A study investigated the different kinds of resistance techniques used by students in the college Spanish language classroom. Subjects were 30 undergraduate students, 10 at each of three instructional levels, representing a wide range of academic majors and concentrations. All completed a version of the Compliance-Resistance Techniques and Messages Survey. It was found that students with C and D grade averages used more resistance techniques than did students with A and B averages. The top resistance techniques were avoidance, priorities, and deceptions(excuses). Course level was not found to be related to resistance or non-compliance techniques used. Ten teaching techniques to counteract resistance are suggested, and areas for further study are identified. A list of resistance techniques is appended. (Contains 29 references.) (MSE)
RESISTANCE STRATEGIES IN THE UNIVERSITY SPANISH CLASSROOM

By

Carl L. Garrott
Department of Languages and Literature
VIRGINIA STATE UNIVERSITY
Petersburg, Virginia 23806

20 July 1999
Classroom management and off-task behavior have been identified as major problems for first-year instructors at the secondary level (Arends, 1991; Elam, Lowell, Gallup, 1994). On the other hand, college and university professors are often perceived as less likely to have discipline problems. Such is not the case that student resistance and non-compliance to instructor and institutional codes of conduct do not occur at the university level. Burroughs, Kearney and Plax (1984) identified a series of compliance-resistance strategies employed by college students and classified these behaviors into typologies. Their research also divided resistance into destructive and constructive types. Destructive resistance was defined as disruptions to on-task behaviors: excessive talking during lectures, coming to class late, missing class, failing to turn in homework, sleeping during lectures, cheating, refusal to participate in discussions, and antagonism toward peers and/or instructors. On the other hand, constructive resistance may take the form of student withdrawals, complaints, correcting the instructor, challenging teacher opinion and collusion. Burroughs, Kearney and Plax (1984) posited that constructive resistance may lead potentially to meaningful discourse between instructor and student. The instructor may attend to student concerns about appropriate
classroom activities, learning disabilities, instructional strategies and
downtime. On the other hand, destructive resistance positioned the
classroom off-task. The amount of active time-on-task has long been
associated with real academic engagement and higher achievement
(Arends, 1991; Lieberman and Denham, 1980; McGarity and Butts,
1984; Woolfolk and McCune-Nicolich, 1984). Furthermore, Levin
and Nolan (1996) explained that students who spend more time
engaged and occupied by learning activities presented fewer
management problems. It becomes axiomatic that good instruction
and good classroom management are highly correlated. Yet, university
Spanish instructors may still weather arguments, excuses, deception,
absenteeism, challenges and rebuttals by students. Burroughs, Kearney
and Plax (1984) reiterated that university students may rely upon a set
of highly sophisticated techniques that undermine instructors' attempts
at student compliance. The present investigation seeks to examine
the categories of non-compliance or resistance strategies utilized by
university students of elementary and intermediate Spanish using the
Burroughs et al. (1989) typologies as a dependent variable with grade
differences and course level as independent variables. Spanish instructors
have a responsibility to see the relationship between on-task behavior
and academic achievement, resistance techniques and achievement,
management techniques and applied linguistics. The fields of foreign
language education and applied linguistics cannot survive when students are decidedly off-task because of non-compliance and resistance to classroom requirements.

Brief Review of Related Literature

Research is the formal application of methods to the study of problems. It has always been rather difficult to predict, elucidate and control situations involving human beings and even more difficult to generalize behavior patterns in a mixed group of late adolescents and adults. At any rate, educational and psychological research have contributed many reports and published articles specific to causes of maladaptive behavior and power in the classroom.

Dreikurs (1964); Dreikurs, Grundwald and Pepper (1982); Dreikurs and Bassel (1971) based their research and approach to classroom management upon the fact that individuals misbehave as the result of a lack of recognition: unacceptable behavior produces recognition, a feeling of belonging and self-worth. Dreikurs, Grunwald and Pepper (1982) categorized four maladaptive behaviors: (1) attention getting; (2) power seeking; (3) revenge seeking; and (4) displays of inadequacy. Each behavior followed a sequence if not rewarded. Dreikur's logical consequence approach purported to aim students toward taking
responsibility for their own behavior. Therefore, the instructor communicates to the student that he/she has potential to be successful and that good behavior reaps rewards. The instructor does not employ a series of moral judgments: criticism, lists of shortcomings, recounting past misbehaviors; encouragement and positive feedback are accentuated.

William Glasser (1969, 1978, 1986) considered misbehavior as a direct function of the failure to satisfy student needs. Learning at a slower pace and obtaining less recognition and attention, some students retaliate upon the classroom through non-compliance with rules. Because these students feel trapped in an environment that negates their self-worth, students rebel. In his famous Schools without Failure (1969), Glasser posited his three questions to direct students toward good behavior: (1) What are you doing?; (2) Is it against the rules; (3) What should you be doing? Since many students may not answer honestly or not at all, a modern adaptation uses statements that: (1) tell the student the nature of the misbehavior; (2) relate that the behavior is against the rules; and (3) recall the appropriate behavior.

Other clinical psychologists and counselors focused upon psychological and sociological causes of off-task behavior. Maladaptive classroom behavior has been linked to poverty, ethnic differences, lack of respect for traditional authority, television and violence, poor parenting, and
child abuse (Bouthilet and Lazar, 1982; Elliott and Voss, 1974; APA, 1993). The classroom teacher can attempt to seek counselors, psychologists and social workers to remedy deep personality problems, clinical psychosis and learning disabilities. Specialized interventions within a team of instructors, counselors, administrators, learning specialists and/or mental health professions may be the solution to self-management skills for the individual student with persistent problems (Arends, 1991).

Another research area of import to classroom management concerns "power in the classroom" This area of investigation began as a program to determine those coping strategies that instructors utilized to effect on-task behavior (Richmond, McCroskey, Kearney and Plax, 1987). French and Raven (1959) found that if consistent beliefs and behaviors by instructors were maintained, the instructor might be more successful. French and Raven (1959) also classified teacher power into five types: (1) referent; (2) expert; (3) legitimate; (4) reward; and (5) coercive. Power is, therefore, the capacity in real terms or the potential to influence others, or to resist influence from others. McCroskey and Richmond (1984) maintained that students cannot learn without the communication of power by the teacher.

Referent power derives from the fact that students like the instructor as a person or identifies with the person in authority. The student may
emulate his/her model. The instructor cares about student learning and requires a certain type of good comportment to keep student on-task.

Expert power derives from the student's perception of a teacher as a knowledgeable person capable of transmitting subject matter, capable of motivating learning and capable of explicating and simplifying complex problems and issues within the subject.

Legitimate power involves the fact that one follows orders of persons in authority. The instructor anticipates on-task behavior because of the teacher's authority to enforce control, rules and student responsible behavior. Often the instructor receives his/her authority from a combination of teacher-made rules and from the backing of the administration.

Reward signifies positive reinforcement to effect on-task behavior. Tangible or intangible rewards may entice students to remain on-task. Coercive power comprises a series of threats and punishments to compel students to remain on-task.

It must be noted that instructors use a variety of these power bases with different students and with different classes. Classroom teachers must take into account the need to motivate on-task behavior and emphasize the need for control, requirements and good behavior. There is a correlation between good classroom management and learning.

Another area of research linked to "power in the classroom" is
Behavior Alteration Techniques (BATS). Based upon the aforementioned French and Raven (1959), some results of these studies suggest:

1. Teacher perceptions of learning were less predictive than student perceptions (McCroskey and Richmond, 1983; Richmond and McCroskey, 1984).

2. A typology of 22 behavior alteration techniques with behavior alteration messages was empirically derived to represent messages and strategies instructors use to gain student student compliance after and before student resistance (Kearney, Plax, Richond and McCroskey, 1985).

3. McCroskey, Richmond, Plax and Kearney (1985) found that instructors receiving communication training produced more student learning. It was recommended that student perceptions be used in subsequent research using BATS (Behavior Alteration Techniques).

4. Plax, Kearney, McCroskey and Richmond (1986) found that BATs as perceived by students were associated with affective learning at the college and secondary levels. The use of verbal and nonverbal cues BATs were associated with learning and several categories of student compliance and resistance.

5. Richmond, McCroskey, Kearney and Plax (1987) reported that immediate reward, deferred reward, reward from others, self-esteem,
personal responsibility, responsibility to class, altruism, expert
teacher and feedback were correlates of good prosocial teaching
and cognitive learning. The following BATs were associated with
poor teaching and less learning: punishment, guilt and teacher
authority.

reporting behaviors by externals and internals when instructors use
BATs. This investigation reported that subjects with internal loci
of control assumed authority, teacher-student relationships and
teacher modeling; whereas, subjects with external loci of control
had a set of constructs in which rewards, punishment, guilt, self-
esteeem, rules and peer modeling were "over-estimates" of instructor
control attempts.

and students were highly intercorrelated in their perception of prosocial
BATs; however, teachers and students might not agree in their perception
of degree of BAT use.
Design of the Study

Statement of the Hypothesis

The problem of this study focuses on resistance dynamics in the Spanish or L2 classroom in which a series or typology of misbehaviors may occur. There is a paucity of research in L2 learning in which student resistance or oppositional behavior to any technique or method within applied linguistics occur. The field of classroom management abounds in compliance-gaining strategies specific to a student's propensity to resist or comply in a teacher-student passive linear model (Burroughs, Kearney and Plax, 1989). Research has identified various resistance messages employed by students and consequently destructive resistance to classroom decorum, in-class disruption and oppositional behavior have been examined in the research literature. It is reasonable to assume that instructor have a professional responsibility to adopt the role of the instructional leader who maximizes student on-task behavior. A discipline problem exists if individual or group behavior within the L2 classroom disrupts and/or interferes with teaching and learning (Levin and Nolan, 1996). The successful teacher learns to react to surface behaviors (verbal interruptions, physical movement and disrespect) and to employ proactive
coping skills.

The present investigation seeks to examine the categories of resistance techniques employed by university students in L2 classrooms (Spanish) using a modified Burroughs et al. (1989) typology as a dependent variable, and grade and course level as independent variables.

RQ: What are the resistance messages employed by University Spanish students in the L2 classroom using grade and course as antecedents?

Subjects

Subjects were 30 undergraduate students (10 subjects randomly selected from each course level) enrolled in elementary Spanish I and II, and intermediate Spanish I at a small regional Mid-Atlantic university. These courses constitute part of the general distribution of courses for liberal arts and science majors; therefore, students are representative of a wide array of majors and concentrations.

Subjects were informed by letter from the investigator that this study would not interfere with normal course assignments, laboratory sessions and testing. Furthermore, there would be no penalty for not participating in this investigation, and participation or non-participation...
would not affect course grades. Responses would be anonymous; data and information collected were confidential. Access to all data was restricted directly to investigators involved in conducting the research.

Students were asked to complete a modified version of the Compliance-Resistance Techniques and Messages Survey (Burroughs, Kearney and Plax, 1989) in which only 10 typologies were used.

**Data-gathering Instrument**

In the pilot study, subjects were provided the original 19 typologies of Burroughs et al. (1989). Subjects (N=181) from seven classrooms (French and Spanish) were directed to indicate frequent compliance-resistance techniques by circling *yes* or *no* if he/she had ever used this technique in the L2 classroom or with the L2 instructor. This dichotomized response option conforms to the procedure used to measure behavior alteration techniques (Richmond, McCroskey, Kearney and Plax, 1987). The investigator reduced the 19 typologies to 10 (See Appendix). The 10-item inventory was administered the first day of classes in SPA 102, 201 and 202. Subjects were asked to indicate behaviors in their previous university Spanish course. No subjects used secondary study and/or placement tests as prerequisites to their present course. High scores indicated greater frequency of the
behavior: scores ranged from 0 to 10. Subjects indicated previous course and grade at the end of the inventory.

**Statistical Treatment and Analysis**

Means were computed for each previous course (SPA 101, 102, 201) and each course dichotomy (A-B) and (C-D):

<table>
<thead>
<tr>
<th>Course</th>
<th>N</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A-B</td>
</tr>
<tr>
<td>101</td>
<td>10</td>
<td>2.2</td>
</tr>
<tr>
<td>102</td>
<td>10</td>
<td>2.8</td>
</tr>
<tr>
<td>201</td>
<td>10</td>
<td>2.2</td>
</tr>
</tbody>
</table>

The 2 X 3 analysis of variance indicated a significant grade effect, $F (1,24)= 7.418, p < .05$. The main effect for course was not significant at the .05 level, $F (2,24)= 2.23$; no significant interaction resulted,
Since the observed value of the test statistic, the F-ratio of the grade effect, exceeds the critical value of the .05 level of significance, the subjects within the course grade dichotomy (C-D) and (A-B) differ in their responses on the Resistance Technique Inventory.

Summary and Conclusions

The purpose of this study was to investigate the categories of non-compliance or resistance techniques employed by university Spanish students using a modified form of the Burroughs, Kearney and Plax Compliance-Resistance Techniques Inventory (1989). The modified 10-item Resistance Techniques Inventory was administered to 30 subjects in three levels of Spanish courses (SPA 101, 102 and 201) using grade dichotomy (A-B) and (C-D). Using a posttest only design, the 2 X 3 ANOVA indicated one significant main effect, grade; it was found that mean numbers of resistance techniques used by (C-D) subjects exceeded those of (A-B) subjects. The top three resistance techniques were respectively: avoidance, priorities and deception/excuses. Course level was found not to be related to resistance/non-compliance techniques.

It is well known that the majority of students enrolled in L2 classrooms are not there because of an intrinsic need to learn languages but to fulfill the language requirement for the B.A. or B.S. program. Mantle-Bromley
and Miller, 1991) have said that secondary students are not motivated to learn another language; they are told that one or two years of FL study are recommended for college entrance. If one combines this situation with student maladaptive behavior or non-compliance to remain on-task, L2 pedagogy becomes a paradox. Furthermore, the results of this investigation suggests that there is a relationship between lower grades and resistance techniques among subjects in the sample. These results are hardly surprising due to the fact that students with lower grades often feel the sting of classroom assessment. Students are aware that instructors gather and analyze grades through homework, reports and test, and students may come to see themselves as failures or potential failures. Such students may also experience a high level of anxiety. Horwitz, Horwitz and Cope (1986) suggested that anxiety specific to language learning result in communication apprehension, text anxiety and fear of negative evaluation. Such students may have or feel they have lower language aptitude, lower native language skills, poor phonological skills and memory span. Couple these anxieties with the perception that the instructor maintains his/her social distance, employs a foreign socio-communicative style and gives confusing lectures, misbehavior or resistance may ensue. Students may be frequently tardy, inaccessible, sarcastic and disruptive.
Research in communication education, classroom management and language pedagogy prescribe:

1. Give more interesting lecture and/or demonstrations with clear directions and explanations (Wanzer and McCroskey, 1998).
2. Exhibit positive personality traits (Wanzer and McCroskey, 1998).
3. Make sure students understand evaluations.
4. Be able to communicate that one is aware of all activities in the classroom (Levin and Nolan, 1996).
5. Be able to detect inappropriate behavior and move toward the offender (Levin and Nolan, 1996).
6. Recognize disruptions that may escalate into major management problems (Kounin, 1970).
9. Change the pace of activities when one sees signs of boredom (Levin and Nolan, 1996).
10. Use appropriate volume of information; avoid too much material per course (Wanzer and McCroskey, 1998).

It must be noted that some limitations exist in this investigation:

(1) the sample size is small and a larger sample may ensure greater
representativeness of the population and the normal distribution;
(2) the inclusion of independent variables such as class size, gender,
personality traits, learning style and previous high school study may
facilitate the study of interactions among the categorizing variables.
At any rate, the error variance would be substantially reduced.

Nevertheless, a study of this nature may prove useful to L2 teacher
trainers, trainees and beginning instructors who need a knowledge of
maladaptive behavior patterns in students. Intervention and management
of behavior problems reduce instructional time and beginning L2
instructors must learn what to expect from students and how to deal with
group and individual management. L2 teacher trainers must inform
teaching assistants that students may subvert their authority and on-task
activities in definite ways. Trainees and beginning students must be
cognizant of the fact that a knowledge of applied linguistics and
methodology may not suffice in the university L2 classroom when the
instructor is insensitive to classroom management.

Further studies need to explore the influence of anxiety, student
attitudes, motivation, learning styles, gender and personality as variables
that promote off-task and disruptive behavior in L2 classrooms. Also,
further research needs to be concerned with L2 teacher-student inter-
actions where affect or antisocial behavior occur and/or interfere with
learning. Last of all, the in-class problem of managing L2 courses
with large enrollments: maladaptive behavior by large numbers of students may overwhelm the instructor and destroy the learning environment.
APPENDIX : Resistance Techniques

**Teacher Blame**
The teacher is boring; I don't get anything out of it.

**Avoidance**
I will drop the class.
I will not go to class.
I will sit in the back of the room and not participate.

**Reluctant Compliance**
I will do only enough to get by.

**Active Resistance**
I will not come to class prepared.
I will leave my book at home.
I will continue to come to class unprepared and get on the teacher's nerves.

**Deception/Excuses**
I will make up lies about why I am always unprepared.
I will cheat off someone else.
I will pretend that I do not feel well.
I forgot and I am sorry.
My car broke down.

**Direct Communication**
I will go to the teacher's office and discuss my problems with him/her.
I will explain my behavior after class to the instructor.
I will tell the instructor how the class feels about him/her.

**Disruption**
I will be disruptive in class.
I will talk to friends while the instructor is lecturing.

**Priorities**
I have other homework so I am not prepared.
I have small children and I have little time to study.
I have a difficult major and this course has little to do with my major.
I have a very heavy class load.
This is only a general education course.
I don't need this grade anyway.
Appeal to Powerful Others
I will complain to the department head.
I will complain to my advisor.

Revenge
I will express my displeasure on the course evaluation.
I will not recommend this course to other students.
I will write a letter to be placed in the instructor's file.

Grade in last university Spanish course: ________
What was your last university Spanish course: ________
Sources Consulted


I. DOCUMENT IDENTIFICATION:

Title: RESISTANCE STRATEGIES IN THE UNIVERSITY SPANISH CLASSROOM

Author(s): Dr. Carl L. Garrott

Corporate Source:

Publication Date: 20 July 1999

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

[ ]

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2A

[ ]

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2B

[ ]

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits.

*If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signed: Dr. Carl L. Garrott, Assoc. Prof.

Organization/Address: Dept. of Languages and Lit.
Box 9072 Virginia State University
Petersburg, VA 23806

Phone: (604) 524-5183
FAX:
E-Mail Address:
Date: 20 July 1999
III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

<table>
<thead>
<tr>
<th>Publisher/Distributor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Price:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

OUR NEW ADDRESS AS OF SEPTEMBER 1, 1998
Center for Applied Linguistics
4646 40th Street NW
Washington DC 20016-1859

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0293
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

088 (Rev. 9/97)
PREVIOUS VERSIONS OF THIS FORM ARE OBSOLETE.