THE PROBLEM OF TEACHER TRAINING FOR
FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL

AN HONORS THESIS
SUBMITTED TO THE HONORS COMMITTEE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
for J.D. 499 and for the degree
BACHELOR OF ARTS IN EDUCATION

by

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BALL STATE TEACHERS COLLEGE
MUNCIE, INDIANA
JUNE, 1963
ACKNOWLEDGMENTS

The author wishes to express her deep appreciation for the valuable kindness and assistance of Dr. Georgina L. Hicks, Professor of English and Foreign Language, Ball State Teachers College. Without her expert guidance and understanding, this paper could not have been written.

The author would also like to acknowledge her gratitude to Dean Jerome A. Fallon, Assistant Dean of Instructional Affairs, Ball State Teachers College, for his devoted effort and support to the Honors Program and to Dr. Jacques Coutor, Assistant Professor of Social Science, for his assistance during an unforeseen circumstance.

A special acknowledgment goes to Robert W. Cannady, Director of the French Project; to R. H. Muesig, Acting Chairman of Elementary Education, Purdue University; and to Leo L. Kelly, Instructor in Modern Languages, Purdue University, for their interest and their beneficial information to aid in the completion of this paper.

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INTRODUCTION

The purpose of this paper is to acquaint the reader with the importance of foreign language in the elementary school and the need for qualified elementary teachers trained in foreign language. Foreign language is no longer an area to be looked upon as a luxury but is now a necessity for world understanding and unity. As Daan van Willigen has stated, "A knowledge of widely spoken languages is essential for every country which wishes to share the advantages of modern civilization."1 The only way to truly know and appreciate another culture is through the medium of its language, for in this manner the people express their entire way of life.

An individual traveling abroad derives much pleasure from being able to converse with persons who speak his native tongue. The author saw this happiness in a store in Indiana when a Spanish-speaking person was unable to explain what he desired to a salesclerk. A few words of Spanish by another clerk and the two people felt a stronger kinship and a better understanding of each other's needs.

The interdependence of all nations makes language a crucial question. Would one common language alleviate this problem of learning another tongue? What language would be chosen as the universal mode of

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expression? Many Americans still believe that everyone should learn English. Why should English be chosen? It is one of the most difficult languages for a person to learn correctly, even if it is his own language, because it often does not follow grammatical rules. If we Americans were able to impose English upon other nations, would we be revealing an understanding of individuality toward other peoples or would our power become so great that other nations would lose respect for us? We need to learn other languages in order to better understand other peoples, their cultures, and their problems. Ambassadors should speak the language of the country to which they are sent. In this way much mutual respect, knowledge, and insight can be achieved. William R. Parker mentioned that

"Today more and more Americans seem to be growing sensitive to these limitations, feeling that a suddenly changed world necessitates more direct communication. This new and growing attitude has made the relative "priority" of language study, as one of many means to international understanding, an issue of national importance." 2

Dean van Willigen also believes that "Understanding one's neighbor means speaking his language. That is the foundation of all culture and of all civilization." 3

The author first became interested in foreign language after completing two years of Latin in high school. She wished to begin the study of Spanish but was advised to enroll in a third year of Latin, since the school administrator believed that one year of Spanish would be of little

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3 Dean van Willigen, op. cit., p. 7.
benefit. Upon entering college, she majored in elementary education and desired to have all her elective hours in a foreign language. Here again advisors said it could be done but might involve special procedures to graduate because of the number of required hours in elementary education and foreign language. The author was able to complete two years of foreign language study but found it necessary to take an overload to meet the requirements for foreign language and elementary education. A growing respect for the value of foreign language study, as well as this confusion in planning her course of study, made her interested in the problem of supplying competent teachers of foreign language in the elementary schools. The field of foreign language study is essential and imperative to the total learning of a child; but it needs more development to keep it alive and to make it an integral part of the school curriculum.

After having explained what foreign language study in the elementary school entails, the author will examine in this paper what is being done and what might possibly be done to improve the training for elementary teachers of foreign language. This area of learning is too crucial to be forgotten or to be taught in an incorrect or inferior manner. The teacher needs the best possible training available.
FLS

FLS is a term that many people have heard but that few understand. Just what is FLES? The letters stand for Foreign Language in the Elementary School. FLES involves not only learning to speak, understand, read and write another language but also the study of the culture of the people who make it a living language. The entire concept of FLES seems to be spreading very rapidly. Success in FLES, according to Dunkel and Pillet, demands three major prerequisites:

(a) The administration must be prepared to furnish both financial and moral support.
(b) A staff competent to teach the language and to work with elementary-school pupils must be assembled and maintained. This staff must include at least one member willing and able to assume primary responsibility and to offer leadership.
(c) Only wholehearted co-operation from the entire school faculty will make possible meaningful integration of FLES materials with other subjects and provide the climate of good will necessary if the trying problems of scheduling and the rest are to be adequately solved.¹

The importance of FLES is not underestimated. There are several valid reasons for beginning a study of foreign language at the elementary school level. No longer is the child merely a part of his home or national community but of an international community. He needs to be educated for his whole environment which includes the knowledge of other

languages. In no other way can ideas and knowledge be adequately exchanged. Foreign language is needed in the future of our children for travel, science, research and understanding of other peoples. Some knowledge of a foreign language cannot harm a child but may be a definite benefit to him in his later life.

Another very important reason for initiating foreign language study in the elementary school involves the imitative powers of the pupils. It has been noted that children learn to speak foreign languages more easily and with a more accurate accent than do adolescents and adults.

Dr. Wilder Penfield, Director of the Montreal Neurological Institute, believes that there is a physiological basis for this phenomenon:

The physiological development of the organ of the mind causes it to specialize in the learning of language before the ages of ten to fourteen. After that, gradually, inevitably, it seems to become rigid, slow, less receptive in this particular function, as it becomes ready for reasoning and abstract thinking. One who is mindful of the changing physiology of the human brain might marvel at educational curricula. Why should foreign languages... make their first appearance long after a boy or girl has lost full capacity for language learning? 2

Theodore Andersson presents his reasons for beginning foreign language at an early age:

The natural way to learn a language is to learn its sounds before learning its written symbols. The phonetic potentialities of the infant or small child are almost infinite. Children have been observed to learn several languages simultaneously without confusion. This ability declines steadily through childhood. Learning the sound patterns of a language, which is to say learning to speak a language, is a process therefore which comes most naturally to young children. 3

2 Parker, op. cit., p. 19.

By beginning the study of a foreign language while a child, the student will be learning that language naturally through imitation of speech and comprehension of sounds as he does his own native tongue.

A language takes many years to learn; even one's own language takes all of his school years plus useful experience to master this amazing and vital skill. By beginning a language early, the student has enough time throughout his school program to achieve control of the second language. Eight to ten years of study is considered to be ideal to gain proficiency through the natural sequence of speaking, hearing, reading and writing. Theodore Andersson has said that

Psychological considerations favor beginning foreign languages in the elementary school, for the complex skills required to master them are best learned at this age level. A child who begins early to learn a foreign language can learn to speak it without accent and master it in its complex aspects in a way which is difficult for an adolescent.

Authorities in the area of FLES believe that study of a foreign language carries with it additional educational experiences. Among the most important peripheral benefits they list the following:

1. Foreign language study contributes to the child's general education by giving him the experience of learning a second language.
2. This study helps to enrich the school environment so that the second language becomes natural and accepted.
3. Favorable attitudes toward learning foreign languages are developed.
4. Interest in and respect for other people, cultures, and countries are awakened.
5. Children are made linguistically conscious.
6. Children better understand the nature of language.

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7. Children with special aptitude for language can be discovered early and their abilities can be developed to their maximum.  

8. It trains the mind and sharpens the memory.  

9. Foreign language instruction provides a suitable challenge to fast-achieving and gifted children in the elementary school.  

10. Slow learners may achieve in FLES and gain a measure of success.  

11. Children receive deep and spontaneous enjoyment from foreign language study.  

According to Kerus, Catholic missionaries were teaching French in the area that is now Maine as early as 1608. The wealthy colonists had their children tutored in foreign languages as early as 1749. French and German were taught in a Philadelphia academy. Spanish was first introduced there in 1766.  

As Mildemburger has indicated, foreign languages in elementary schools are not new in American education. From the latter part of the nineteenth century to World War I, foreign languages were included in elementary education in many parts of the nation. German was the most important and was taught principally in Midwestern cities. To a limited extent, French was taught in Eastern cities and Spanish in the Southwest.

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During the nineteen twenties and thirties elementary school foreign language teaching was done mainly in private schools and in highly specialized public schools. 9

In Cleveland, Ohio, in 1922, Emile de Sauze initiated a program for all elementary pupils with an intelligence quotient of at least one hundred ten. In Public School 208 in Brooklyn, French and Spanish were begun in 1931. There were programs established in the twenties and forties ranging from San Diego, California, to Somerville, New Jersey, and from Seattle, Washington, to El Paso, Texas. 10

A rapid rise in foreign language study at the elementary level began after World War II. The need for bi-lingual people during the War had revealed a serious deficiency in the number of Americans who could speak foreign languages, even when they had "learned" them in high school and college. 11 The tremendous growth of the nation's responsibilities as a world leader in the post-war period was reflected in the increase of travel and work abroad. No longer were we Americans able to remain monolingual and isolationistic. We had considered the United States as rich, powerful, and superior in knowledge, science, and culture to all the world, especially to Russia. After the appearance of "Sputnik", our educational system was re-examined and the need for better foreign lan-


10 Administrator's Handbook for Parle de la France, op. cit., p. 3.

11 Ibid., p. 3-4.
guage programs was realized. Many prominent Americans, such as Earl Mc Grath, Commissioner of Education; Herbert G. Espy, Commissioner of Education for the State of Maine; and Oliver J. Caldwell, Assistant Commissioner, U. S. Office of Education, began to stress the importance of teaching foreign languages in the elementary schools.

In 1951 foreign languages were being taught in the public elementary schools of fifty-seven scattered American communities. One year later eighty-nine communities were involved. By 1953 there were 145 communities with 145,000 participating. By 1955 the number of communities had grown to at least 257 with 300,000 pupils. No one knows the present dimensions of this phenomenal development, but there are at least 6,000 public school systems and at least one million children in the FLSS program. 12

In the majority of these programs, the child is first taught to understand and then to speak the language. Presentation of the foreign language to a child who does not fully comprehend his own tongue may seem impossible to one who does not know the aural-oral approach to foreign language study. The aural-oral approach to language learning involves only hearing and speaking. Through this method the child learns a new language as he does his own, by a natural process of hearing and speaking. In most instances the child receives two or three years of aural-oral training before he is introduced to the reading of the foreign words. As the child gradually develops proficiency in his own language, he is able to do so in the second language also, for the same sequence is applied.

The aural-oral approach to foreign language study can help develop the qualities that distinguish the speech of a foreign-born person. These characteristics include accurate pronunciation, appropriate gestures, and general demeanor. Listening only to tapes or recordings will not make the child as proficient in speaking and hearing as will imitating a good model.

In the aural-oral approach the teacher must become a disguised drillmaster to help the child fully understand and learn what he is hearing and speaking. The child may learn only a limited amount of knowledge within a given year, but through the repetition of sounds and words, he is able to understand completely what he is hearing and speaking. Because of this method of learning, the child will gradually develop a basis for understanding and appreciating another language.
PROBLEMS ENCOUNTERED IN FLES

Foreign language in the elementary school has outstanding possibilities but developing a satisfactory FLES program presents several serious problems. Is foreign language study possible in our elementary curriculum? School administrators sometimes feel that there is not enough time in the crowded curriculum for foreign language training. An elementary pupil must already study reading, arithmetic, writing, spelling, music, art, physical education, language arts, science, and social studies. Would the introduction of a second language overcrowd the curriculum? Howard Dunkel and Roger Pillet, in their program at the University of Chicago laboratory school, found time to be an important factor in allowing foreign language study to enter the curriculum. Each teacher was permitted to put the language into his classroom situation as he saw fit. Some minutes were taken from each activity to make room for foreign language and five minutes were removed from the lunch hour. No subject had to be crowded out of the curriculum to initiate the study of a foreign language. ¹

¹ Dunkel and Pillet, op. cit., p. 15 and 28.
and puppets can be used to depict the habits and language of the people. Counting with new numbers and telling time in a different way can stimulate new interest in arithmetic. Physical education and music provide excellent opportunities to bring in the folksongs, games, and dances of the people.\footnote{2} Foreign language can be an enriching activity which contributes to the learnings of the other areas.

Another problem which has developed concerns the advisability of allowing all pupils or only selected pupils to participate in the study of a foreign language. One of the oldest plans, that of Cleveland, chooses students with a minimum intelligence quotient of one hundred fifteen for an enrichment program of foreign language study and students with an intelligence quotient of one hundred twenty-five or better for major work in a foreign language. Theodore Andersson has presented several arguments in favor of the selection of specific pupils for foreign language study:

1. There is a possible correlation between high intelligence and language aptitude.\footnote{3}
2. A better student easily accepts a foreign language as does the average student. Some studies have shown the slower pupil to be more handicapped in his work with a foreign language.
3. If apt and ready students only are taken, more can be accomplished in a given time.
4. We do not have an adequate supply of qualified teachers to take care of all the students.
5. Foreign language study enriches the curriculum of the gifted pupil.\footnote{4}

\footnote{2}{Andersson, op. cit., p. 40-42.}
\footnote{3}{"We are generally dubious of the effectiveness of the I.Q. as a predictor of achievement in foreign language work." See Dunkel and Pillet, op. cit., p. 62}
\footnote{4}{Andersson, op. cit., p. 32-33.}
Many people are against selecting only the most capable students because they feel that all students should be given a chance to participate in foreign language study. If a child shows a desire and an ability for a foreign language, he should be allowed to study the language as long as he is having a measure of success. Dr. Andersson has also provided arguments for permitting all students to take part in foreign language study:

1. Many people desire the application of the democratic principle.
2. There is no inevitable correlation between high intelligence and language aptitude.
3. Some feel there might be a feeling of snobbery among children receiving special language training.
4. After the introduction of the language to all students, those who are not successful should be allowed to discontinue.
5. There is an objective of learning the language but also an objective of learning to appreciate the people and culture of another country, which can be gained by the slower learner.
6. Foreign language study arouses enthusiasm and may prove to be more beneficial to slower learners who are successful.

The author agrees with the idea of allowing all pupils to participate in the study of the language and then permitting the advanced students to move ahead as they gain depth and understanding of the language. Only in this way can we discover the students who are capable and desirous of mastering the complexities of a foreign language.

Deciding upon which language to teach at the elementary level has also created a problem. The presence of non-English speaking children

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5 "It tends to be impossible to select the students accurately." See Dunkel and Pillet, op. cit., p. 66-67.
is one factor to be considered. The educational plans of the parents for their children also determine the language to be taught. Another important factor to consider is the geographical location of the community. Many persons in the Eastern part of the United States prefer French while the Middle West teaches French, Spanish or German. In the Southwest Spanish is preferred because of the Mexican influence. The final decision as to which language is appropriate depends upon the local needs and conditions.

The greatest problem now facing FLES programs is the insufficient number and quality of elementary teachers prepared to teach a foreign language. What attributes should be expected of a teacher of foreign language in the elementary school?

1. The teacher should be acquainted with the philosophy and practices of the elementary school.
2. The teacher should love children and be aware of the best teaching methods.
3. The teacher should have a broad education and should be resourceful.
4. The teacher should possess a knowledge of and skill in the foreign language and should know of the history, civilization and culture of the country.
5. The teacher should relate the foreign language to the rest of the school program.  

The most difficult requirement for a FLES teacher is that of a thorough knowledge of the language and culture of the people of the foreign country. In many instances the regular classroom teacher is not as well-qualified in the knowledge of language and culture as is the specially trained teacher in foreign language. Should we make use of the foreign

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language specialist or the regular classroom teacher? H. B. Dunkel feels very strongly about having a good model for the young child.

The younger child's advantages in learning to speak are all really used only when the model he imitates adequately represents the foreign language as it is spoken by native speakers. Unless a school can provide a teacher who, by birth or by training, speaks the language "like a native," these advantages are completely wasted. If good models are not available, schools should not introduce foreign language in the elementary schools, or they should emphasize objectives other than the oral command. 8

Few teachers are adept in both areas of elementary education and of foreign language. The classroom teacher is best able to integrate the foreign language into the regular program, and is better able to choose an appropriate time of day and length of period for study, while the foreign language specialist has a better command of the foreign language and is able to use the second language exclusively in the classroom. She also has more time to prepare lessons and to attend language association meetings and to read professional publications—activities which help to keep her informed.

There are also disadvantages in the use of each kind of teacher. In many instances the regular teacher has poorer pronunciation and accent than the specialist and is unable to use the foreign language in all aspects of the curriculum. On the other hand, the specialist in foreign language is able to provide only short periods of study for the class, is forced to repeat lessons several times during the day, and is often not as well-versed in the problems of the elementary school and the

psychology of children. The ideal teacher of foreign language in the elementary school must incorporate all of the qualities of regular classroom teacher and the foreign language specialist.

The shortage of qualified FLES teachers is becoming more and more serious due to the increase in the number of school systems desiring to have foreign language instruction in the elementary grades. Esther W. Lopato has very recently stated the immediate problem of a shortage of qualified teachers:

If foreign language programs continue to grow as they have in the past decade, and there appears to be every indication that they will, the current shortage of competent language teachers will become more acute as time goes on. There are relatively few universities which have established programs for the training of teachers who are competent in both elementary education and foreign languages. This may be due to the fact that elementary education and foreign language departments in universities have been very far apart traditionally in education. 10

K. L. Miller has also stressed the importance of having competent teachers for FLES:

We need qualified teachers. We are now at the point of being unable to build up language in the elementary and high school not because of lack of interest but because of the lack of well-qualified teachers. 11

Elementary teachers trained in foreign language are vitally needed to meet our present demands. Why do more elementary education majors not elect to take foreign language? What is happening in our colleges

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and universities that foreign language is not being stressed? In many instances, foreign language is not required either for entrance to or for graduation from an institution. A survey by the Modern Language Association conducted in 1955 disclosed that there were 361 undergraduate institutions in the United States, including independent teachers' colleges, schools of education in universities, and liberal arts colleges preparing teachers, recognized for listing by the National Council of Accreditation of Teacher Education. One hundred eight are independent teachers' colleges. Of the one hundred eight, twenty did not offer any foreign language. Only three had a foreign language requirement. Seventy-two schools of education in universities provided foreign language study while only five had a language requirement. All colleges preparing teachers should offer foreign languages. Without adequate college facilities, the elementary education major is unable to elect a study of a foreign language.

The elementary education major is further excluded from the foreign language department because of the high number of required hours in his major field. At Ball State Teachers College, one hundred eighty-six quarter hours of work are required for elementary education certification. Only twenty-six of those hours can be applied to an election of courses. At least forty-four hours of credit are required by the foreign language department if the student has had no previous language experience. Semester hours and quarter hours also provide a variation.

12 S. Freeman, "Expanding the Teacher's Horizons", School and Society, December, 1958, p. 453-454.
At Purdue University elementary education majors have a one hundred thirty-six semester hour program which amounts to two hundred four quarter hours. Because Purdue University is able to offer more quarter hours of credit than Ball State Teachers College, Purdue students have a better opportunity to elect work in the area of foreign language.

Foreign language study has not been stressed enough at the junior high and senior high school levels to perpetuate a deep interest in learning the language and a desire to teach it. This problem may again stem from a shortage of well-qualified, enthusiastic language teachers in the schools and a lack of qualified student advisers or guidance personnel. High school students do not realize the significance of and opportunities in foreign language study so turn away from it in high school and again when they enter college. Freeman has said that:

If language is well taught and studied long enough to reach the point of real understanding and reasonable mastery, the basic educational task has been performed for all languages and for all countries.

13 For a discussion of the Purdue program, see pages 39-41.

14 Freeman, op. cit., p. 455.
IN-SERVICE TEACHER TRAINING

The most serious problem now facing FLES is that of developing programs for training the teachers who are so vitally needed. More and more elementary school systems are beginning to incorporate foreign language into their curricula, but the supply of competent teachers is not increasing rapidly enough to meet the demand. The classroom teacher who has had some foreign language study in college feels inadequate when faced with the important task of teaching a class a second language. A survey of FLES literature reveals innumerable efforts on the part of schools and colleges to meet the problem of the teacher shortage. In general, these efforts are of two kinds, in-service training programs and curriculum revisions at the college level.

In-service training allows the classroom teacher to gain competency in an area such as foreign language while actually presenting the language to a class. The classroom teacher has possibly had previous foreign language study but does not know the present methods and techniques of presentation. The teacher usually does not possess a high level of fluency and is not specifically certified to teach a foreign language. Because of the classroom teacher's need for additional study, special workshops and aids are provided. Through in-service training, the classroom teacher can gain skill in the language and can become a successful FLES teacher. Several types of in-service training programs include:
1. Grass roots efforts - These are efforts of local schools to develop FLES programs using the resources of the community.

2. Educational television

3. National Defense Education Act Summer Institutes

Throughout the country educational institutions are trying to alleviate the problem of a lack of qualified teachers by inaugurating new procedures in their systems. Some of these grass roots efforts are described below.

In Prince George County in Maryland, the Parent-Teacher Association set up a special committee for FLES to get the largest number of classes with the best possible teachers. The group began work with the University of Maryland to institute evening courses in the methods of instruction. Twenty students were registered. For one semester the classes met once a week for two and one-half hours at a time. Forty-five minutes each week was spent in actually teaching French to elementary students. Three groups of teachers were formed, including native speakers, college graduates with no experience in elementary education, and elementary teachers with no experience in a FLES program. The co-ordinating body felt that familiarity with FLES methods was the most important aspect. The experiment was successful as a whole, although progress was not even in the three groups.

Native speakers showed the greatest resistance to FLES methods, especially if they had taught previously using a different approach. Native speakers leaned toward artificial, over-simplified, slow speech. Sometimes the native speakers used phrases or vocabulary not previously introduced. Native speakers are needed because of the authenticity of their accent and intonation, but they need special training in FLES tech-
niques. The regular elementary teachers employed too many devices and forgot essential drill. The elementary teachers also felt unsure of themselves with the language. The foreign language majors showed the greatest improvement. The accents of the foreign language majors were superior to those of the elementary teachers. The foreign language majors learned the techniques of teaching quite rapidly and well, although they also needed special training in FLES methods. Even though differences occurred in the three groups, all were better qualified to teach FLES after one semester of work. 1

The program instituted in Jefferson County, Colorado, exemplifies the efforts of local groups to devise their own ways of helping to train FLES teachers. In the absence of a trained staff, it was decided to begin a program with the regular classroom teachers. In this school system there are a few native or near-native speakers of Spanish, some with three to nine years of formal study and many with one to two years of Spanish. About one-half, having had no previous experience, rely on in-service classes, adult education classes, college classes and teaching aids. The plan for helping these teachers was begun in 1956 and will remain in effect until 1964-1965.

The following conclusions have been reached concerning the effectiveness of the program from its inception until 1961:

1. It has been found to be productive to extend the language contact time as far as possible, within the children's limits of attention and interest.
2. The effectiveness of some highly prepared teachers suffered because they assumed their preparation was sufficient. Most of the untrained teachers made maximum use

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of in-service training and teaching aids. Teachers with insufficient preparation in language and/or pedagogy can acquire the needed preparation while teaching an effective FLES program if the program provides the necessary teaching aids and enough time for teacher development.

3. Teachers of all ages and levels of experience are about equally likely to show a desire and ability to do effective FLES teaching. 2

Another extensive program of foreign language in the elementary school was established in 1946 in Los Angeles to meet the social needs of the large number of Spanish-speaking people. The teachers were to learn Spanish along with their pupils, which was begun at the kindergarten level. Instructional devices such as records, prints, and tapes were made to aid the classroom teacher. Sponsors for each of the elementary schools were recruited from elementary, secondary and adult teachers who were fluent in Spanish. Special afternoon and evening classes were held to help the classroom teacher gain competence. Teacher Institute Sessions were also set up to create an interest in the culture of the Spanish-speaking people. 3 This program is still in effect today and is proving to be quite successful.

California instituted another FLES program in 1944 in the San Diego Public Schools. Since the number of qualified FLES teachers was limited, a special traveling teacher visited the schools to introduce conversational Spanish in grades four to six. To help the classroom teacher further, summer workshops were established. A special department in the


school system was created to provide the FLSS teacher with audio-visual aids. At the present time television is also being employed as a learning experience for the students and an instructional aid for the classroom teachers. 4

Television is becoming an important area in the in-service training of classroom teachers as well as in the instruction of elementary pupils. Projects have been developed by individual cities, universities and foundation grants. Several of the television projects for the teaching of foreign language to elementary pupils will be explained below.

A research project carried on at the University of Pennsylvania has shown that televised teaching on the elementary school level can stimulate serious language study. Seven hundred ten fourth-grade pupils and ninety fifth-grade pupils were involved in an experimental television class in French for eight months. A culminating test was given to the pupils. Of the 729 children who actually took the test, thirty-five submitted perfect papers. Only seventy-seven pupils, roughly ten percent, had test scores of sixty or below.

That this achievement was primarily based on the contribution made by television is established by the fact that not a single teacher in any of the twenty-eight classrooms was qualified to teach French, and that the achievement of classes where the teacher had no knowledge whatsoever of the language or only one or two years of high school training equalled and often surpassed that of classes where the teacher had studied

French in either high school or college for a few years. In most cases
the teachers themselves eagerly learned from the daily televised lessons,
and it was their interest and active participation which added another
stimulus to the children's learning experience. According to Edith Kern,
this experiment has shown that the natural language learning of the child
takes place informally and is not based on the teacher's presence. Con-
stant repetition of sounds causes the child to learn to pick out the
meaningful sounds to perfect his pronunciation and vocabulary. 5

A project was begun in Denver, Colorado, in 1957 to integrate fore-
ign language into the elementary curriculum. This experiment also helped
the classroom teachers gain competence through in-service training. The
Boettcher School of the Air was presenting televised lessons for the
homebound and hospitalized pupils. The staff of each elementary school
carefully studied the lessons presented on this television series, and
devised ways of preparing their own classes for the televised lessons.
In January, 1959, the program began with French or Spanish being offered
from 1:00 to 1:15 daily. The program was repeated the same evening at
7:00 for review for the pupils and to encourage the interest and support
of the parents. The programs helped the teachers get new methods of pre-
sentation. Special telecasts from which new ideas could be acquired
were also given for the classroom teachers following school. 6

5 Edith Kern, "Can Foreign Language be Taught by Television?", Looking
Ahead in Foreign Language, California State Department of Education, Jan-
uary, 1960, p. 39.

6 Arthur R. Olson, "Learning Foreign Language by Television", National
In 1960 the Midwest Program on Airborne Television Instruction was formed. Purdue University was made the host institution. Summer workshops were conducted for the studio teachers and for the classroom teachers who would be using the services of IPATI.

The classroom teacher and studio teacher need to know of one another therefore, the classroom teacher receives personal information concerning the studio teacher plus schedules, lesson plans and study guides. Workshops and seminars are organized within the schools to acquaint the teachers with the purposes, procedures and problems of television teaching. 7

IPATI teaches French and Spanish to elementary pupils in grades three to six. Four, twenty-minute telecasts are provided each week. The classroom teacher provides follow-up activities through the aural-oral approach, imitation and the use of visual aids. The sincere and interested co-operation of the classroom teacher is necessary. Regardless of the teacher's previous experience, active participation through the use of guides and materials sent from IPATI will help provide competence in the area of foreign language study for the classroom teacher in the elementary grades. 8

Conclusive research on the results of the use of television instruction through IPATI has not been completed at this time. Research teams from Ohio State University and Indiana University are working on projects to test IPATI's effectiveness for the student and the teacher. Several


general conclusions have been reached concerning the progress of IPATI since its beginning in 1960.

1. The programs can be transmitted to enough people to be economically feasible.
2. 2,500 schools are now using IPATI.
3. The technical quality of the programs is good.
4. The basis of the televised programs is acceptable to a large number of teachers.
5. There is a need for continuous improvement and revision.
6. There has been general approval of IPATI by its users.
7. There is community approval.
8. Small schools especially like the features of IPATI.
9. The personality of the studio teacher can be transmitted effectively.9

More extensive programs have also been developed and are now meeting much success in helping the elementary teacher gain competence in the field of foreign language teaching. One of the best known programs is presented through the medium of television and is called "Parlons Français". This program originates in Boston and is designed for use in the fourth through the sixth grades. Regular classroom teachers do follow-up of the lessons presented by native speakers and French specialists. The classroom teacher is asked to:

1. Prepare the class for the television lessons.
2. Watch the television lessons with the class, participate actively in the lesson, and encourage class response.
3. Do at least fifteen minutes of follow-up on the days when there is no television lesson, with appropriate props when necessary.
4. Use lesson material for incidental follow-up whenever possible in the regular curriculum.


It should be noted that these conclusions refer to the total IPATI program. An evaluation of the foreign language programs alone has not been made.
The aim of training the teacher for his role is therefore to give the classroom teacher mastery of a limited body of French material with which to conduct follow-up and a knowledge of appropriate classroom procedures for such follow-up. One device developed for the achievement of this training is the area workshop. Regular monthly meetings of teachers are conducted by area co-ordinators of the Modern Language Project. These area workshops have proven to be very productive but are far too infrequent. The FLIS teacher using "Parlons Français" is also aided by teacher's guides, televised training programs for teachers, and recorded materials for his own personal use or for use in the classroom. 10

Research has been carried out by the Modern Language Project concerning "Parlons Français" to determine the value of televised teaching to a teacher with limited previous training in French. Dr. Earle Randall, director of the project until 1961, gives the following four aspects of teacher training through "Parlons Français":

1. use of teacher's guides
2. televised teacher's programs
3. area co-ordinators who visit classes and have monthly meetings and workshops
4. forty plastic long-play discs for the teacher and class for personal use and for follow-up. (The program brings highly skilled native speakers into the classroom two times per week and prepares the classroom teacher to conduct the follow-up after the television lessons.) 11

The teachers involved in the experiment of "Parlons Français" were put into either a fluent or non-fluent group. The non-fluent group was lacking in training, while the fluent group averaged about three years

10 "Supply, Qualifications and Training of Teachers of FLIS" by American Association of Teachers of French, December, 1961, p. 14-16.
of training. Each teacher was assigned to one of four experimental treatments which prescribed whether or not they viewed the series of televised teacher-training programs and the kind of follow-up practice used:

(a) No teacher programs, plus tape recordings.
(b) Teacher programs, plus tape recordings.
(c) No teacher programs, plus teacher-organized practice.
(d) Teacher programs, plus teacher-organized practice.

The fluent teachers were more effective directing their own practice without benefit of the televised teacher's programs. Non-fluent teachers, in the absence of teacher programs, attained better pronunciation with their classes through the use of tape recordings. In checking the differences in the fluency of the teachers at the beginning and the end of the year, there was a slightly greater gain by the teachers viewing the programs. The teacher training programs provide a certain psychological support and reassurance, but active practice by the teachers is needed in addition to the programs.

Within a range from non-fluent to moderately-fluent teachers, roughly equivalent results will be obtained on comprehension, pronunciation, rhythm, and intonation, when their classroom work is carried on in conjunction with televised instruction in French by the aural-oral method. These two groups achieved roughly comparable results in pupils' achievement on the separate tests of comprehension, pronunciation, rhythm, and intonation. The total fluency of the children was affected by differences in the fluency of the teacher. The classes directed by moderately fluent teachers obtained statistically significant higher mean scores than those directed by non-fluent teachers. 12

12 Summary of Research on Parlons Français, Modern Language Project, September, 1960, p. 3-12.
Professor Ralph Garry feels that "Parlons Français" can be worthwhile to the classroom teacher.

"Parlons Français" is successful even if the classroom teacher has had no previous training in French provided that (a) the classroom teacher is interested and enthusiastic and (b) the entire program, including supplementary materials is used in the manner outlined in the teacher's guides. 13

Manuel H. Guerra, a teacher of Spanish at the elementary level who has used television, has expressed the following ideas concerning its use:

I have taught Spanish on television for seven years and I fully appreciate its potential. Modern foreign language teachers must adapt themselves to this new equipment and direct it to their advantage. It is easy to put all our faith in the efficiency of the machine. This would be a costly error. We must remember that there is no substitute for the dynamic teacher; that mechanistic instruction must have the substance that will nourish the imagination and awaken the human spirit. 14

Dr. Randall has best summarized the possibilities of using television as follows:

The most important development to supplement FLES is television. It requires careful preparation by the staff and preparation of aids for non-specialist teachers as a follow-up. Teacher's manuals are indispensable. Television instruction alone without appropriate follow-up is ineffective. Tape recordings may help non- or moderately-fluent teachers. Slightly better results occur with moderately fluent teachers rather than non-fluent. Classroom teachers can, with audio-visual aids and training, conduct effective follow-up. 15

In 1958 the National Defense Education Act was passed to provide government aid for foreign language programs. By the end of 1960, thirty-

seven states had appointed foreign language supervisors to help local schools strengthen their programs.\textsuperscript{16} Title VI of the HEA has this authorization:

- to arrange through contracts with institutions of higher education for the operation by them of short-term or regular session institutes for advanced training, particularly in the use of new teaching methods and instructional materials, for individuals who are engaged in or preparing to engage in the teaching or supervising or training teachers, of any modern foreign language in elementary or secondary schools.

An institute has been defined as a situation to build and recreate a foreign milieu and cultural island on a college campus. Intensive training is undertaken and only the foreign language is spoken. The Modern Language Association's proficiency tests are administered at the beginning and end of each institute. The general director of the 1959 summer institutes, Dr. Stephen Freeman, discovered that less than ten percent of the participants could carry on a meaningful conversation with a native speaker.

In 1959 the program began with twelve summer institutes and increased to thirty-seven in 1960. Fifty-five summer institutes were created in 1961, of which three were for elementary teachers of Spanish and French. Forty-two were for secondary teachers and ten combined secondary and elementary teachers of French, Spanish and German. 1962 brought about eighty summer institutes. Approximately 1,400 elementary teachers and ten thousand secondary teachers have been retrained at these summer institutes.\textsuperscript{17}

\textsuperscript{16} Porter, \textit{op. cit.}, p. 13.

\textsuperscript{17} J. H. Spillane, "Tide of the Tide in Modern Foreign Language Teaching", \textit{Higher Education}, June, 1962, p. 9-10.
Five categories of Summer Institutes have been organized for 1962-1963. These include:

1. **FIRST LEVEL SUMMER INSTITUTES** – These are the first summer institutes that a participant attends. With the exception of one, which will be conducted in Canada, all will be held in the United States.

2. **SECOND FIELD SUMMER INSTITUTE** – For the first time, an institute has been specially designed for teachers of more than one language who have already attended a first-level summer institute in one language and now wish to improve their preparation in a second language.

3. **SECOND LEVEL SUMMER INSTITUTES** – These offer advanced training to participants who have successfully completed a first-level institute in the same language. With three exceptions, they will be held outside the United States.

4. **THIRD LEVEL SUMMER INSTITUTES** – These offer advanced training to participants who have successfully completed both a first-level and a second-level summer institute in the same language, or, in the case of German only, who have completed an academic-year institute in the language. One third-level institute is to be held abroad and one in the United States.

5. **ACADEMIC YEAR INSTITUTES** – These continue for a full academic year. Teachers who have completed a summer institute are ineligible to attend these institutes.

In 1963 there will be eighty-two summer institutes sponsored by the NDEA. Of the first-level institutes, ten will be especially for elementary teachers of foreign language; ten will be for elementary and secondary teachers and forty-five will be for secondary teachers. There will be one institute for elementary teachers at the second-level, three for both elementary and secondary and nine for the secondary teachers. Only one institute is offered at the third-level for elementary teachers and one for secondary teachers.

Erie M. Birlaier feels that if the NDEA institutes continue, they will help other outstanding sources supply the modern language field with

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well-prepared teachers in service. However, there are also problems which as yet have not been solved. It is time to consider a sequence of from three to four summer institutes, with the final institute held abroad for the enthusiastic elementary school teacher who would like to teach a foreign language but cannot take a year off to get the necessary competency. 20

Summer institutes can provide much learning and building of competence for teachers currently involved in FLES. Not all of our teachers are able to attend these institutes so other means of in-service training must be available. Possibly a person well-versed in the language and culture of a people, who would be willing to help plan in-service programs or would teach only the foreign language classes in the elementary schools, is the answer.

In-service training can be very effective and beneficial for the preparation of elementary teachers of FLES until more teachers are able to be trained in foreign language at the college level. Through the use of in-service programs more and more schools will be able to provide competent programs and qualified teachers to meet the present demand for the learning of a foreign language in the elementary schools.

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COLLEGIATE TEACHER TRAINING

In studying the problems of teacher training which are being encountered in FLES, one needs to discover what educators and universities believe to be possible solutions to the immediate need for competent FLES teachers. In-service training has been able to provide numerous teachers with valuable aid in gaining competency in the foreign language and in teaching FLES. To meet the future demands for elementary teachers prepared to teach a foreign language, the colleges and universities need to develop special programs. Since the colleges and universities are the basis of a teacher's training, the groundwork for FLES training must begin at this level. In-service programs cannot provide a substitute for the work that a teacher needs to have gained at the collegiate level.

In 1961 the American Association of Teachers of French carried out an extensive survey of the programs designed by colleges and universities to prepare FLES teachers. One hundred fifty questionnaires were sent out and sixty-nine of the colleges and universities returned the information. Of the sixty-nine colleges and universities that returned the questionnaires, over one-half (thirty-seven) had no provision for preparing FLES teachers. Only eleven had special programs designed for the preparation of these teachers.

About one-third of the colleges and universities have an entrance requirement of two or three years of high school foreign language. When the study of foreign language starts in college, the minimum requirement
is usually twelve credit hours beyond the elementary level courses or six hours beyond the intermediate level. The basic minimum preparation in the foreign language during the undergraduate program varies from twelve credit hours beyond the elementary level to a major in foreign language. Practice teaching also becomes a part of the FLES teacher's preparation and varies in length from six weeks to a whole academic year.

The FLES Committee of the American Association of Teachers of French suggests that the colleges and universities assume the leadership in striving for the following standards in FLES teacher education programs:

1. A minimum of 24-30 credit hours in the foreign language with considerable emphasis on audio-lingual skills.
2. A course in FLES methods and materials.
3. Practice teaching (at least six credit hours) in the senior year preceded by a period of observation in the junior year.
4. Supervision of practice teaching by skilled FLES teachers and a supervisor from the college or university having practical experience in FLES.
5. Education courses essential to an understanding of the elementary school child and curriculum.
6. Testing of language and professional proficiency to determine the student teacher's rating, using the criteria set up by the Modern Language Association.  

Two types of college programs are now being instituted: those involving additions to the established curricula and those presenting a curriculum designed expressly to train elementary majors for FLES.

Exemplary of the first type are the special programs developed by colleges to give foreign language majors some training in teaching foreign language to children. Roanoke College sends students once a week from the college to an elementary school to teach the second language for a

---

1 Sample, Qualifications and Training of Teachers of FLES, American Association of Teachers of French, 1961, p. 4, 5, and 7.
one-half hour period. These students have previously studied the language for two or more years and are the best students with the most acceptable pronunciation. Some criticisms which have been made include:

1. principals prefer that the students teach more often, and
2. some administrators believe that the students' accents are not perfect, that the students lack background and fluency, and that they do not know enough about children. Since then, the time of instruction has been lengthened and more student teachers have been added. The students who teach receive no pay or college credit, but their enthusiasm remains high.  

Television has been employed by Eastern Michigan University to modernize the training of their FLES teachers. The student teacher works with a third grade class, using closed circuit television. The first semester is spent in repetition and drill and the second semester involves work in the television studio. The student teachers have responded to the challenge and feel there is merit in the use of television in teacher training per se.  

Teacher training institutions are also educating more elementary majors for FLES. Chicago Teachers College South requires the following amount of undergraduate work. The undergraduate specialization in foreign language is elective. There is a four semester sequence of four meetings per week of one hour each in the basic elements of the language. The freshman and sophomore years are spent in improving speech defects to help the individual in his future language study. Twenty-seven semester

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hours are required to teach a foreign language. There is a problem of completing the foreign language requirement if the student begins the study of the language at the college level. It is hoped to eventually have a requirement of two years of a language. 4

Mount Holyoke College has been working on a new project involving FLES and teacher training. The French Department recognized the new responsibility of training elementary and secondary foreign language teachers. French majors are now taking a modified methods course "Teaching of French" plus three to four weeks of practice teaching in an elementary or a high school. A new program was inaugurated in 1959 at the elementary level which (1) uses the class as a workshop for methods in teaching French and (2) develops community interest in FLES. Each practice teacher must teach once a week, must prepare special units and must record the units on tape for future use. 5

Several colleges and universities have developed special curricula for elementary education majors to prepare as FLES teachers. Two of these programs will be described below.

The University of Kansas has been involved in a FLES teacher training program since 1950. Their goals are to train linguistically talented students who have a calling to teach in the grade schools so they are able to teach foreign language effectively to their classes. The students are prepared to teach a regular fifth or sixth grade class plus Spanish thirty minutes, three times per week. Some may elect to teach only the


Spanish class and work with the regular classroom teacher. The foreign language majors may pursue a regular major for a high school certificate to teach Spanish, and after completing a few extra courses, may receive special certification to teach the language in high school or special classes in an elementary school.

Students who desire accreditation to teach in high school and only the language in the grade school take courses in child development, methods of teaching in elementary grades or elementary school curriculum, Latin American civilization or Latin American history, geography of Latin America and special fields of study in evaluation of the program. Students in education are to elect one of four programs with major emphasis in either child development, English-social studies, social studies-English, or Spanish-social studies. The following page indicates the program of studies, including courses and credit hours for each of the four years and one summer session. 6

# UNIVERSITY OF KANSAS

## FRESHMAN YEAR

<table>
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## JUNIOR YEAR

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<td><em>Physical Science - Survey</em></td>
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## SENIOR YEAR

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<td><em>Modern Social Practice II</em></td>
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* - Required of all students.
** - Students who had Spanish in high school take a placement test.
*** - Thirteen hours of Junior and Senior Courses, including conversation and electives.
Purdue University seems to have discovered a workable program for the training of elementary majors preparing to teach a foreign language. Dr. Elton Hocking believes that foreign language should become an integral part of the elementary curriculum. Dr. Hocking has also explained the policy for admission to elementary education at the university. Careful selection concerning both academic and personal qualifications is the first step. A continuous process of re-evaluation is in effect so that each student must maintain his qualifications or be withdrawn.

At Purdue University, an elementary education major is required to take one hundred thirty-six semester hours of credit. Approximately seventy-two hours are in basic general education work, while thirty hours are required in education courses. All of the elementary education majors must take either a twenty-four hour content area in addition to a requirement of one year of a foreign language, or two years of a foreign language. The content areas include literature, mathematics, social science, and foreign language. Those students planning to teach a foreign language at the elementary level are required to take twenty-four hours beyond the basic courses. Nine hours are required in conversation, composition, grammar or phonetics; six hours in civilization and culture; six hours in literature; and three hours in methods and techniques. Together with the education requirements, a student would

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8 Ibid., p. 18.
be graduating with one hundred thirty-six hours of college credit. In
the future, elementary education majors at this institution may be
required to take two years of a foreign language as part of their general
education requirement.

On the following page is a copy of the arrangement of courses for
the Purdue four-year elementary education program with a special content area which might be in foreign language if the student so desired.
**FRESHMAN YEAR**

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<tr>
<td><strong>Second Major</strong></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>

*Courses constituting a second major or an approved 24-hour sequence may be inserted in the starred spaces.*

**If the student has had one year of chemistry or physics in high school, he may enroll in geology in the sophomore year.*
Since the program at Purdue has been in effect for only three years, its effectiveness cannot yet be evaluated. The author believes, however, that this curricula has much merit and is feasible for other colleges and universities.

Dr. Parker expresses his view concerning the necessity of competent, qualified teachers in this way:

The American public cannot be indifferent to problems of teacher training if it insists that any phase of education achieve different results or adopt new objectives. We cannot assume that students will learn what their teachers do not know, or will acquire skills that their teachers never mastered. 9

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9 Parker, op. cit., p. 149.
OTHER PROPOSALS FOR FLES TEACHERS

Noted educators have also proposed other suggestions for increasing the supply of qualified teachers of foreign language in the elementary schools. One area that can help to improve the quality of foreign language teachers both at the secondary and elementary school level is that of state certification. According to William R. Parker, "No state presently requires that a foreign language teacher be able to speak the language he teaches." 1

Furthermore, at the present time state requirements in certification for foreign language teachers vary widely. Thirty-nine states have permanent or temporary procedures for certification, but eleven of the thirty-nine are considering revision of their requirements. Fifty states have certification requirements for secondary teachers, from a minimum of less than twelve hours in Colorado for foreign language to a maximum of thirty-six hours in New York and California. 2 Colorado increased its requirement to sixteen hours in September, 1960, and will increase it to eighteen hours in September, 1962. 3 Florida, New Mexico, Virginia,

1 Parker, op. cit., p. 58-59.


3 Parker, op. cit., p. 29.
and Washington raised their standards for secondary teachers during the first half of 1960.4

Special certification for elementary teachers of foreign language is also possible in some of the states. Eleven states have no requirements for certification of language teachers in the elementary schools. As of February, 1961, there were eighteen states with specific certification for FLES teachers. These states include Georgia, Indiana, Iowa, Missouri, Nebraska, Nevada, New Jersey, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Vermont, Washington, West Virginia, Wisconsin and Wyoming.5

It has also been discovered that in at least eleven states a native speaker of a foreign language cannot be certified to teach it unless he is also a United States citizen. Kansas seems to be the only state that has thus far set up a Review Committee to deal with this problem.6 In January of 1961, Pennsylvania became the first state to make certification through examination possible for foreign-born teachers to qualify to teach in the public schools. Teachers are approved in Spanish, German, French, Italian, Russian, Lithuanian, Polish, Modern Hebrew and Slovak. In October of 1963, Pennsylvania will expand its testing program to include certification of all modern language teachers of the state.7

4 "Language Teaching Requirements Reported", op. cit., p. 15.
6 Parker, op. cit., p. 59.
7 Gillis, op. cit., p. 63.
As indicated above, several of the states are increasing their requirements and definitely determining their standards, although some of the credit hours in a foreign language can be taken from work in high school. While leaders in the foreign language field welcome the raising of standards of certification, as represented by these increases in the number of hours required for a license, they nevertheless question the validity of measuring a person's fluency by the method of credit hours. They applaud Pennsylvania's testing program and advocate that state licensing authorities move in the direction of replacing credit hour requirements by examinations designed to determine a teacher's oral and written competency.

All of the preceding ideas are beneficial for the teacher already a part of a FLES program; however, the training of teachers competent in both foreign language and elementary education needs to begin with our colleges and universities. Although few institutions have taken concrete steps to revise the elementary education curricula in order to provide foreign language training, many foreign language educators have suggested ways of improving the elementary program.

N. G. Kirch believes that foreign language should be included in the training of elementary teachers through a revamping of college courses. Foreign language courses that are geared solely to developing a reading knowledge of French, German, or Spanish are not likely to be of much use to the budding teacher who will be expected to teach children to speak and understand the language.8

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8 Kirch, op. cit., p. 135.
You can the foreign language program fit in with the rigid "general education" requirements of most American colleges? A shift from the traditional college schedule should be justifiable. During the first year of a foreign language the emphasis should be on listening, comprehension, speaking, reading, and writing to provide a better competence in later courses. More language study could be begun as a freshman and general education courses could be put into the sophomore year. The basic aim of the general education classes would be coincidental with the language classes. An experiment with class scheduling could be worked out.9

Birnmaier suggests the possibility of a Five Year Program in which the student earns a Master's degree in the teaching of a foreign language. A cadet internship under a master teacher would be required. Miss Birnmaier also mentions one state, which she did not identify, whose department of education is issuing a certificate in teaching modern languages in grades one to twelve to teachers holding a bachelor's degree and having modern language training from an accredited teacher training institution. One needs eighteen credit hours in education, a methods course in foreign language teaching at the elementary and secondary level, and supervised student teaching at both levels. Students must also receive ratings of good or superior in five of the seven competencies found in the Modern Language Association's Qualifications for Secondary School Teachers of Modern Foreign Language.10

10 Birnmaier, op. cit., p. 626-627.
The native speaker is also another possibility as a potential FLES teacher. The American Association of Teachers of French has done the most extensive research concerning the use of the native speaker in an elementary foreign language program.

This group recommends that educational authorities make it possible for educated native speakers to teach in public schools and encourage them to acquire the necessary professional training. The following recommendations were put forth by the AATF for serious consideration in the hiring of native teachers for FLES.

1. In general, for teachers of French, only the holders of a license or a bachelor degree should be considered.
2. Universities should be utilized to evaluate foreign degrees and to give their recommendations to the state boards of education.
3. Four courses of study are recommended for native speakers: child psychology, FLES methods, student teaching, and "The American child and the American elementary school."
4. IDEA teacher institutes for native speakers should be encouraged.
5. In addition to summer institutes, the IDEA could make an important contribution to the training of native speakers for FLES by enabling them to follow during the year the four courses of study mentioned above.
6. The foreign exchange teacher program should be studied and expanded as another effort to meet the need for qualified FLES teachers. 11

C. A. Tyre gives the following proposals to alleviate the problem of few qualified FLES teachers:

1. If a teacher is otherwise qualified, drop the education requirements.
2. Institute more summer workshops and in-service training.
3. Form a special organization to consider steps to alleviate the present situation. (scholarship fund)

11 For a complete discussion of the native speaker as a FLES teacher, see the entire report, Supply, Qualifications and Training of Teachers of FLES, AATF, December, 1961, p. 22-28.
4. Get additional personnel from retired professors, former teachers and foreign-exchange students.
5. Be on the lookout in classes for possible language teachers.
6. Improve salaries.
7. Have a wider use of television.
8. Make FLES teaching a more attractive career and let the teacher teach. 12

CONCLUSIONS

Realization of the problems encountered by FLBS is the first step in their possible solution. Interest in foreign language at the elementary level has increased in amazing proportions, but now has come the time when action and not merely words is needed to overcome these problems.

The author believes that work might be done to help standardize the state requirements for foreign language teachers. Credit hours should not be the only determining factor of one's proficiency in a language. If possible, parts of the test of the Modern Language Association could be administered. An oral test would be beneficial to discern one's ability to speak the language he is going to teach. Knowing grammatical principles alone does not indicate a competent speaking knowledge. Lawyers and engineers must undergo state and professional examinations of proficiency in their areas. Would it not be worthwhile to have the teachers of our youth proficient in their subject area, and particularly in one as vital as foreign language?

Since Pennsylvania has taken the lead, possibly more states will make provision for foreign-born persons to teach their native language in the public schools. At the present time natives represent a resource which could help to ease the crucial shortage of trained FLBS teachers. Although such natives would probably need to take special courses designed to acquaint them with our educational system, it would be unwise to assume
that they would be too inflexible to adapt themselves to a new environment. Certainly the cultural value of their teaching would be high.

Counseling in the high schools and junior high schools by informed personnel could be very important in pointing out the unlimited opportunities for competent elementary teachers of foreign language. Allow the students to take as much foreign language training in the secondary schools as possible so that they will be able to fit in an election of foreign language study to the college elementary curricula.

The value of television instruction in the teaching of foreign language at the elementary level is and will continue to be a very vital part of FLES. Television is proving itself not only in the area of pupil competence and achievement but also in the area of teacher improvement. Television needs to be considered as a teaching aid and a method of in-service training but not as a panacea for the classroom teacher. A qualified teacher is still needed to present the follow-up lessons and to integrate and correlate the language with the other subjects. Television cannot continue to improve without the support and enthusiasm of FLES teachers who are willing to improve their own knowledge and presentation of the foreign language.

Notwithstanding the aid which can be given by television and native speakers as teachers, the fact remains that the initial training of the teachers for FLES needs to be the job of the colleges and universities. Only they have the resources and the personnel to train an adequate number of teachers for the American public school systems. Standards need to be established for adequate training which could be used as a basis for the college curricula. States could assist in the determination of these standards.
Departments of education and foreign language need to come together to realize the importance of both areas and the vital need for elementary teachers who are competent in both areas. Colleges will have to revise the curricula to allow a greater possibility for foreign language in hours and in excellence of training, not only in grammar but also in speaking and understanding the language.

Mr. Frank Hermond has stated the role of the colleges and universities very well:

It really is possible for our teacher training institutions to do an entirely adequate linguistic job with our FLES teachers-to-be. Recruitment is no problem—for our subject is popular. Excellence is no problem—for quality standards attract quality students. The only problem seems to be with our teacher training institutions themselves. They can provide the thousands of FLES teachers that our country needs, if they will only set about it. 1

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BULLETINS


BULLETIN (continued)


REPORTS

FLSS Committee of the American Association of Teachers of French. Supply, Qualifications, and Training of Teachers of FLSS. December, 1961. 43 pages.

APPENDIX
Robert W. Cannaday, Jr.
Director of the French Project
Modern Language Project
9 Newbury Street
Boston 16, Massachusetts

Dear Sir:

I am a senior student at Ball State Teachers College. I am in the process of writing an undergraduate thesis concerning the necessary preparation of elementary teachers to instruct classes in foreign language. Would you please send me any data you may have concerning the testing of the ability of untrained teachers to use Parlons Francais.

I would appreciate this information as soon as possible.

Thank you very much for your assistance.

Sincerely,

Sandra R. Bryson
April 2, 1963

Miss Sandra R. Bryson
Rogers Hall
Muncie, Indiana

Dear Miss Bryson:

Thank you very much for your letter of March 27, 1963. Materials covering research on the first year's use of PARLONS FRANÇAIS have been forwarded to you under separate cover. I hope that these will meet at least some of your needs. After examining the materials, you may have other questions, or you may need further information: In that case, I hope that you will not hesitate to get in touch with me again.

Sincerely yours,

Robert W. Cannaday, Jr.
Director of the French Project

RWC/ps
Director of Elementary Education  
Purdue University  
West Lafayette, Indiana

Dear Sir:

I am a senior student at Ball State Teachers College and am working on an undergraduate thesis concerning the qualifications and preparation of elementary education students capable of teaching a foreign language. Would you please send me the curriculum for an elementary education major at Purdue University.

I would appreciate this information as soon as possible.

Thank you for your assistance.

Sincerely,

Sandra R. Bryson

Rogers Hall  
Muncie, Indiana  
March 27, 1963
April 3, 1963

Miss Sandra R. Bryson
Rogers Hall
Muncie, Indiana

Dear Miss Bryson:

Your letter of March 27, is so general that it is difficult to reply to it. I hope you will be cautious of making any kind of value judgments under the guise of objectivity with an approach so loosely structured. On the basis of the cursory information you will receive from institutions and the wide variety of responses you will attract, you will be able to say very little with surety.

However, I will endeavor to anticipate the kind of information you seek. I have had my secretary enclose a few representative forms which may give you some feeling for the Elementary Education program at Purdue. Our students have a 136 semester hour program. They take approximately 72 hours in basic general education work. They take around 30 hours in education course work. They are encouraged to take a second major of 24 semester hours in depth in a given content area such as literature, mathematics, one of the social sciences, and foreign languages. It is possible, therefore, for our students to take 24 to 30 hours in a given foreign language, and a number of them are pursuing such a curriculum. I am told that French and Spanish are the most popular foreign languages, but our students also take Russian and German. On the basis of her competence in foreign language, one of our students stepped into a fine position in the California Schools where she is a Specialist in Elementary Spanish.

Our students are required to take at least one year of foreign languages, and a number of them take two years. As you may know, we have excellent facilities here for foreign language instruction. I have forwarded your letter to the Foreign Language Department, and perhaps they will supply you with additional information about their programs, facilities, modes of instruction, and so forth.

Sincerely,

R. H. Muessig
Acting Chairman of
Elementary Education

RHed: ak
R. H. Muessig  
Acting Chairman of Elementary Education  
Purdue University  
West Lafayette, Indiana  

Dear Sir:  

I was very pleased to receive your letter of April 3. The information you sent was most helpful. In your letter you stated that a student is "encouraged" to take a second major in a content area. Mrs. Williams stated at a FLES Conference at Ball State that all must complete a second major or take two years of a foreign language. Is this true? I would also appreciate knowing the number of teachers trained at Purdue in FLES over a five-year period. Thank you so much for your assistance. It is greatly appreciated.

Yours very truly,  

Sandra R. Bryson