general cultural learning by emphasizing the relationship between culture and language.
Cultural Information Effects-General Cultural Learning-Interest & Cultural Perspective	*CIEFFECTS-GENCULTLEARN-INTCULTPERSP*	Descriptions of how the video AOs affected students' general cultural learning by increasing interest and cultural perspectives.
Cultural Information Effects-General Cultural Learning-Broadness of Culture	*CIEFFECTS-GENCULTLEARN-BROADCULT*	Descriptions of how the general cultural topics presented in both videos evinced the broadness of culture.
Cultural Information Effects-Specific Cultural Learning	CIEFFECTS-SPECCULTLEARN	Descriptions of how the video AOs affected student's cultural learning as specifically related to the curriculum videos.
Cultural Information Effects-Specific Cultural Learning-Information Focus	*CIEFFECTS-SPECCULTLEARN-INFOFOCUS*	Descriptions of how the video AOs affected student's cultural learning as specifically related to the curriculum videos by focusing attention on certain information.
Cultural Information Effects-Specific Cultural Learning-Helpful Subject Matter	*CIEFFECTS-SPECCULTLEARN-HELPSUB*	Descriptions of how the video AOs affected student's cultural learning as specifically related to the curriculum videos by introducing or explaining helpful subject matter, such

		as transportation issues.
Cultural Information Effects-Specific Cultural Learning-Randomness	*CIEFFECTS-SPECCULTLEARN-RANDOM*	Descriptions of how the video AOs affected student's cultural learning as specifically related to the curriculum videos by focusing on topics that seemed "random" but useful to students.
Guiding Questions Benefits	**GQBENEF**	Descriptions of how the guiding questions aided student viewing of the video AOs.
Guiding Questions Benefits-Key Words	GQBENEF-KEYWORD	Descriptions of how the guiding questions aided student viewing of the video AOs through the introduction of helpful words.
Guiding Questions Benefits-Key Visuals	GQBENEF-KEYVISUALS	Descriptions of how the guiding questions aided student viewing of the video AOs through the introduction of helpful visuals.
Guiding Questions Benefits-Hints	GQBENEF-HINTS	Descriptions of how the guiding questions aided student viewing of the video AOs by giving clues as to the subject matter of the video AOs.
Guiding Questions Benefits-Background	GQBENEF-BACKG	Descriptions of how the guiding questions aided student viewing of the video AOs by establishing a background for the video AOs.
Benefits of Technology	**BENEFTECH**	Descriptions of the benefits that technology can bring to the FL classroom.
Benefits of Technology-Learning Styles	BENEFTECH-LEARNSTY	Descriptions of the benefits of using technology in the FL classroom by presenting information more effectively for different learning styles.

Benefits of Technology-Context Building	BENEFTECH-CONTEXT	Descriptions of the benefits of using technology in the FL classroom by building contexts for learning.
Benefits of Technology-Interactive	BENEFTECH-INTERACT	Descriptions of the benefits of using technology in the FL classroom by introducing an interactive component to the curriculum.
Benefits of Technology-Interest	BENEFTECH-INTEREST	Descriptions of the benefits of using technology in the FL classroom by building interest.
Benefits of Technology-Immersion Facilitation	BENEFTECH-IMMERSION	Descriptions of the benefits of using technology in the FL classroom by creating an immersion-like setting.
Benefits of Technology-Making Associations	BENETECH-ASSOC	Descriptions of the benefits of using technology in the FL classroom by aiding students in making associations between different materials.
Difficulties and Possible Improvements	**DIFF/POSSIMP**	Descriptions of difficulties that students encountered in either condition as well as possible improvements that could aid students in watching both videos.
Difficulties and Possible Improvements-Difficulties	DIFF/POSSIMP-DIFF	Descriptions of difficulties that students encountered in both conditions.
Difficulties and Possible Improvements-Difficulties-Advanced Speech	*DIFF/POSSIMP-DIFF-ADVSPEECH*	Descriptions of difficulties that students encountered while viewing the video AOs due to the advanced speech of authentic videos.
Difficulties and Possible Improvements-Difficulties-Overload	*DIFF/POSSIMP-DIFF-OVERLOAD*	Descriptions of difficulties that students encountered when in the Video AO + Video condition because of a feeling of cognitive overload.
Difficulties and Possible Improvements-Difficulties-	*DIFF/POSSIMP-DIFF-CONN*	Descriptions of difficulties that students encountered

Connections		when establishing connections between some video AOs and curriculum videos.
Difficulties and Possible Improvements-Possible Improvements	DIFF/POSSIMP-POSSIMP	Descriptions of possible improvements that could aid students in watching both videos.
Difficulties and Possible Improvements-Possible Improvements-More Time	*DIFF/POSSIMP-POSSIMP-TIME*	Descriptions of how it might be beneficial to have more time in watching both videos.
Difficulties and Possible Improvements-Possible Improvements-Development of Ideas	*DIFF/POSSIMP-POSSIMP-DEVELOP*	Descriptions of how it might be beneficial to develop the concepts covered in the video AOs.
Difficulties and Possible Improvements-Possible Improvements-Review of FiA Questions	*DIFF/POSSIMP-POSSIMP-REVQUES*	Descriptions of how it might be beneficial to budget time to review the questions relating to the curriculum video.

Tables and Figures

Table 1

List of Targeted Videos and Counterbalanced Design

Targeted Videos	Video AO + Video	Video Only
Video 19	Sections A and B	Sections C and D
Video 22	Sections C and D	Sections A and B
Video 23	Sections A and B	Sections C and D
Video 24	Sections C and D	Sections A and B
Video 25	Sections A and B	Sections C and D
Video 26	Sections C and D	Sections A and B
Video 27	Sections A and B	Sections C and D
Video 28	Sections C and D	Sections A and B
Video 29	Sections A and B	Sections C and D
Video 30	Sections C and D	Sections A and B

Table 2

Sample Student Characteristics by Class

Characteristics	Class A	Class B	Class C	Class D
Gender				
Number of Females	6	6	8	10
Number of Males	5	5	6	2
University classification				
Freshmen	0	5	0	0
Sophomore	8	3	7	2
Junior	3	2	4	5
Senior	0	1	3	5
Graduate Student	0	0	0	0
Years Experience				
Mean	.864	1.273	1.518	.917
Standard Deviation	.951	.786	1.187	.764

Table 3

One-way ANOVA Results for Listening Performance Pretest ($N = 48$)

Listening Performance Pretest	M	SD	F df (3, 44)	p
Class 1	36.36	25.06	1.986	.130
Class 2	26.44	15.46		
Class 3	24.67	12.05		
Class 4	19.70	12.76		

Table 4

One-way ANOVA Results for Cultural Knowledge Pretest ($N = 48$)

Cultural Knowledge Pretest	M	SD	F df (3, 44)	p
Class 1	45.91	8.53	1.486	.231
Class 2	48.41	11.47		
Class 3	51.79	6.75		
Class 4	53.13	9.77		

Table 5

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Inter-item and Test Reliability, Lesson 19 ($N = 48$)

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Lesson	Item	Difficulty	Lesson Difficulty	α
19	1	.45	.661	.264
	2	.68		
	3	.55		
	4	.77		
	5	.91		
	6	.41		
	7	.80		
	8	.80		
	9	.45		
	10	.80		

Table 6

_____

Inter-item and Test Reliability, Lesson 22 ($N = 48$)

_____

Lesson	Item	Difficulty	Lesson Difficulty	α
22	1	.63	.667	.158
	2	.57		
	3	.67		
	4	.91		
	5	.37		
	6	.61		
	7	1.00[1]		
	8	.67		
	9	.70		
	10	.87		

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[1] Item 7 has zero variance and was removed from the scale.

Table 7

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Inter-item and Test Reliability, Lesson 23 (*N* = 48)

_____

Lesson	Item	Difficulty	Lesson Difficulty	α
23	1	.65	.635	.274
	2	.84		
	3	.79		
	4	.84		
	5	.56		
	6	.77		
	7	.91		
	8	.40		
	9	.14		
	10	.47		

Table 8

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Inter-item and Test Reliability, Lesson 24 ($N = 48$)

_____

Lesson	Item	Difficulty	Lesson Difficulty	α
24	1	.82	.509	.402
	2	.91		
	3	.56		
	4	.56		
	5	.56		
	6	.38		
	7	.82		
	8	.11		
	9	.07		
	10	.31		

Table 9

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Inter-item and Test Reliability, Lesson 25 (*N* = 48)

_____

Lesson	Item	Difficulty	Lesson Difficulty	α
25	1	.95	.744	.551
	2	.84		
	3	.77		
	4	.74		
	5	.70		
	6	.95		
	7	.86		
	8	.74		
	9	.05		
	10	.84		

Table 10

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Inter-item and Test Reliability, Lesson 26 ($N = 48$)

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Lesson	Item	Difficulty	Lesson Difficulty	α
26	1	.76	.517	.188
	2	.17		
	3	.48		
	4	.90		
	5	.36		
	6	.74		
	7	.31		
	8	.90		
	9	.26		
	10	.29		

Table 11

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Inter-item and Test Reliability, Lesson 27 ($N = 48$)

_____

Lesson	Item	Difficulty	Lesson Difficulty	α
27	1	.14	.526	.147
	2	.88		
	3	.74		
	4	.55		
	5	.33		
	6	.67		
	7	.50		
	8	.52		
	9	.45		
	10	.48		

Table 12

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Inter-item and Test Reliability, Lesson 28 ($N = 48$)

_____

Lesson	Item	Difficulty	Lesson Difficulty	α
28	1	.48	.595	.556
	2	.57		
	3	.75		
	4	.77		
	5	.50		
	6	.89		
	7	.70		
	8	.75		
	9	.32		
	10	.23		

Table 13

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Inter-item and Test Reliability, Lesson 29 (*N* = 48)

_____

Lesson	Item	Difficulty	Lesson Difficulty	α
29	1	.88	.560	.187
	2	.52		
	3	.64		
	4	.24		
	5	.76		
	6	.74		
	7	.19		
	8	.83		
	9	.14		
	10	.64		

Table 14

_____

Inter-item and Test Reliability, Lesson 30 ($N = 48$)

_____

Lesson	Item	Difficulty	Lesson Difficulty	α
30	1	.52	.552	.341
	2	.40		
	3	.93		
	4	.48		
	5	.71		
	6	.24		
	7	.40		
	8	.81		
	9	.67		
	10	.36		

Table 15

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Paired *t* Test Results for Immediate Quizzes—Listening Performance (*N* = 48)

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Method	*M*	*SD*	*t*	*p*
AO + Video Listening Performance Score	59.63	11.02	-.446	.658
Video Only Listening Performance Score	60.34	10.84		

Table 16

Paired *t* Test Results for Immediate Quizzes—Retention of Cultural Knowledge (*N* = 48)

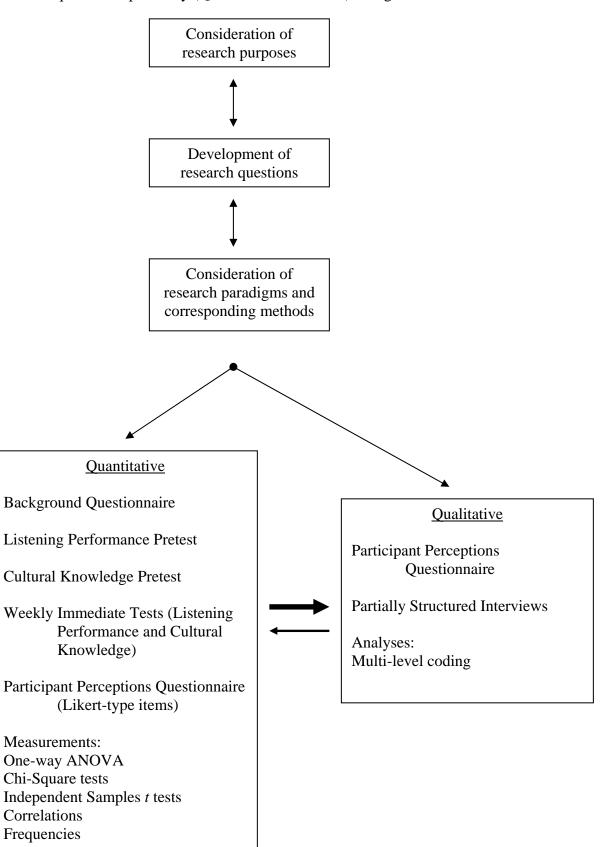| Method	*M*	*SD*	*t*	*p*
AO + Video Listening Performance Score	56.45	14.75	-.235	.815
Video Only Listening Performance Score	57.09	15.33		

Figure 1. Sequential Explanatory (Quantitative Dominant) Design

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        ┌─────────────────────┐
        │   Consideration of  │
        │  research purposes  │
        └─────────────────────┘
                  ↕
        ┌─────────────────────┐
        │   Development of    │
        │  research questions │
        └─────────────────────┘
                  ↕
        ┌─────────────────────┐
        │   Consideration of  │
        │ research paradigms and │
        │ corresponding methods │
        └─────────────────────┘
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Quantitative

Background Questionnaire

Listening Performance Pretest

Cultural Knowledge Pretest

Weekly Immediate Tests (Listening
         Performance and Cultural
         Knowledge)

Participant Perceptions Questionnaire
         (Likert-type items)

Measurements:
One-way ANOVA
Chi-Square tests
Independent Samples *t* tests
Correlations
Frequencies

Qualitative

Participant Perceptions
         Questionnaire

Partially Structured Interviews

Analyses:
Multi-level coding