#### REPORT RESUMES

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CAN FLEXIBLE SCHEDULES AFFECT FOREIGN LANGUAGE ENROLLMENTS.

BY- HOYE, ALMON

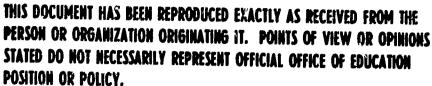
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DESCRIPTORS- \*CURRICULUM DEVELOPMENT, \*ENRICHMENT PROGRAMS, \*FLEXIBLE SCHEDULES, \*LANGUAGE ENROLLMENT, \*TIME BLOCKS, GOUPING (INSTRUCTIONAL PURPOSES), JUNIOR HIGH SCHOOLS, LANGUAGES, RAMSEY MULTIPLE SCHEDULE, FOLWELL MULTIPLE VARIABLE PROGRAM, HOYE'S FLUID BLOCK SCHEDULE

BASED ON THE PREMISES THAT LENGTH OF CLASSES MAY VARY, THAT TEAM TEACHING AND SPECIAL CLASS GROUPING MAY BE BETTER SUITED FOR STUDY, AND THAT STUDENTS NEED MORE OPPORTUNITY TO EXPLORE CREATIVELY AND INDEPENDENTLY SUBJECTS NOT USUALLY IN CONVENTIONAL SCHEDULES, CERTAIN NEW SCHEDULAR DESIGNS HAVE BEEN INITIATED IN MINNEAPOLIS JUNIOR HIGH SCHOOLS. A STARTLING RISE IN FOREIGN LANGUAGE ENROLLMENTS RESULTED FROM THESE EXPERIMENTAL PROGRAMS. THE RAMSEY MULTIPLE SCHEDULE ALLOWS COMBINATIONS OF CONVENTIONAL CLASS PERIODS AND SIX FLEXIBLE PERIODS, AND PERMITS INDIVIDUAL STUDENTS TO ELECT ADDITIONAL STUDY SUBJECTS AND ACCELERATED CLASSES. THE FOLWELL MULTIPLE VARIABLE PROGRAM INTRODUCED IN 1965-66 ALLOWS FOUR OR FIVE BLOCK CLASSES WITHIN THE MASTER SCHEDULE, AND STUDENTS, MEMBERS OF TEAMS, ARE SCHEDULED IN 4-HOUR TIME BLOCKS WITH TEAMS OF TEACHERS WHO PLAN PROGRAM VARIATIONS OF THE TIME BLOCK. HOYE'S FLUID BLOCK SCHEDULE, WHICH IS SIMPLER AND HAS MORE VARIABILITY, BREAKS THE DAY INTO LARGE BLOCKS OF TIME INSTEAD OF CONVENTIONAL FERIODS, AND PERMITS TIME MODULE VARIATIONS, SPECIAL GROUPING, INDEPENDENT STUDY, TEAM TEACHING, AND BETTER PLANNING FOR THE NEEDS OF THE STUDENTS. THIS ARTICLE IS PUBLISHED IN "MINNESOTA FORIEGN LANGUAGE BULLETIN, " VOLUME 6, NUMBER 4, 1966. (AS)

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EDITED BY: PERCY FEARING, CONSULTANT, MODERN FOREIGN LANGUAGES

# Can Flexible Schedules Affect Foreign Language Enrollments

-Almon Hoye

HOW CAN FLEXIBLE SCHEDULING TECHNIQUES AFFECT FOREIGN LANGUAGE ENROLLMENTS? THE QUESTION REALLY SHOULD
DEAL WITH THE EFFECTS OF FLEXIBLE
SCHEDULES UPON THE TOTAL PROGRAM; FOR
IN HASTE TO INCREASE REQUIREMENTS IN
SCIENCE, MATHEMATICS AND PHYSICAL EDUCATION, WE OFTEN HAVE BEEN GUILTY OF
PUSHING OTHER ESSENTIAL CURRICULAR EXPERIENCES OUT OF THE CHILD'S PROGRAM.

THIS IS NOT TO SAY THAT CURRICULUM DESIGNS SHOULD INVOLVE LESS EMPHASIS ON SCIENCE, MATHEMATICS AND PHYSICAL EDUCATION. WE LIVE IN AN AGE BURSTING WITH TECHNOLOGICAL ADVANCES. CHILDREN MUST BE PREPARED TO FACE NEW RESPONSIBILITIES. AND NEW TENSIONS.

BUT THEY MUST ALSO LEARN TO COMMUNICATE WITH PEOPLE IN OTHER CULTURES. THEY MUST LEARN TO APPRECIATE THE ART, MUSIC AND LITERATURE OF THE WORLD. THEY MUST DEVELOP A SENSE OF ARETE.

THE CONVENTIONAL SCHEDULE IS TOO ARCHAIC TO SUPPORT A MODERN EDUCATION-PROGRAM. IT WAS DESIGNED TO SATIS-FY THE REQUIREMENTS OF A GREAT MASS OF LARGELY STUDENTS AND PRECLUDES FLEXIBILITY REQUIRED TO MEET THE NEEDS WITH VARYING INTERESTS IT HAS SURVIVED BE-OF THE REVERENCE PAID IT BY AD-MINISTRATORS WHO STAND IN AWE OF ITS MAGICAL POWER TO CONTROL THE LOGISTICS ADMINISTRATORS HAVE FAILED TO UNDER-STAND THE VARYING DIMENSIONS OF SCHED-ULE MAKING. CONSEQUENTLY THEY HAVE SETTLED FOR RIGIDITY.

THE SCHEDULE OFTEN HAS COME TO

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DOMINATE THE STUDENTS, THE TEACHERS, THE ADMINISTRATORS, AND THE CURRICU-LUM. WE SEE AROUND US A STRUGGLE WHICH HAS BEEN LEFT AT A STALEMATE. BY EMPLOYING MAKESHIFT DEVICES SUCH AS DROPPING REQUIRED COURSES, CONDUCTING EARLY MORNING OR LATE AFTERNOON CLASSES, TEACHING DURING THE LUNCH PERIODS, STUDENTS ARE ALLOWED TO TAKE "EXTRA" ELECTIVES SUCH AS FOREIGN LANGUAGES. THESE DEVICES ARE HARDLY THE ANSWER.



ALMON HOYE

IT IS IMPORTANT THAT WE LOOK INTO THE ASSUMPTIONS AND THE DIMENSIONS UP-ON WHICH SCHEDULES SHOULD BE BUILT. WE SHOULD REALIZE: (1) THAT STUDENTS OFTEN LEARN WITHOUT A TEACHER BEING PRESENT, (2) THAT ALL TEACHERS DO NOT IN ALL PHASES OF THE TEACHING (3) THAT TEAM PREPARATION AND EXCEL TEAM TEACHING MAY INCREASE EACHING MORALE AND EFFICIENCY, (4) THAT THE LENGTH OF A CLASS PERIOD MAY APPRO-PRIATELY VARY ACCORDING TO THE NEEDS OF EACH SUBJECT, (5) THAT THE SIZE OF A CLASS GROUP MAY VARY FROM DAY TO DAY AND FROM CLASS TO CLASS ACCORDING TO ITS PURPOSES, (6) THAT ALL STUDENTS IN A GROUP NEED NOT BE STUDYING THE SAME MATERIAL AT THE SAME TIME, (7) THAT THE SELF CONTAINED CLASSROOM MAY BE SUITABLE ONLY FOR LIMITED EDUCATIONAL PURPOSES, (8) THAT STUDENTS LEARN BEST IN AN APPROPRIATE PSYCHOLOGICAL ENVIR-ONMENT, (9) THAT CHRONOLOGICAL AGE MAY NOT BE THE APPROPRIATE DETERMINER OF GRADE PLACEMENT, AND (10) THAT EDUCATIONAL POLICING AGENCIES MAY NOT YET HAVE DISCOVERED THE OPTIMUM FOR TIME ALLOTMENTS IN EACH SUBJECT.

NEW APPROACHES TO SCHEDULAR DESIGN ARE BEING TRIED IN MANY PARTS OF THE COUNTRY. RESEARCH REPORTS INDICATE VARYING DEGREES OF SUCCESS. KEARNEY, ANDERSON, HOWARD AND SHARKIN, USING DIFFERENT TYPES OF FLEXIBILITY

ACHIEVED FAVORABLE RESULTS. HOWEVER, BEASLEY, HUNT, NESBITT AND TAFFEL FOUND LITTLE OR NO SIGNIFICANT DIFFERENCES BETWEEN THE RESULTS ACHIEVED IN CONVENTIONAL AND FLEXIBLE DESIGNS (SEE BIBLIOGRAPHY).

THE APPROACHES USED BY THE AUTHOR AT RAMSEY AND FOLWELL JUNIOR HIGH SCHOOLS IN MINNEAPOLIS WERE DESIGNED NOT TO ACHIEVE SUPERIOR GAINS IN PUPIL ACHIEVEMENT BUT RATHER TO ALLOW STUDENTS TO EXPLORE MORE WIDELY, TO USE MORE CREATIVELY THE RESOURCES OF THE SCHOOL, AND TO SPARE STUDENTS THE NECESSITY OF MAKING CHOICES BETWEEN IMPORTANT SUBJECTS, E.G., SCIENCE AND FOREIGN LANGUAGES, JUST TO SATISFY THE REQUIREMENTS OF A RIGID CONVENTIONAL SCHEDULE. THE RAMSEY AND FOLWELL EXPERIMENTS SHOWED DRAMATICALLY HOW MORE FLEXIBLE SCHEDULES CAN AFFECT FOREIGN LANGUAGE ENROLLMENTS.

THE RAMSEY MULTIPLE SCHEDULE IS A RELATIVELY UNCOMPLICATED DESIGN BASED ON THE SIX HOUR SCHOOL DAY WHICH IS COMMON IN MINNEAPOLIS SECONDARY SCHOOLS. INSTEAD OF ALL STUDENTS TAKING A STANDARD SCHEDULE OF SUBJECTS MEETING FIVE DAYS A WEEK, SOME MAY SELECT A VARIED PROGRAM WHICH COULD INCLUDE AS MANY AS ELEVEN DIFFERENT SUBJECTS DURING A YEAR.

THE RMS PROGRAM IS BASED ON A SIMPLE MATRIX WHICH ALLOWS COMBINATIONS OF TWO, THREE, FOUR AND FIVE PERIOD PER WEEK CLASSES WITHIN A SINGLE MASTER SCHEDULE. SIX PERIODS (F) ARE USED AS FLEXIBLE FUNCTIONS. PAST ATTEMPTS AT COMBINING FOUR AND FIVE PERIOD BLOCK CLASSES (THIS REFERS TO THE NUMBER OF PERIODS DEVOTED TO A SUBJECT, E.G., ENGLISH FOR ONE PERIOD MONDAY THROUGH FRIDAY IS A FIVE PERIOD BLOCK) HAVE FAILED BECAUSE ONLY FOUR FLEXIBLE FUNCTIONS WERE USED IN THE MATRICES RESULTING IN SCHEDULES WITH UNBALANCED TEACHER LEADS.

PER.	Mon.	TUE.	WED.	THUR.	FRI.
1,	A	A	F	` A	A
2	В	В	B F B C C C		B
3	F	C ·			С
4	D	F D		D	D
5	E	E	E	F	E
6	G	G	G G		F

FIGURE ONE

FOREIGN

THE RMS PROGRAM ALLOWS PART OF THE SCHOOL TO REMAIN ON A CONVENTIONAL SIX PERIOD SCHEDULE WHICH IS ADEQUATE FOR THOSE STUDENTS WHO DO NOT CHOOSE TO EXPLORE WIDELY. OTHERS WHO WISH TO TAKE A MORE VARIED PROGRAM FEATURING FOREIGN LANGUAGES, ADVANCED ART, MU-SIC, ETC., MAY CHOOSE A PROGRAM OF ACCÉLERATED CLASSES WHICH MEET FOUR OR LESS PERIODS EACH WEEK. STUDENTS WHO ARE LESS GIFTED IN ONE OR TWO AREAS MAY TAKE SOME CLASSES WHICH MOVE MORE SLOWLY ON A FIVE PERIOD PER WEEK BASIS WHILE THEIR OTHER CLASSES MEET FOUR PERIODS OR LESS AT AN ACCELERATED RATE.

TY ALERTHON A LAND BOOM BELLEVILLE

SCHEDULE BALANCE IS ACHIEVED BY USING DIFFERENT COMBINATIONS OF THE SIX FLEXIBLE PERIODS AT EACH GRADE LEVEL:

PER.	Mon.	TUE.	WED.	THUR.	FRI.
1			X <sup>1</sup>		
2			F		
3	۴				
4		F			
5				χ²	
6				·	F
	FIGU	RE TWO	- 9тн	GRADE	
PER.	Mon.	TUE.	WED.	THUR.	FRI.
1			F	7	
2		,	X2		
3	F	•	•		
4		X <sup>1</sup>			
5				F	
6					F

THE REMAINING TWO PERIODS (X1 AND X2) ARE AVAILABLE FOR ACTIVITY PERIODS OR THEY MAY BE ADDED TO THE REGULAR PERIODS TO FORM FIVE PERIOD BLOCK

T MUST BE REMEMBERED THAT CLASSES. ONLY PART OF THE SCHOOL IS ON THE AC-CELERATED PORTION OF THE RMS PROGRAM. THE TEACHERS AND STUDENTS ON THE STANDARD SCHEDULE FOLLOW A CONVENTION-AL SIX PERIOD SCHEDULE.

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PRIOR TO THE IMPLEMENTATION OF THE RMS PROGRAM, 7TH AND 8TH GRADE STUDENTS WERE OBLIGED TO DROP REQUIRED SUBJECTS TO TAKE A FOREIGN LANGUAGE. AT THE 9TH GRADE LEVEL, THEY WERE LIM-ITED TO DIFFICULT CHOICES. THE RMS PROGRAM PRODUCED DRAMATIC INCREASES IN FOREIGN LANGUAGE ENROLLMENTS AND AT THE SAME TIME ELIMINATED THE NECESSITY FOR DROPPING REQUIRED COURSES. COMPARISON BELOW ILLUSTRATES CHANGE:

STUDENT ENROLLMENT	LANGUAGE ENROLLMENT (SEMESTERS)		
1464	561		
1402	1134		
1477	1172		
1480	1496		
	1464 1402 1477		

THE RMS PROGRAM WAS INSTITUTED DURING THE SCHOOL YEAR 1962-63.

THE FOLHELL THE FOLVELL MULTIPLE VARIABLE PROGRAM WAS INTRODUCED INTO FOLWELL JUNIOR HIGH SCHOOL ON A MODIFIED BASIS. DURING THE SCHOOL YEAR 1965-66. THE FMV PROGRAM, LIKE THE RMS PLAN, IS BUILT UPON A SIMPLE MATRIX WHICH AL-LOWS FOUR AND FIVE PERIOD BLOCK CLASSES TO BE CONTAINED WITHIN THE SAME MASTER SCHEDULE.

PER.	Mon.	Tue.	WED. THUR		FRI.	
1	F	A	A	٨	٨	
2	В	F	В	В	В	
3	С	C	X <sup>1</sup>	С	С	
4	D	D	Χ2	D	D	
5	Ε	E	E	F	E	
6	G	G	G	G	F	
		FIGUR	E FOUR			

X PERIODS MAY BE USED FOR ACTIV-ITIES OR BE ADDED TO THE REGULAR PE-RIODS TO FORM FIVE PERIOD BLOCK

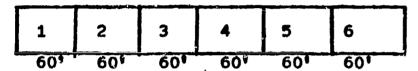
CLASSES. AGAIN, ONLY PART OF THE SCHOOL IS ON THE VARIABLE SCHEDULE.

THE FMV DESIGN DIFFERS FROM THE RMS PLAN IN THAT ALL STUDENTS WITH VARIABLE SCHEDULES ARE MEMBERS OF ONE OF THE TEAMS AND ARE SCHEDULED INTO A FOUR HOUR TIME BLOCK WITH TEAMS OF TEACHERS. DURING THIS FOUR HOUR TIME BLOCK (PERIODS 1, 2, 5 AND 6 IN FIGURE FOUR) ANY NUMBER OF SCHEDULAR VARIATIONS MAY BE USED TO PLAN LARGE GROUP SESSIONS, NORMAL CLASSES, SEMINAR SESSIONS, INDEPENDENT STUDY, AND FIELD TRIPS.

ONE COMMON PREPARATION PERIOD IS GIVEN TO EACH TEAM OF TEACHERS SO THAT THEY MAY MEET REGULARLY TO DECIDE WHAT SCHEDULAR VARIATIONS THEY WISH TO USE FOR EACH UNIT OF WORK. SOME OF THE VARIATIONS DESIGNED FOR THE ORIGINAL FOLWELL MULTIPLE VARIABLE PLAN WERE:

#### I. STANDARD VARIATION

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### II. VARIATION A - 15' MODULES

LARGE GROUP	SMALL GROUP	3	4	1	2	3	6
75*	45	60	60	30	30	301	301

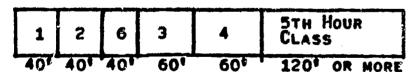
#### III. VARIATION B - 20' MODULES

LARGE GROUP	1	3	4	2	5	6
80	401	601	601	40	40	401

#### IV. VARIATION D - 5' MODULES

	LRG. GRP.	1	2	3	4	5.	6	SEM- INAR
_	50	35 <b>T</b>	35°	- 60°	604	351	35	- <del>50* *</del>

#### V. VARIATION F - 10' MODULES



VI.

FLUID	BLOCK	3	4	FLUID	BLOCK
					<del></del>

#### FIGURE SIX

STUDENTS WHO CHOOSE TO BE MEMBERS OF A TEAM MAY HAVE STANDARD LENGTH PERIODS ONE DAY AND CHANGE EACH SUCCEEDING DAY TO DIFFERENT SCHEDULE VARIATIONS, E.G., I THROUGH VI, ACCORDING TO THE REQUIREMENTS OF A PARTICULAR UNIT OF WORK. DURING FLEXIBLE TIME BLOCKS NO BELLS ARE USED IN THOSE

ROOMS AFFECTED BY SCHEDULE VARIATIONS. PART OF THE SCHOOL PASSES ON TO THEIR NEW ASSIGNMENTS WHILE OTHERS, ON A DIFFERENT SCHEDULE, REMAIN IN CLASS. THE EXPLOSIVE TONE OF A WHOLE SCHOOL CHANGING CLASSES AT ONE TIME IS SOFTENED WHEN STUDENTS PASS AT DIFFERENT INTERVALS.

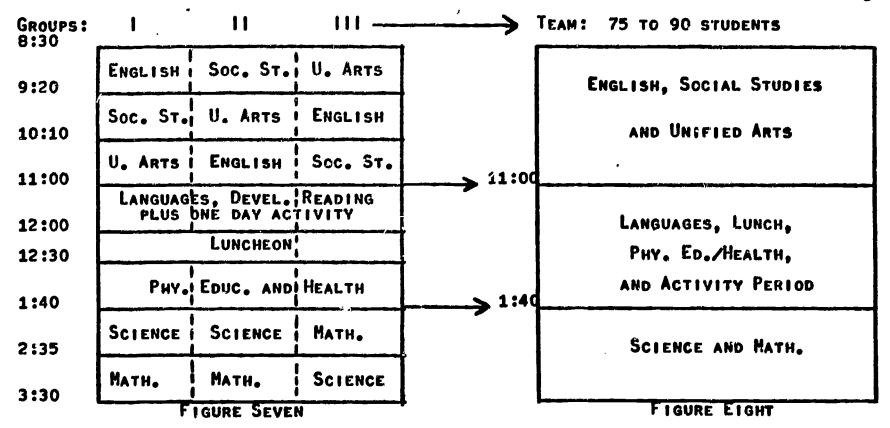
THE FOLWELL VARIATION OF THE MUL-TIPLE VARIABLE PROGRAM HAS HAD A STARTLING EFFECT UPON FOREIGN LANGUAGE ENROLLMENTS. DURING THE SCHOOL YEAR 1964-65, PRIOR TO THE INTRODUCTION OF THE NEW PROGRAM, SIXTY-ONE STUDENTS WERE ENROLLED IN GERMAN AND FRENCH AT THE NINTH GRADE LEVEL. OTHERS WHO WISHED TO TAKE FOREIGN LANGUAGES WERE EXCLUDED BECAUSE OF THE RIGID SCHEDULE REQUIREMENTS. IN THE FALL OF 1965, AFTER THE FOLWELL MULTIPLE VARIABLE PROGRAM WAS INSTITUTED ON A PILOT BA--SIS, TWO CLASSES OF GERMAN WERE EN-ROLLED IN THE SEVENTH GRADE, TWO SPAN-ISH CLASSES WERE BEGUN IN THE EIGHTH GRADE, AND THREE GERMAN CLASSES AND TWO SPANISH CLASSES WERE FORMED IN THE NINTH GRADE. MODERN FOREIGN LANGUAGE IN THE FALL OF 1964 TO 270 STUDENTS IN 1965 - AN INCREASE OF NEARLY 400 PER-ENROLLMENTS CHANGED FROM 61 STUDENTS PROGRAM WILL BE EXPANDED DURING THE SCHOOL YEAR 1966-67.

AT PRESENT THE AUTHOR IS WORKING ON A FLUID BLOCK SCHEDULE. THIS DESIGN IS A NATURAL OUTGROWTH OF THE EXPERIMENTAL WORK COMPLETED ON THE RMS AND FMV PROGRAMS. IN THE LATTER, THE FOUR HOUR TIME BLOCK WAS TREATED AS A VIABLE UNIT OF TIME WHICH COULD BE CHANGED, DEVELOPED, OR MODIFIED TO MEET THE NEEDS OF THE TEACHING TEAM.

THE FLUID BLOCK SCHEDULE WILL BREAK THE DAY INTO LARGE BLOCKS OF TIME, EACH OF WHICH CAN BE MODIFIED TO SUIT THE PLANNED LESSON REQUIREMENTS OF A TEAM OF TEACHERS AND STUDENTS. FLUID BLOCK SCHEDULES CAN BE USED EFFICIENTLY IN SCHOOLS OF ANY REASONABLE SIZE. AN EXAMPLE OF AN FB SCHEDULE DESIGNED TO MEET THE NEEDS OF A SIXYEAR JUNIOR-SENIOR HIGH SCHOOL WITH FOUR HUNDRED SEVENTY STUDENTS IS SHOWN ON THE NEXT PAGE.

MERELY BY SCHEDULING GROUPS OF STUDENTS AND TEAMS OF TEACHERS SO THAT CLASSES APPEAR CONVENIENTLY TOGETHER (FIGURE 7), A FLUID BLOCK OF TIME CAN BE FORMED. ERABE THE CUSTOMARY SCHED-ULE LINES BETWEEN GROUPS (FIGURE 8), AND TEAMS OF TEACHERS CAN FUNCTION WITH TEAMS OF STUDENTS WITHIN LARGE PERIODS OR FLUID BLOCKS OF TIME. WITHIN EACH TIME BLOCK THE TEACHING TEAM MAY VARY THE SCHEDULE EACH DAY USING ANY TIME MODULE NECESSARY FOR EACH VARIATION. LARGE GROUP MEETINGS, NORMAL CLASSES. SMALL GROUP SESSIONS, SPECIAL GROUPINGS, AND INDEPENDENT STUDY CAN BE PLANNED WITHOUT FEELING

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THE PRESSING RESTRICTIONS OF A STAND-ARD SCHEDULE. IN THE EXAMPLE CITED, THREE TEAMS OF TEACHERS WORK WITH 75 TO 90 STUDENTS WITHIN THREE LARGE PERIODS OF TIME.

THE FLUID BLOCK DESIGN COULD BECOME THE SCHEDULE OF THE FUTURE. IT
IS SIMPLER TO CREATE AND MORE FLEXIBLE
THAM SINGLE MODULAR SCHEDULES; IT HAS
MORE VARIABILITY THAN EITHER THE RMS
OR FMV PLANS. TEACHERS WILL BE ABLE
TO LEAVE THEIR ISOLATED CLASSROOMS AND
WORK TOGETHER IN TEAMS. PLANNING WILL
BE DONE IN TERMS OF THE NEEDS OF STUDENTS. LANGUAGES WILL FIT NATURALLY
WITHIN THE FLUID BLOCKS OF TIME. THE
DESIGN APPEARS TO OFFER NUCH PROMISE.
ONLY CAREFULLY CONTROLLED EXPERIMENTATION CAN GIVE US THE ANSWERS.

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