

Please answer all questions in English.

In 1939, Mary Tudor, a master's student at Department of Psychology, University of Iowa, published her thesis, entitled "An experimental study of the effect of evaluative labeling of speech fluency". Below is an excerpt from her thesis regarding her research questions.

This study was designed to answer the following questions:

1. Will removing the label "stutterer" from those who have been so labelled have any effect on their speech fluency?
2. Will endorsement of the label "stutterer" previously applied to an individual have any effect on his speech fluency?
3. Will endorsement of the label "normal speaker" previously applied to an individual have any effect on his speech fluency?
4. Will labelling a person, previously regarded as a normal speaker, a "stutterer" have any effect on his speech fluency?

Her design for the study was shown in the excerpt below.

The children used in this study were taken from the Soldiers and Sailors Orphans' Home in Davenport, Iowa. On January 17, 1939 a survey of 256 children picked at random from the preschool to the ninth grade, inclusive, was made by five individuals trained in speech pathology. To these were added all of the children regarded as stutterers by the teachers and matrons in the institution...From the total group of 256 children 22 were selected for the main part of the present study.

These 22 children were first divided into two groups. The first group consisted of ten children, who were all of the so-called stutterers in the institution; that is, all of the children who had been labelled stutterers by the teachers and matrons in the institution. The second group consisted of twelve normal speakers with varying degrees of fluency selected at random by the five judges from the 256 children surveyed.

Each of these two groups was then divided. Group IA consisted of five children who had been labelled "stutterers" by members of the institution. An attempt was made to remove the label "stuttering" from the children in this group; that is, they were told that they were not stutterers, but normal speakers who had been erroneously called stutterers. Group IB consisted of the other five children who had been labelled "stutterers" by members of the institution. In the case of these children the judges endorsed the label. Group IIA consisted of six normal speakers with varying degrees of fluency. To this group the judges attached the label "stuttering"; that is, they were told that the type of speech interruptions they were having indicated that they were stutterers. Group IIB consisted of six normal speakers matched in age, sex, intelligence, and fluency with the corresponding six normal speakers in Group IIA. No negative evaluative label was attached to this group. They were merely complimented on their speaking ability, and the label "normal speaker" was endorsed in each case.

The following are excerpts of the statements she made to the four groups of children:

Group IA: ...Many children have this same kind of trouble that you seem to be having. But it really isn't trouble; it's just a certain stage that children go through. In no time you'll outgrow it and you will be able to speak even much better than you are speaking now...

Group IB: No particular instructions or suggestions were given, but a number of questions were asked of each child. Some of the questions were:

1. How long have you stuttered?

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2. When did you begin to stutter?
3. What happened that caused you to stutter?
4. Was it a person, an incident, or an accident?
5. What were you told to do about it?

Group IIA: The staff has come to the conclusion that you have a great deal of trouble with your speech. The type of interruptions which you have are very undesirable...You have many of the symptoms of a child who is beginning to stutter. In fact, you are beginning to stutter...Make up your mind that you are going to speak without a single interruption. It's absolutely necessary that you do this. Do anything to keep from stuttering...Don't ever speak unless you can do it right...

Group IIB: ...You speak very well. Your speech is of very good quality. Speak whenever you have an opportunity. You have the earmarks of a fine speaker.

Tudor also informed the matrons and teachers in the institution about the group of children from which the label "stuttering" had been removed (Group IA) and the group of normal speakers to whom the label "stutterer" had been applied (Group IIA). The statements given were excerpted as follows:

Group IA: The staff has come to the conclusion that these children are not stutterers. They exhibit a special type of speech which they will soon outgrow...They are only going through a temporary stage in speech development which they will soon overcome. Pay no attention whatsoever to their speech. Do not work on it or try to correct it. Take their minds off of it as much as possible. Don't, above all things, ever call it "stuttering", because it isn't stuttering and they will soon outgrow it.

Group IIA: The staff has come to the conclusion that these children show definite symptoms of stuttering. The type of interruptions that they are having very frequently turn into stuttering...You should impress upon them the value of good speech, and that in order to have good speech one has to speak fluently. Watch their speech all of the time very carefully and stop them when they have interruptions; stop them and have them say it over. Don't allow them to speak unless they can say it right. They should be made very conscious of their speech, and also they should be given opportunities to talk so that their mistakes can be pointed out to them.

The five judges gave fluency ratings on a five-point scale for the 22 subjects before and after the experiment. Among them, Tudor was the only one who knew the label that had been attached to each subject during the experimental period. She also recorded the number speech interruptions these children made. The results could be seen in the following table. The numbers before the slash are fluency ratings and the numbers after are percentages of speech interruptions.

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國立臺灣大學 109 學年度碩士班招生考試試題

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	Subject	Gender	Age	Before	After
Group IA	1	M	11	2.3/18.37	3.2/14.25
	2	M	10	1.4/9.99	2/8.76
	3	M	13	4.2/8.65	3.2/9.84
	4	M	14	3.2/30.97	2.2/10.05
	5	M	14	4.0/10.07	4.0/9.52
Group IB	6	M	6	2.8/1.19	3.4/15.24
	7	M	12	2.6/11.43	3.2/8.41
	8	M	13	2.0/17.81	1.8/13.28
	9	F	14	2.1/33.07	2.2/27.63
	10	M	15	3.6/3.81	3.4/2.42
Group IIA	11	F	5	2.6/11.63	2.0/14.39
	12	F	9	2.8/8.06	2.8/10.97
	13	M	11	3.0/7.09	3.6/4.83
	14	M	12	2.5/7.96	2.5/12.22
	15	F	12	3.0/6.15	3.8/8.91
	16	F	15	3.1/6.62	2.8/12.47
Group IIB	17	F	6	3.0/10.50	NA/6.88
	18	F	9	2.8/7.62	2.6/3.84
	19	M	10	2.5/5.54	2.8/2.16
	20	M	11	3.4/4.94	3.2/4.61
	21	F	12	2.3/15.53	3.0/9.88
	22	F	16	3.3/6.92	3.0/6.23

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Please answer the following questions based on the above information:

1. Please explain what kind of experimental design this is. Remember to include the independent and dependent variables and the type and level of factors, among others. (15%)
2. What kind of statistical analyses would you use for the data set? Please explain your choice(s). (20%)
3. In your opinion, how do the results of the study answer the research questions? Please substantiate your claims by providing some data analyses (20%)
4. What are some of the flaws of this study? (20%)
5. Do you think the research questions are legitimate? How would you have designed the experiment instead to make it more sound? (25%)

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