

APPENDIX F: Mechanics of an Article

Following are extracts from articles demonstrating how information is put together taking the main components (see Chapter 5 of this volume and Chapter 6 of Volume 1) of a research study into consideration. Articles are to exemplify methods of research. The phrases typically used in putting information for each section of the study are given in bold letters.

Correlational Research

Reference:

Bowman, J. T. & Reeves, T. G. (1987). Moral development and empathy in counseling. Counselor Education and Supervision, 16 (6), 293-298.

Purpose of the study:

- Of interest to counselor educators are variables associated with helper empathy.

The authors investigated the relationship between empathy and moral development.

- **As a follow-up on the results of Bowman and Allen's study, this study was designed to determine whether there is a relationship between** moral judgment scores and empathy ratings using participants trained in emphatic listening and responding who exhibit a wide range of moral development scores rather than using groups with high and low moral development.

Operational definitions:

- **According to** Gladstein (1983), **there are two definitions of** the empathy construct **apparent in the literature. One, termed** emotional empathy, **emphasizes** counselor's ability to be affected by a client's emotional experience **and the other,** role-taking empathy, **emphasizes** the counselor's ability to understand the client's frame of reference or point of view.

- Kohlberg's (1969) moral development **model offer an approach to the study of** role-taking empathy. **According to** Kohlberg, the capacity for role taking-the ability to take and share the perspectives of others is central to and precondition for the process of moral development.

Background of the study:

- **According to** Gladstein (1983), there are two definitions of the empathy construct apparent in the literature.

- Kohlberg's (1969) moral development model **offer an approach to the study of** role-taking empathy.

- Kohlberg and Mayer (1972) **theorized that** the level of moral development cannot exceed, but may lag behind, the cognitive moral development level.

- Hoffman (1976) **delineated a view** of moral development **that highlights the role** of empathic development.

- Relative to the relationship between empathy and the helping process, Erle, Diaz-Loving, and Archer (1982) **investigated the** role empathy and values in college students **and found that** moral values serve to facilitate helping responses that are aroused by emphatic emotion.

- Welfel and Lipsitz (1983) **raised the** responsibility that specific aspects of counselor training experiences influence or are influenced by the student's moral development level. **With this line of reasoning, it is conceivable that** a counselor who possesses high level of moral reasoning capacities is likely to respond emphatically to the client.

- **In a pilot study in which they investigated the possible difference in the** demonstration in empathy **between** students with high and low moral development, Bowman and Allen (in press) **found a significant difference** in empathy ratings between the two groups.

Hypotheses:

- **There is a positive correlation between** level of moral development (reasoning) **and** role-taking empathy among counselor trainees.

Subjects:

- **Participants were** beginning master's-level students in counselor education, educational psychology, and psychology. **Of the 44 students** enrolled in three sections of a counseling practicum in facilitative skills development, **35 completed the study (29 women with an average age of 29.3 years and 6 men with an average age of 30.8 years).**

Instrumentation:

- **Two instrument were used:** the Defining Issues Test (DIT), **developed by** Rest, Cooper, Coder, Masanza, and Anderson (1974), and the Emphatic Understanding Scale (Carkhuff, 1983).

- The DIT **measures the degree that** principled moral reasoning is used in resolving moral dilemmas.

- **This scale permits judges to rate the** facilitative level of counselors' responses.

Procedure:

- **This three stage model involves** exploration, understanding and goal setting, and facilitative action.

- **Training included** explanation, demonstration, in-class practice and feedback, and audiotape and videotape recording with feedback of counseling **sessions.**

- **Pearson product-moment correlation coefficients were computed for the data.**

Conclusion:

- **Statistical analysis revealed significant relationships between DIT scores and** the two empathy **ratings:** the supervisor's ratings of final audiotapes and DIT, $r(34) = .36, p < .05$, and the judges' rating of the written responses to the videotape and DIT, $r(34) = .61, p < .001$.

- **These data suggest that** the moral development level of the counselor trainee is related to the trainee's ability to empathize.

Discussion:

- **These data indicate a direct relationship between level of** moral development **and** counselor empathy.

- **Further research is needed to clarify the nature of the relationship.**

Experimental Research

Reference:

Abraham, G. R. (1985). Field independence-dependence and the teaching of Grammar. TESOL Quarterly, 19 (4), 689-702.

Purpose of the study:

- Field independence-dependence and the teaching of Grammar.
- **The purpose of this study reported in this article was to discover whether** less rule-oriented teaching **might prove more beneficial for** field-dependent students
- **The study reported in this article was designed to provide partial answer to this question by comparing two different methods** of teaching the formation of participial phrases.

Background of the study:

- **To summarize this body of research**, field independence has been shown to be significantly and positively related (albeit in most cases modestly) to scores on several standardized paper-and-pencil tests, to language aptitude, to use of monitoring, and to success on the integrative measures of imitation and close.
- **These studies therefore suggests that** field-independent students are more adept at learning and using rules than field-dependent students.

Hypothesis:

- **The question thus arises as to whether** a method of teaching that does not emphasize rules might be more beneficial for field-dependent students.

Subjects:

- **The 61 subjects in this study (45 males and 16 females) were all** students in the high-intermediate levels of the Intensive English and Orientation Program at Iowa State University.
- **All the subjects demonstrated, by their performance on the pretest, that they** did not fully understand how participles are formed in English. The highest score on the pretest was 47 out of a possible 60 points. The mean score was 27.7.

Instrumentation:

- **The pre- and post-tests** (paper-and-pencil) **each contained** 20 pairs of sentences.

The following instructions were provided on each test:

- **The two tests were constructed to be parallel by** preparing pairs of items that appeared to the investigator to be equivalent, **pilot testing these with** students in ESL composition courses, **and then revising those that seemed to present difficulties unrelated to** participle formation.
- **The final versions of each test contained** 9 sentences to be converted to passive participial phrases and 11 to be converted to active participial phrases.
- **The items in each test were assembled in random order with respect to** whether the participle should be active or passive.
- **Each item was scored on a 0-3 basis, each level representing a step** in the rule which governs the formation of participial phrases.

Procedure:

- **Prospective subjects were first given the pretest**, for which they were allowed as much time as they needed.

- **After completing** a short on-line introduction to the computing system, **subjects proceeded at their own pace through** their assigned participle lesson.
- **When the subjects** had finished their computer work, **they were given the post-test**, again with no time limit.

Data analysis:

- **Measure of field independence.** The Group Embedded Figures Test (GEFT), **developed by** Oltman, Raskin, and Witkin (1971), **was used to assess subjects' degree of** field independence.
- **Statistical analysis of the data was carried out by means of** the General Linear Model **procedure and other supporting programs in the SAS (Release 82.4) package** (SAS Institute 1982).

Conclusion:

- **This study, then provides insights into how** students along one continuum of individual differences internalized knowledge about one grammatical item in the second language.
- **Pre- and post-test scores were examined to determine whether** 1) there was an overall difference in effectiveness between the two lessons and 2) there was an interaction between field independence and lesson, that is whether field- independent students performed better with one lesson and field dependent students performed better with the other.
- **When the data were analyzed, 5 subjects were discovered to have** very low post-test scores (less than 20 out of a possible 60 points) **because they** had not even attempted, in 13 or more of the 20 items, to use participial phrases, opting instead for some other method of sentence combining.
- **A t-test comparing the slopes for the GEFT scores for the two lessons showed them to be significantly different** ($t = 2.87$, $df = 51$, $p = .006$), **indicating that subjects with** higher GEFT scores - field-independent subjects - **performed better** with the deductive lesson, **while subjects with** lower GEFT scores - field-dependent subjects - **performed better** with the example lesson.

Discussion:

- **One potential source of error inherent in the design of the study is possibility that subjects might have** obtained information about participial formation from sources other than their assigned CAI lesson during the period between the pretest and the post-test.
- **It would be interesting to know how subjects** internalized knowledge about the formation of participial phrases as they worked through each of the lessons.

Causal-Comparative Research

Reference:

Dewalt, M. & Ball, D. W. (1987). Some effects of training on the competence of beginning teachers. *Journal of Educational Research*. (80), 343-347.

Purpose of the study:

- **This study investigated the relationship between** training and 12 dimensions of teacher competence.

Background of the study:

- Keisling (1984) **asserted that** professional education courses were not intellectually demanding and reported that teachers invariably say that the education courses they took were useless.
- Sugg (1986) **found it ludicrous that** a retired physician, chemist, or accountant would not be able to teach in many states until he/she took the required education courses.
- **Others, including** Berliner (1984), **disagreed.**
- **Many of these findings, which have occurred in the last 10 years, showed significant relationships between** teacher behavior and student learning.
- **Studies investigating the relationship between** number of education courses and principals' ratings for teachers who had taken more education courses.
- Brandr (1981) **discussed several problems with rating scales.**

Subjects:

- **The sample of** teachers selected **for this study consisted of** 230 beginning secondary school teachers **who were observed in** the fall of 1985 as a part of the certification process.
- Fifty-six **percent of** the teachers were **women** and 44% were **men. Minority** teachers **comprised** 11% **of the sample.**

Instrumentation:

- **Each** teacher's **scores on the** 12 competencies **were computed using** combinations **of items from** the classrooms performance record and the planning form used by the State Department of Education .
- **These standardized item scores were combined to provide a competency score.**

Data collection:

- The revised keys **were then used to score** the other half of the scores and the internal consistency (alpha) coefficient of each competency was estimated.

Result:

- **The multivariate analysis of variance resulted in a** Wilks Lambda of .862 that was significant at the .001 level.
- No differences **were found** on the other eight competencies.

Discussion:

- **These results do not support the notion that** teacher training increases the competence of beginning secondary teachers **as measured in this study.**
- **The findings of this study also recalls an assertion by** Lasley and Applegate (1982) that the education of secondary teachers presently operates under three false assumptions.

Reference: Author ? Title: The academic listening task

Research type: Descriptive Research- Case Study. TESOL Quarterly, Vol. 23, No.3, September 1989

Background information:

- **In recent years a concerted attempt has been made to understand the process of listening comprehension. Unfortunately, very little is known about the relationship between listening, either in ESL or in the first language.**

Purpose statement:

- **This article reports** the academic listening experiences of one graduate ESL student taking a single course at a US university.

Research question:

- **Regarding the part** played by listening in this learning, **we might now ask a number of questions:**

- 1- **Is listening affected by** the student's conception of what constitutes learning?
- 2- **Is listening conditioned by anticipated requirements** (e.g. , of the exam)
- 3- **To what extent does** background knowledge, particularly in the case of graduate students **affect** listening?

Subject:

- At this point, certain facts about Hamad's background are relevant. **He was a young Saudi who had come to** the United States **in July 1985 with a TOEFL score** just above 400.

Research design:

- **The research reported in this article consisted of three main stages:** the selection of an informant, a preliminary project, and the main research itself. In the first stage, a student whom the author had taught in a preuniversity ESL program was approached as to his willingness to cooperate in a case study research project.

- **There were several reasons for his selection:** I was familiar with his academic background. As a teacher I had watched Hamad's English language skills develop from the intermediate to the advanced level, being personally involved in his work on listening. Empirical proof of this development was also accessible to me through his regular TOEFL scores and other in-house assessments, both formal and informal. Finally, he was sufficiently confident to talk openly about the true nature of the experiences.

- Hamad **enrolled in three courses** in fall 1986: two in PA and elective. Of the three the elective was the obvious choice for the third and most comprehensive of the research.

- **I attended all class sessions, audiotaping four classes at random and videotaping one.** There were five formal, taped interviews with Dr. White , seven with Hamad , and one each with the 22 other class members. Hamad made his book report, term paper, and class notes available to me.

- Dr. White allowed me to see her lecture notes, which were particularly useful. Unfortunately, only a small portion of the detailed picture that emerges from all this data can be dealt with in this article.

Results:

- **Taken together, this points lead to the conclusion that** the nature of his motivation toward the content dominated Hamad's classroom activities. In particular, attitudinal factors toward the teacher controlled his note-taking activities to a significant degree.

Conclusion:

- **It is possible to argue that neither the course, nor the ESL student, nor the teacher observed for this research was representative. Bearing this in mind, therefore, let us summarize the striking features of this research:** First, we have seen very clearly that

the learning requirement permeated the ESL student's whole attitude toward the course. **Second**, content should be related to past experiences and anticipated academic involvement. **Third**, the narrow interpretation of listening as an autonomous activity runs counter to everything observed in this research.

Descriptive Research - Survey (census)

Reference : (not proper reference)

Author, ? Lessons to be learnt from negative evaluation, ELT Journal Volume 50/4 October 1996

Purpose statement:

- **This article describes** the post-course evaluation of an INSET program for Japanese secondary school teachers of English.

Background information:

- English has traditionally been taught in Japan through the grammar translation method, and an enquiry-based and problem solving approaches to teaching **have not been widely known**.

- **In 1990 a one year INSET program for** Japanese secondary school teachers of English sponsored by Japanese Ministry of Education, **was established in** the University of Birmingham.

The **main objectives of the course were** agreed as follows:

- to improve the English proficiency of the course participants
- to expand their knowledge of theories underlying approaches to ELT
- to familiarize them with British culture and society.

Research design:

- I thought it would be interesting to explore **whether** the teachers **managed to** introduce any changes in their way of teaching English, and in their behavior in the class. **To this effect I sent questionnaires to all 56 ex-participants of the course from the previous years. I received 43 responses, a return rate of 76.8%.**

In 36 of the questionnaires that were returned the former participants claimed that they had introduced changes in the way they taught English. **The remaining seven reported that** they were unable to introduce any changes because of the examination constraints. **Three of the respondents had** been promoted to teacher trainers, which gave them the opportunity to disseminate the new ideas among a wider population of teachers.

Data Analysis:

Most ex-participants had found the course they attended practical, and seemed to be able to extract what had been important or helpful for their teaching.

Other reasons given for the lack of success in introducing a more communicative and interpretative style of teaching, except for students' resistance, **can be summarized as follows:**

- peer resistance
- parental resistance:
- poor textbooks:

Results:

From the post-course evaluation it is clear that the JST program did not fully satisfy all the participants' expectations, even though it underwent many changes to bring it

closer to their requirements by focusing more on the practical aspects of teacher training.

Although feedback was generally positive, there were indications that the situation was not quite as satisfactory as it might seem.

Conclusion:

This conclusion concentrates on two aspects: ways of improving INSET courses, and how post-course evaluation can be used to improve further in-service programs.