TEACHING FOREIGN LANGUAGE, A NEW EXPERIENCE:
A STUDY OF THE STUDENT TEACHING ASSIGNMENT OF
A BALL STATE STUDENT OF GERMAN

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I recommend this thesis for acceptance by the Honors Committee for graduation with honors.

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I wish to thank Mr. Warner for his assistance and guidance as my faculty adviser. His encouragement and suggestions were greatly appreciated.

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I. INTRODUCTION

The development of this paper grew out of the experiences of this author during her student teaching assignment in German. This was done at Marion High School in the fall of 1968. It is felt that the author's impressions may be of benefit to juniors and seniors anticipating the student teaching assignment with anxiety and frustration. There are an abundance of distorted ideas and misconceptions about this experience, which should prove to be the most worthwhile learning situation of all the courses which are designed to train the teacher. Undoubtedly if student teachers had the proper mental attitude and reasonable expectations, their learning experience would be that much more enhanced.

Of primary concern in this thesis is the student teacher of foreign language. It is not the intent of the study to generalize to the extent of giving impressions and advice to all student teachers, because student teaching in foreign language is so dissimilar to student teaching in any other subject matter. Indeed, in certain instances generalizations can be made, but in general each student teacher's experiences vary according to his given subject. Of course, differences may also arise according to the individual personality of each student teacher.
Following this brief introduction, Chapter II of the paper deals mainly with foreign language teaching in general. Related literature was consulted for this section. The importance of teaching a foreign language is stressed and it will be shown how this importance has come to develop throughout the past few decades. The variety of methods used in teaching a foreign language and the objectives behind these methods are also mentioned, along with some basic principles involved in both teaching and learning a foreign language.

The next section of the paper, Chapter III, concerns the role of the student teacher. In order to obtain an idea of how students feel toward a student teacher, a questionnaire was administered. The results give an idea of how one particular group of students felt and thus afford at least a basic idea of what a student teacher might expect.

Supporting these results is Chapter IV which contains the author's own personal reactions, observations and impressions. An attempt is then made to relate the material taken from outside sources and reveal how suggested methods, objectives, etc., actually applied in a particular student teaching assignment in German.

It is hoped that this type of paper will be of special benefit and interest to foreign language students anticipating the student teaching experience. It may also be of interest to college professors involved in a teacher training curriculum, because an attempt is made in the
"personal" section to evaluate this author's own methods courses and preparation when put to actual practice. It is hoped, also, that the person who has reservations about the importance of either teaching or learning a foreign language will find this thesis of value.
II. FOREIGN LANGUAGE TEACHING AND LEARNING

A. Importance and Development

One of the most shocking statements to hear, especially to a foreign language major, is "I don't see any purpose in teaching foreign language or studying it. Everyone is speaking English now. Why should we learn their languages?" This is most disturbing to anyone who has had contact with either a foreign language, culture, or people. Such a statement shows the narrow-mindedness and egotism of so many Americans, who are not willing to meet the other country half way. The "foreigner" must learn the English language and American customs while their's are completely ignored.

The development of the teaching of modern foreign languages, in particular German, has taken a strange course in the United States. This is a fact which must be recognized in order to grasp the real importance of foreign language teaching in our country.

Because of the rather large number of Germans present in the earliest settlements, German was taught in Colonial America. By the end of the seventeenth century it was the principle modern foreign language in the Middle Colonies. This is in spite of the fact that the "Melting Pot" and
Americanization programs of colonial America stifled the preservation of mother tongues and resulted in cultural losses. In colleges, however, modern languages received only slight attention until after 1870. By the beginning of the twentieth century, German universities and German culture enjoyed high prestige, and German assumed a secure and favorable position in the American education system. As a result of World War I, however, and the stories of German atrocities which were voiced during this time, the German language was dropped in many high schools. The teaching of German was actually declared illegal by twenty-two state legislatures, and "German enrollments plummeted from a high of 24.4% of the public high school population in 1915 to a low of .6% by 1922." Although there has been a constant increase in the enrollment in German since World War II, the language has still not recovered its former position.

In Europe the classical languages had always been considered the great medium for carrying on humanistic tradition since the time of the Renaissance. In 1883 when modern language teaching was organized on a national basis in America, the classical scholars of Latin and Greek, which had been considered the "disciplines" that trained the mind, looked down on modern foreign languages. In 1925 when the

reading aim was recommended for foreign language teaching, foreign languages lost ground and began to be considered useless and time-consuming. There was an emphasis during this time on "life-adjustment" courses, and content subjects were blamed for the drop-out problem. Also, anti-foreign feelings of World War I were still in the air, and Americans reacted violently against anything that suggested entanglements with Europe. It is surprising that as late as 1945 in the "Harvard Report", foreign languages were not included as part of the recommended "core-curriculum" for secondary schools. ²

However, during and after World War II more people recognized our involvement in the world and realized that our destiny was linked with Europe's. Americans began to worry about their inability in foreign language as contrasted with Europe's bilingualism. Soldiers and tourists discovered that three years of high school foreign language were of no use to them, because stress had been only upon grammar and spelling. Thus, in the military the Army Specialized Training Program was adopted to train men in the speaking and understanding of foreign languages.

The launching of Sputnik I by the Soviets in 1957 seemed to drive home the fact to Americans that they were behind other nations in foreign language instruction, that

²Ibid., p. 39.
they lived in a world where other languages were more widely spoken than their own, and that their efforts to meet the Soviet challenge were still faltering. The National Defense Education Act of 1958 set up language institutes and research centers, emphases being put upon math, science, and foreign language.

Other factors as well have contributed to a new emphasis upon the learning of foreign languages in the modern world. Because of political and economic events, distance has lost meaning, and travel abroad is so common that one is no longer a man of one nation, culture, and language. Language study is no longer a cultural luxury, but a vital necessity for living together, settling problems, and exchanging views. Not only American progress and prosperity, but also survival depend on the character of international relations, especially because of the cold war which now exists. Still, because of the inability to communicate with a local populace abroad, Americans have formed housing developments exclusively for Americans. This self-imposed living apart in foreign lands creates the impression that Americans are rich, arrogant, and snobbish. As a result American prestige has suffered.

In the area of world trade Americans cannot compete with other countries if they rely on English alone. An acquaintance with the culture and psychology of other countries is impossible without a knowledge of their language. There is a pressing need for people skilled in foreign
language in the export business, in governmental foreign service, and in teaching, only to mention a few professions.

To be idealistic enough to think that one language will be accepted by all portions of the world is like attempting to have one religion accepted, for a nation's language carries with it moral implications and attitudes toward life, just as a religion does. Of three suggestions which have been given for developing one language, all are unsatisfactory in some aspect. The first of these, designating a single living language such as English as the world language, would conflict with national pride, emotion, and sentimentality. A nation is attached to its language, since it is its own language which contains sacred traditions, ideals, and aspirations. "National pride refuses to concede to superiority of another tongue."³

Secondly, the great stumbling block in the development of a single artificial language for all is that the artificial languages which have been suggested are based only upon a given number of West European language families, i.e. Romance and Germanic, and ignore the language of China and the Far East. It is impossible to devise a language equally easy for all speakers in pronunciation, and thus any proposed language would probably develop into dialects and variants, just as living languages have done.⁴

⁴Ibid., p. 117.
The last solution, dividing the world into linguistic areas with two or three dominant languages designated for international use, seems to be a more natural process and is already in operation. This does not require world agreement as the development of an artificial language would necessitate and does not offend national pride as would the designation of one living language for a world language. 5

Because of the position of leadership of the United States in the Western World, Americans must be able to communicate with their neighbors to maintain good relationships. In order to communicate with them, they must be able to interpret and understand other languages and cultures. World-wide commitments impose the necessity for learning a foreign language for effective communication.

In addition to the study of a foreign language being of practical usefulness, it should also be a broadening experience. It should result in one knowing his own language better, because he will look for more in it. Through the study of a second language, one realizes that words really do express thoughts. This realization results, therefore, in better insight into the quality of language. It opens a pupil's eyes to other modes of thinking and other ways of living. By acquiring understanding of cultural differences, one gains a better perspective of American culture:

5 Ibid., p. 118.
There is no better way of getting the 'other fellow's point of view' than to understand his language. It should show you that in many cases his ways are better than ours. . . Do not, like the Greeks, call all foreigners 'barbarians'.

B. Goals and Objectives

The "broadening" aspect of teaching a foreign language and culture was emphasized in the preceding section. This is very important and must be constantly kept in mind by the teacher. This social aim develops a personal sense of responsibility as a citizen of the world, making one more humane, tolerant, and less prejudiced.

The initial objective for the teacher is that the student learn to understand and to speak the foreign language as it is used in its culture. The teacher should explain the objectives of the course and how these will be reached the first day of class, because language learning is basically much different from a student's other subject matters and he must know what to expect. Fluency of speech and direct comprehension and reaction should be the constant goal. The basic structures, forms, and vocabulary should be taught as rapidly as possible so students can express their own thoughts in the language.

The cultural aim which should be reached after a few years of language study is the enjoyment of the literature of the foreign language. The attainment of this objective

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should supplement and enrich the pupil's general education. Many critics argue that this aspect of language learning has been overlooked with the present emphasis on speaking.

According to Nelson Brooks, the main objective in foreign language study is bilingualism: "...bilingualism implies the presence in the same nervous system of two parallel but distinct patterns of verbal behavior." This rejects the idea of learning a foreign language in such a way that the language is constantly decoded into one's mother tongue.

A few false objectives, on the other hand, are the learning of so many hundreds of words, to "finish the book", or to obtain a high score on a standardized test. The most damaging objective, according to Brooks, is translation, which only results in the matching of the foreign language to the mother tongue. To him, the proper sequence of objectives is listening comprehension, reproduction of speech sounds, reading, writing, appreciation of literature, and cultural insight.

When setting goals for a foreign language course of instruction, both individual and national needs must be considered as well as pleasurable and useful ends. The modern emphasis in language learning throughout the world has come to be "language for communication". In the United States this has given rise to the audio-lingual method, the method which will be discussed in the following section.

8Ibid., pp. 110-111.
C. Methods

Of course, when speaking of objectives, methods must also be mentioned, for methods are developed to reach the goals set. Methods, which develop from theories about language teaching, have always been a problem, and recently there has been a tendency to "hop on the bandwagon" whenever a new method is developed. Approximately every ten to fifteen years during the first half of the twentieth century, a new method for improving the teaching of modern foreign languages has appeared. In general conflict today are the traditional method, with its emphasis upon grammar and translation, and the audio-lingual method, emphasizing listening and speaking at the lower levels but then reading and writing at a slightly more advanced stage.

For Latin and Greek the aim has traditionally been a knowledge of grammar for translation purposes. When modern foreign languages became substitutes for Latin and Greek, the same methods which had been used by the classicists were used. Grammar was an end in itself, a way of disciplining the mind. This grammar-translation method emphasized the written language and the memorization of rules, with no goal of speaking.

However, very early there existed pleas for a more natural approach to language teaching. In 1631 John Comenius

9Childers, Foreign Language Teaching, p. 29.
attempted an inductive presentation of grammar by presenting pictures in textbooks. Labienus, Ratichius, Meidinger, Jacotot, Ahn, Locke, Basedow, and Ollendorf were among the first to move from a deductive to an inductive method of grammar, with an increasing emphasis on conversation. The language was to be valued not for its grammar and an analytic inspection of sentence and word form but for the language itself.

In 1911 Viètor placed emphasis upon the spoken language. The foreign language was to be learned as the mother tongue had been, which meant no recourse to translation. These ideas led to a direct method in which pronunciation by use of phonetics, inductive grammar, and audiovisual materials were stressed. This method was alive and exciting for the pupils, but still their progress was only average and this direct method was very time consuming. It is now generally accepted that if an abstract idea cannot be readily comprehended by describing it in the foreign language, it is desirable to translate quickly and go on in the foreign language. It should be kept in mind though that this should be done as little as possible: "If a simple sentence in English can clarify a whole day's work, it's wasteful not to take advantage of it and speed right along. There is still no substitute for common sense."\(^{10}\)

\(^{10}\)Ibid., p. 157, quoted from Vincenzo Cioffari, "Grammar - Beware!" The Modern Language Journal, XLII (October, 1958), 284.
Thus, the theory behind the direct method is fine, but a little impractical at times. Another misconception of the direct method is that a foreign language can be learned exactly as was the mother tongue. However, still to the credit of the direct method, certain theories adopted by the advocates of the audio-lingual method were already employed earlier in the direct method, such as the training of the ear and tongue before the eye, and the study of meaningful, connected words and not isolated ones, such as words in vocabulary lists.

During World War II as the United States finally realized its inadequacy in foreign language teaching, the Army Specialized Training Method, a type of direct method, was adopted to teach military personnel. Anthropologists had discovered that written symbols were not the essence of language, but rather patterned groups of sounds were. The intensive language study used by the Army employed the principle of "total immersion" in the foreign language. The use of English was forbidden, and the students had contact with the language twenty-four hours a day. The disadvantages of this method for use in the high school classroom are evident - there is no attention given to written forms, the time consumption is considerable, and there is more emphasis upon the memorization of fixed conversations than upon the development of speech habits.11

About ten years after the beginning of the army method, the "audio-lingual" method was developed, which employs certain of the principles of the army method.

After 1953 "language for communication" became the dominant emphasis. The philosophy behind the audio-lingual method is that language is sound, conversation. "...the essence of language lies in the audio-lingual band rather than the graphic material, that language is primarily what is said and only secondarily what is written."\textsuperscript{12} The natural order in teaching language skills, i.e. listening, then speaking, reading, and finally writing, must be followed. It is not a direct method, because English, translation, and the study of formal grammar are not completely rejected. Daily memorized dialogues encourage structural pattern learning, and grammar is learned incidentally through pattern practice based on structures in the dialogues. Foreign language learning cannot be the same as the learning of the native tongue, because the student now associates sounds with letters, which he did not do when he was a child.

As has been mentioned earlier, bilingualism is an objective. The foreign language is not to be decoded into English. The students must realize the foreign language is fully adequate for communication in its own right, without constant recourse to English. They must neither speak English, learn lists of English-foreign-language equivalents, nor translate from the foreign language into English.\textsuperscript{13}

\textsuperscript{12}Brooks, Language and Language Learning, p. 20.
\textsuperscript{13}Ibid., p. 52.
The audio-lingual approach emphasizes the anthropological concept of culture, that is, everyday patterns of social conduct, not the traditional or humanistic viewpoint of culture, such as art, literature, philosophy, etc. At the same time it should be pointed out that many critics feel there should be a presence of both of these types of culture exposure.

A two year experiment conducted by Scherer in 1960 to compare students who had been taught traditionally and those taught audio-lingually revealed that students tended to learn skills that were emphasized in the method to which they were exposed. The classes were instructed in the two different methods the first year but all were taught the same during the second:

...the audio-lingual students were superior in listening and speaking at the end of the first year and they retained their superiority in speaking throughout the second year. Traditional students were superior in reading, writing, and translation in both directions [English-to-foreign-language and foreign-language-to-English] at the end of the first year, and retained their superiority in writing and German-to-English translation throughout the second year.14

When the proficiency tests were combined, by the second year no overall significant differences existed. However, audio-lingual students were capable of understanding complex spoken material, while the traditionally taught students felt a closer bond between a German word and its English translation. After two years, the audio-lingual students had caught

up in grammar skills and vocabulary. When the students were questioned on their own estimations, the motivational and attitudinal measures favored the audio-lingual students. They felt more successful, more confident, more capable of thinking in German, and had a more positive attitude toward the German people.15

Both methods result in comparable overall proficiency. But the audio-lingual method, whether its results are measured objectively or estimated by the students themselves, appears to produce more desirable attitudes and better habituated direct association.16

Although the audio-lingual method gives students early fluency and stimulates them to further study, there are several criticisms of this method which should be mentioned. Several critics feel the drills are too monotonous and the brighter students become curious about structure drills and want explanations. Others contend that it gives only a superficial appreciation of the language because reading is to an extent neglected. Some feel that the dialogues are incompatible with the structural approach and with sound language learning, because the dialogues contain many different structures which are not practiced sufficiently. Thus, the dialogue approach leads to errors because it is not intensive enough.17 F.L. Dash states:

15Ibid., pp. 185-245.
16Ibid., p. 245.
There are two assumptions made by the 'progressive' school which I believe to be false: one is that the less gifted the pupil, the more easily will he take to oral methods of instruction. ... The other misconception is that all children at all times prefer oral to written work.\textsuperscript{18}

There exists also a limitation in the use of visual aids in the audio-lingual method because certain concepts simply do not have visual interpretations.

It is a fact that there are few constant factors in the teaching-learning situation in general. One child differs from another in the way he learns and one teacher differs from another in his skill to use one method or another.

The best method is surely that which suits a particular teacher's personality and make up, which takes account of all the recent findings in psychology and language study, and most important of all, is the least systemised and follows most closely the natural bent of the child's mind.\textsuperscript{19}

D. The Language Lab

Late in the 1950's the language lab became increasingly popular among educators. These labs are suited only to the aural-oral method, training in speaking and understanding the language. They developed from an expansion of the army method, which had made considerable use of phonograph

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\textsuperscript{18}F.L. Dash, "Fifty Years of Progress in Modern Language Teaching," \textit{Advances}, ed. Libbsh, pp. 103-104.

\end{flushright}
records. Since language learning was to be a process of overlearning and constant repetition was required until responses became automatic, the language lab was essential for certain objectives, such as inductively acquired grammar. Overlearning is essential to fluency of comprehension and speaking; however, mere repetition does not assure learning.

The lab makes possible a more intensive, individualized contact with the foreign language and has many advantages for both student and teacher as well. For the student it provides a variety of authentic native voices and provides equal hearing conditions for all and a sense of privacy which reduces distractions. For the teacher, on the other hand, it frees him from presenting repetitive drill material and allows him to evaluate and correct individual performances without interrupting the work of others. "The fact that the teacher is monitoring at random, and assigning grades, provides motivation for students to expend their best efforts at all times."^20

However, these advantages are balanced by a number of disadvantages and doubts. Some teachers are not prepared for the use of a lab. They shy away because of their own poor accent or because of a fear of machines. One of the biggest problems is monotony, which often arises due to the constant repetition inherent in lab work. The use of the lab should depend upon the goals of the learner and teacher.

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These goals should be carefully considered before installing an expensive lab. The lab, like all new devices, must be tested by time.

One appalling misconception about the lab is that it can supplant the work of the teacher. The student must have the living model, the teacher, too, because the student often does not hear correctly and should have immediate guidance and correction. It is also desirable for the student to see how new words are formed on lips in order to facilitate pronunciation.

One of the most effective uses that can be made of labs is a type of library system: "The best utilization of a language lab is to treat it like a library, keep it open twelve to fifteen hours a day, and let students come in and practice in their free time."^21 The lab assignment should not be a certain amount of time spent in a booth, but a certain accomplishment. The lab work must have a direct relationship to class work.

One controversial question concerning the language lab is whether the record-playback system is more advantageous than the audio-active earphone. The proponents of the record-playback setup hold that in order to correct a mistake a person must become aware of it and he can only do this by comparing his production with a model. One cannot hear himself objectively while talking and probably would not have the

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capacity to hear, criticize, improve pronunciation and intonation at the same time he is speaking. A research study was conducted through Purdue University and Marion High School to determine the extent to which the electronic classroom could be used successfully as an alternative to the conventional language lab. With electronic groups, drill and recorded materials could be distributed for practice throughout the week whenever the teacher desired.

The language laboratory groups practiced on assigned days of the week according to a predetermined schedule and migrated en masse to one of the language laboratories:

... it is evident from the data that the electronic classroom groups tended to out-perform the language laboratory groups. The flexibility of the electronic classroom was apparently instrumental in providing the students with more effective periods of machine-guided practice; specifically, practice in listening and responding was probably more advantageously distributed within each class period and during the week than in the language laboratory groups. ... it appears the sacrifice in recording was worth the gain of immediate access to taped materials: The time loss and attention lag which accompany class migration from classroom to language laboratory was completely overcome.22

Students in the electronic classroom achieved more in listening and speaking. When questioned on their attitudes toward language labs, both groups revealed positive feelings

toward exercises for the learning of dialogues, but negative
toward substitution and transformation exercises.\textsuperscript{23}

It must be remembered that the key to successful
foreign language teaching is found in the teacher and not
in the equipment, although this may be a great aid.

\textemdash while great progress has been made in the
teaching of modern language, there is perhaps, at present, undue reliance on the success likely
to follow by the use of electronic devices. It should not be thought that merely by installing
language laboratories and introducing audio-
visual courses, our modern language teaching will
be transformed.\textsuperscript{24}

\textbf{B. Some Basic Principles to be Kept in Mind}

There are a few very basic principles which every
teacher and student of a foreign language should recognize
and understand. The first of these is that language is not
logical. Each language has a number of idioms, which when
thought about literally, do not make much sense, i.e. "Don't
lose your head!" A student must be made aware of this.

Translation and grammar need to be taught in a
meaningful way. The student must realize that "a translation
implies understanding a thought expressed in one language
and expressing the same thought in the words of another
language,"\textsuperscript{25} and not necessarily a word-for-word translation.

\textsuperscript{23}\textit{Ibid.}, p. 61.

\textsuperscript{24}N.R. Ewing, "Advances in Teaching Method," \textit{Advances},
ed. Libbish, p. 122.

\textsuperscript{25}Blancke, \textit{General Principles}, p. 305.
He should be able to read a sentence, grasp the idea, and express this idea in English. More teachers ought to perhaps keep this objective in mind rather than expecting exact translations, which are often easier. Grammar should be taught for use. "...the language makes the grammar, and not the grammar the language." The study of grammar is a means to an end, and not an end in itself.

Correct pronunciation must be emphasized from the beginning, every time a new word is learned. A student's pronunciation will never be better than his teacher's, and once faulty pronunciation and intonation are acquired, it is hard to correct. Therefore, an experienced and competent linguist should handle first year students.

Since years of practice are required to master a language and acquire oral fluency, language teaching should start at a young age so that a firm foundation can be laid. At a young age, motor skills are easily learned and the children are not so inhibited. The "mental set" of the learner must also be considered. A twelve year old presents a difficult motivational situation, because he is seeking approval of his peers. A young adult is well motivated, but the structures of his first language are very dominant and he is slow in learning motor skills.

A foreign language teacher must be very creative because of the nature of foreign language teaching today.

26Ibid., p. 247.
In a foreign language classroom, much emphasis must be placed upon memory work. Memorizing is the key to attaining the speaking aim, because speaking activities require prompt recall of a memorized stock of words and phrases. Words, phrases, sentences, and common expressions can be learned by heart only if they are used and repeated often. 27

Language learning is not a problem-solving type of experience, rather involves habit formation, which requires creativity on the part of the teacher to avoid boredom.

From the beginning, a student must know what to expect and why things are done the way they are. Many students do not even recognize the existence of pronunciation, word order, stress and intonation as parts of grammar because these were learned without awareness in the mother tongue.

He [the student] is entitled to have these facts made clear to him at the start, for he will learn more if he begins with this awareness of the nature of the problem, of its chief difficulties, and of the degree of achievement he may look forward to within a given time. 28

The study of a foreign language is a much more complex task than many people realize. There should exist a constant effort to inform teachers, students, parents, and school administrators of the basic concepts and psychology of foreign language teaching. If everyone concerned could be made aware of the overwhelming importance and necessity of its presence in curriculums, perhaps the world could reach its goal of world peace a little faster and more quietly.


28Brooks, Language and Language Learning, p. 57.
III. QUESTIONNAIRE

A. Objectives

The purpose for administering a questionnaire was to obtain a general picture of how typical students evaluate and respond to student teachers. The objectives of the questionnaire were four-fold. The questions sought to reveal first the attitudes of students toward student teachers; secondly, their behavior under the guidance of a student teacher; thirdly, the results of this experience on the students' learning, in their own estimations; and, finally and more generally, the students' impressions of foreign language learning and teaching. The individual questions were prepared with these research objectives in mind.

B. Method

The questionnaire was designed primarily for the first-year German students, since it was these students with whom the author was to come into contact during her student teaching assignment. Because the third-year students were not taught extensively often by the author, it was not intended that they would answer the questionnaire. However, it was decided to include their answers also, because it was
felt that they would probably answer questions concerning student teachers in a different light since they had not so recently been taught by one.

The sample included, therefore, three first-year and two third-year German classes. The respondents were students at Marion High School, a four-year high school consisting of approximately two thousand students and located in Marion, a growing, central Indiana community of about forty thousand people. Of the fifty-three beginning students, thirty were boys and twenty-three were girls. The boys included eight freshmen, twenty sophomores and two juniors. The girls consisted of four freshmen, sixteen sophomores, and three juniors. Of the thirty-eight third-year students, the twenty-seven boys included seventeen juniors and ten seniors, and the eleven girls consisted of nine juniors and two seniors. Since the overall average of the respondents was with five student teachers (the mean being 4.8, the median 5, and the mode 4 and 6), the distinction between a person having had experience with several different student teachers and a person who had had only a few could not be considered a significant factor in the responses. Table 1 in the Appendix records the figures and facts of the sample. Although the ideal of sampling randomly from a broad number of secondary school language students under the supervision of different student teachers could not be fully realized, the respondents were reasonably representative of such students. It was not the purpose of
the questionnaire to try to depict a completely overgeneralized picture, but rather how students quite possibly may react and what a student teacher might expect.

The questionnaire was administered on November 20, 1967, shortly following the completion of the student teaching assignment of the author. The regular teacher administered the questionnaire at this time, because it was felt that the absence of the student teacher would assure more honesty and less embarrassment. He explained to the students that a paper was to be written using the results.

There are certain problems which arise in designing a questionnaire of this type. For instance, it is very difficult to state a given question in such a way that it will mean exactly the same thing to every respondent. It is also very possible that a respondent may answer a question in a manner contrary to fact if a true answer would be embarrassing or damaging to his ego. It is hard to state a question and the choices of answers in such a way that a person does not feel there is a "right" answer which he "should" mark. Therefore, it is difficult to know if a respondent answered the way he knew he "should" or how he really felt. However, it was felt that the absence of identification on the questionnaire would assure more honesty and "true" answers instead of what was thought to be "right" answers.

A variety of question types were used - multiple choice, open-end, where the student furnishes his own
answer, and dichotomous questions. Only a few open-end questions appeared, because an interviewer, as well as the interpreter, tends to interpret this in terms of his own ideas. The advantage of the multiple choice type of question is that they are faster to tabulate and less subject to bias. Most of the questions were worded subjectively, i.e. "you", rather than objectively, referring to "people in general". This tends to furnish responses in terms of individual feelings, which was greatly desired in this study.

The influence of one question on the succeeding question was considered. All questions aimed at one of the four objectives listed earlier. Questions numbered one, three, four, eight and ten attempt to show the attitudes of students toward student teachers and their evaluation of them. Questions two, five, six, seven and nine reveal the behavior of students under the guidance of a student teacher and their treatment of him. The results of having had a student teacher are judged in questions eleven and twelve. The last group of questions, thirteen, fourteen, fifteen, sixteen, seventeen, and eighteen, reflect the reactions of students toward foreign language learning and teaching. This fourth category of questions, which concerned foreign language learning and not experiences with student teachers, was not intermixed with the other three, so as not to confuse the respondents. However, the first three categories were intermixed so that the students
would not see exactly what they "should" answer. Reference to Table 2 in the Appendix will make this breakdown more understandable.

Keeping these facts in mind, a look at the results reveals not only great differences between the attitudes of male and female students toward student teachers and foreign language learning but also differences between the reactions of beginning German students and those of the older, more advanced category.

C. Findings

First, the beginning German students' responses will be considered. It should be pointed out that the results from these students may to a lesser degree reflect their attitudes toward student teachers in general. The reason for this is that because of their recent experience with one student teacher, there was probably more of a tendency to answer the questionnaire with this teacher in mind rather than considering all their experiences with student teachers previously.

The first category of questions reveals some attitudes toward and evaluations of student teachers. Question three supports the statement that most students enjoy a student teacher, mainly because he presents a change of pace and perhaps another approach to teaching and is nearer

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29See Table 3 in Appendix, p. 59.
the student's age. Although approximately half the students feel a student teacher does not have quite as much control over the class as the normal teacher, the majority does not consider student teachers to be typically "push-overs". Students indicate that most student teachers are calm and prepared, but at the same time not strict enough. One major response concerning student teachers' attitudes is that they are concerned with each individual student. A somewhat conflicting impression is that they are concerned mainly with covering the facts. Surprisingly enough, in this category there are no significant differences between male and female responses. The only noticeable one is that more females feel the student teacher is more concerned with the individual.

Category two tests a student's behavior under the guidance of a student teacher. There is more of a tendency for the student to look to the student teacher for guidance, while several depend on both regular teacher and student teacher equally when both are present in the classroom. There are a few who still consider the teacher their best guide. Most of the respondents feel their behavior does not differ during the teacher's absence from the room. Of the 36% who do feel they act differently, most believe they are more likely to talk and distract the class. Half of the males think it makes a difference to them who gives the

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30 See Table 4 in Appendix, p. 60.
grade, while only 30% of the girls do. There is a significant difference in the responses of male and female concerning discipline the first week of a student teacher's assignment. Most of the boys admit "testing" a little, but over half the girls do not admit this at all. All the female respondents and most of the male ones feel they try to cooperate with student teachers.

The third category of questions is a little misleading, because it perhaps points too specifically to their recent experience with a student teacher because of the use of the future tense in question twelve. However, the questions of this group reveal that many respondents feel they have learned just as much under the guidance of a student teacher as under their normal teacher, with girls being more convinced of this than the boys 40% of whom answer "maybe". While most of the females think it will be hard to adjust to the regular teacher, half the males answer that it will be about the same.

The last group of questions, those concerning foreign language teaching, show that many students take German just because they want to take a language and German sounds interesting. Only a small percentage refer to their need for it because of their plans for future study. While over

31 See Table 5 in Appendix, p. 61.
32 See Table 6 in Appendix, p. 62.
half indicate that learning a new language is like they had expected, a sizeable number feel it is not. Disappointment with their progress is acknowledged by more males than females, but even these constituted less than half the total. However, these respondents feel it was their own fault and not something lacking in the class or teacher. Results of question sixteen show that the language lab appeals to beginning students at first, but then tends to become monotonous, especially to the female students. While the spelling and drill games, such as "spelling bees", "hangman" spelling games, and dividing the class into two baseball teams and drilling structures, are enjoyable to all, the girls see less value in them as far as being very helpful. The last question is really an unfair one for first-year students studying under the ALM method, because they have had so little exposure to the reading and writing of German. The 28% indicating reading and writing more enjoyable have only a vague idea of what this really involves.

In reviewing the results from the third-year students, a brief comparison between the male and female respondents will be mentioned where differences are significant. Following this the significant differences between beginning or younger students and advanced, older students will be reviewed.

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33 Refer to Tables 7, 8, 9 and 10 in Appendix, pp. 63, 64, 65, 66.
As in the earlier instance, boys indicate more of a tendency to talk and distract the class when the teacher is absent. In the beginning they seem to "test" the student teacher's disciplinary measures more and indicate less willingness to cooperate. It matters more to them who gives the grade. A few of the boys consider student teachers to be "push-overs", and over half the males feel they have not learned as much from student teachers. More of the boys than girls feel learning a language was not what they had originally expected, and of the ones who indicate disappointment with their progress, more males than females tend to blame the class.

The older students more so than the beginners see student teachers as having less control. They also consider student teachers as being more concerned with covering facts than reaching each student individually. It matters less to them who gives the grade. They feel they have learned less from a student teacher, and it will be about the same when he leaves. One of the most interesting comparisons is the attitude toward the language lab. While 89% of the beginning students consider the lab to be either interesting and helpful or interesting, then monotonous, 89% of the older students feel it is either interesting, then monotonous or simply dull and boring. This would seem to indicate that after a student has been more exposed to the lab and the newness has worn off, he sees the lab as more monotonous and less helpful. A comparison concerning the spelling and drill