

APPENDIX VI

INSTRUCTIONS USED FOR THE FIRST TESTING SESSION

This is an experiment on the use of films for teaching Russian language. You know, as well as the sponsors of this experiment (i.e., the Department of Army and Navy) do, the importance of the Russian language in international affairs. We are trying to find out the best way to teach it effectively to large classes of students such as this one. Scientifically as well as from the larger world aspect, these tests are important. So we urge you to do your best during all the three sessions to which you have committed yourself.

You should have been given two things:

One, a sharpened pencil. Check to make sure you have one. (Pause)

If you don't, raise your hands and the proctors will give you one.

(Pause)

Two, a paper stand with a small booklet of blank pages of different colors inserted in it. Check to be sure that you have this stand.

(Pause)

Now you will be asked to fill in some information on the first page of this stand.

First, print your name in the following order: last name, first name, and middle initial. (Pause)

Then, put down your sex and after that your age.

Next your semester.

Then, print your major subject.

Then, write "Yes" if you have had any Russian and "No" if you don't know Russian.

Last, write your mailing address and phone number in State College.

Now, turn the page.

The new page should be a white page.

Now, listen to the procedure of this experiment very carefully.

This film will first show you the different pairs of English and Russian words which you are to learn today. Each time a pair of English and Russian words will appear on the screen, it may or may not be illustrated by pictures. In this way, you will see in the first section of the film all the English and Russian words you are going to learn. (Show card.) Here is an example of what you will see. (Pause)

In this way, all the different pairs of English and Russian words which you are to learn will be shown to you in the first section of the film. The first section of the film is to give you a general idea of the kind of words you are going to learn. During the second section of the film you will start using the pencil and the paper stand. This part of the film will consist of a number of repetitions of the different words which will have been shown to you in the first section. But, here, the idea is to test how well you are progressing in learning each pair of English and Russian words. For instance, in the first section, suppose you saw this pair of words. (Show card with both words.)

Now, in the second section of the film you will not always see both these words on the screen at the same time. But, instead, at first, you will see only the English word. Thus, you will see: (Show card with Russian word covered.)

After this word disappears from the screen, there will be nothing on the screen for a few seconds except a graph-like impression. (Show a

graph paper.) During the time of the graph-like impression you are only to think of the Russian word for the English word but you are not to write at this time. When the screen becomes completely white, print the Russian word in capital letters in the next page of your paper stand. You will start printing the Russian words on the pages after the first page. You will put only one word on a page and you will use only the right hand side of the page. After writing the word, turn the page over as soon as the graph-like impression appears again. The word must be spelled correctly for you to get credit.

Now for practice (cover Russian on card). What is the Russian word for this English word? (Then tell it to the students.) Print this Russian word on your white page. Now turn that page and you will be ready for the first word you will have to write from the film itself. You should now have a blue page.

For the experiment to be meaningful it is important that you do not talk with your neighbor or look at your neighbors' work.

After you have written each word and turned the page, the original pair of English and Russian words will appear on the screen and remain there for a few seconds. (Show the card again with both words.)

You are to make no corrections at this time. You must turn your page when the graph-like impression appears and before the answer appears on the screen. We will go over this again, but, now, you will see the first section of the film. (Show the first section.) Do not make any corrections this time.

In the second section each time you will see the English word first - for a few seconds. Following that there will be a graph-like impression on

the screen.

After that, there will be nothing on the screen for a few seconds except bright light. During this time you are to write down on the next page the Russian word corresponding to the English word which was on the screen before. Then you turn that page over to the left side of the stand. Remember to turn the page every time, whether you are able to print the Russian word or not. If you do not know the answer put a dash on that page. While correct spelling is important you should try each word even though you are not sure of the spelling. You must do this quickly while the screen is white and before the original pair of English and Russian words appear on the screen. Let me repeat. (Repeat last sentence.)

For the experiment to be meaningful, you understand that it is important that you do not talk with one another and do not look at your neighbors' work.

This then is the general procedure.

Any questions?

We don't expect that you will get all the answers right the first time. But all of you will do better with increasing repetitions. But you should try to do your best from the beginning. Ready now, for the second section. This section will be shown to you several times, and the procedure for every repetition of it is the same. O.K.? (Start the second section.)

To the Head-Proctor: (For next week, we shall use only one projector, as we don't have enough prints of the version to be used next week. So the time required to rewind the film and thread it will constitute an interval between each repetition; ask the students not to talk.

Give six repetitions. After the sixth repetition, pass out copies of the reverse written test, and collect them, after each student writes the answers on this test. Then dismiss the students after reminding them of the next session.)