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EVALUATIVE CRITERIA FOR MODERN FOREIGN LANGUAGE TEACHING.

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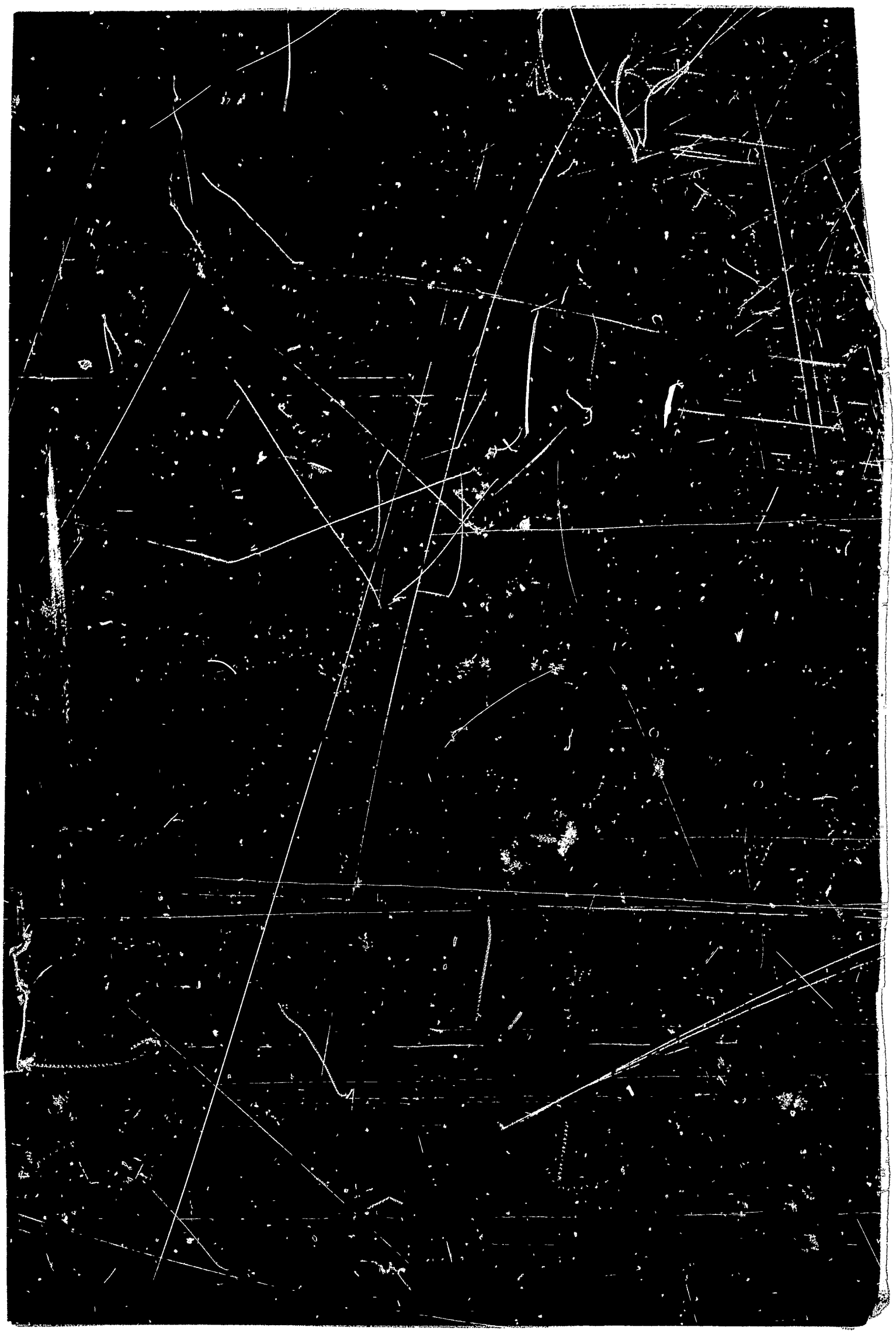
A NEED FOR NEW CRITERIA AND PROCEDURES TO APPRAISE OBJECTIVELY THE COMPETENCIES AND TECHNIQUES OF TEACHERS OF MODERN FOREIGN LANGUAGES HAS RESULTED IN THIS HANDBOOK TO DESCRIBE WAYS OF OBSERVING VARIOUS FACTORS AND DETERMINING THE EFFECTIVENESS OF TEACHING PERFORMANCE. TAKEN INTO ACCOUNT ARE SUCH FACTORS AS THE TEACHER'S ACTIVITIES IN THE CLASSROOM, THE STUDENTS' REACTIONS, THE PHYSICAL CONDITIONS OF THE ENVIRONMENT, THE GENERAL NATURE OF THE CLASS, AND THE EFFECTIVENESS OF THE FOREIGN LANGUAGE PROGRAM. INCLUDED IN THE DOCUMENT ARE BASIC PREMISES ABOUT THE GOALS AND PRINCIPLES OF LANGUAGE TEACHING AND THE LANGUAGE CURRICULUM, AND DISCUSSIONS ABOUT EVALUATING LANGUAGE INSTRUCTION. PART TWO OF THE HANDBOOK DESCRIBES HOW THESE PREMISES WERE USED TO DEVELOP THE CRITERIA, AND GIVES INFORMATION ABOUT THEIR USE AND APPLICATION. PART THREE PRESENTS A SAMPLE OF THE CRITERIA CHECKLIST. APPENDIXES INCLUDE THE MODERN LANGUAGE ASSOCIATION'S QUALIFICATIONS FOR SECONDARY SCHOOL TEACHERS, A BRIEF OUTLINE OF A 10-YEAR FOREIGN LANGUAGE PROGRAM, A STATEMENT OF POLICY ABOUT FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL, AND A BIBLIOGRAPHY. (AS)



Evaluative Criteria

for

Modern Foreign Language Teaching

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FOREWORD

In the teaching profession today there is a widespread recognition of the urgent need to improve tne quality of education in all areas and at all levels. The needed improvement call, for the cooperation of all educational agencies. To meet this need, large sums of money and quantities of energy and imagination are being spent in many areas of the curriculum.

Unfortunately, however, between our goal of improving the quality of education and the methods we use to achieve this aim in the classroom, there often exists a wide gap. A sincere desire to improve is all too often blocked by limited understanding of how learning occurs. More frequently, techniques borrowed from others are used without examining them to determine whether they are closely related to our stated objectives. Helpful evaluative criteria and procedures are lacking, although experience has shown that adequate evaluative activities can provide the fire in which goals and method become fused.

This publication attempts to provide criteria and procedures for objective appraisals of teaching competencies in the field of modern foreign languages. It is hoped that from this beginning there will evolve a new kind of scale of measurement which will enable us to select those techniques that demonstrate their validity in achieving the major goal of foreign language mastery.

Byron W. Hansford

Commissioner of Education

INTRODUCTION

The Need for Evaluation of Modern Foreign Language Teaching

The "new key" emphasis on language as *communication*, which has resulted in a dramatic revision of teaching methods and materials, requires emphasis on more effective means for evaluating these methods than the subjective assessments formerly in use. As language teachers now seek to upgrade teaching practices rapidly to close the gap between goals and methods, it becomes evident that we need entirely new criteria for measuring the quality of our work. Although objective tests have been developed in many areas of the language field such as pupil aptitude and achievement, and aspects of teacher preparation ranging from language competence and fluency to cultural understanding, there is great need for non-subjective criteria of teaching performance, for which there is no precedent in our field.

We pay lip service to the axiom that methods must derive from goals, but if we accept wholeheartedly the goals of an audio-lingual approach, we must be willing to subject each classroom activity to the scrutiny necessary to answer the searching question. "Why am I doing this?", and to discard each one, no matter how respectable, that cannot be shown to contribute to demonstrated student ability in language skill. We are still inclined to measure progress in the light of time spent in the classroom, or of pages covered in a textbook. Instead, do we not need to use the newly-designed student proficiency tests in order to develop national norms for performance at various stages of development in the basic skills? Out of such scrutiny, we need to develop some kind of scale of ultimate criteria, in which we rank factors of student performance that contribute to lasting proficiency in the foreign language.

Many questions arise in an attempt to develop such criteria; for example: How can we determine the role of external factors? Can evidence be found that class activities result in a learning experience? Which activities of the classroom denote progress toward our goals? Are teachers ready to face such criteria for self-evaluation? How can we insure that they will not be used for punitive measures? Can we make an instrument capable of expansion and productive of future experimentation? What is the role of research?

In addition to meeting the needs of language teachers, such criteria, if properly designed, could answer the questions which administrators are entitled to ask in seeking to upgrade programs of foreign language instruction. Some of these are:

1. Does the foreign language program reflect the course offerings and sequence leading to mastery of the four basic language skills?
2. Is there provision for articulation of courses through adequate supervision at all levels?
3. Is the instructional staff trained in and willing to use the teaching

techniques proved worthy and efficient for rewarding pupil progress?
4. Are the instructional materials designed to complement or realize good teaching practices?
5. Are the plant facilities, such as appropriate classrooms, language laboratory, furniture, conducive to efficient foreign language teaching and learning?
6. Are there adequate means of evaluating good teaching practices, or the qualifications of a candidate for a foreign language teaching position?

In order to lay the basis for evaluation as a measurement of progress toward goals, it seemed best to select criteria based on observable characteristics. From the many activities observable in a modern foreign language classroom, those that might be indicators of quality were chosen and listed according to their pertinency. Such evaluations should be useful to the classroom teacher and to his supervisors in their efforts to diagnose strengths and weaknesses, to choose the excellent practices, and to discard the rest.

CONTENTS

Part I

Section 1 — *Some Basic Premises About* Goals of Modern Foreign Language Teaching

A great many statements have been made by many people about how best to teach a foreign language. Much of the wide variety in these statements about methods is a result of differing concepts of the *nature* of language, and of the values we attach to language learning. In discussing these values, William Riley Parker points out that we often fail to distinguish between the "tool," or practical values of a foreign language, and its contributions to the ideal of liberal arts. This conflict of differing objectives, he states, is seen in the bias or sympathy of foreign language teachers, who emphasize the study of literature, or the acquisition of communication skills, or consider the study of foreign languages a social science, a branch of cultural anthropology, for example. According to Parker:

> "The issues involved have more significance than a mere struggle between modern and reactionary forces in the modern language field," he continues . . . "The public must grasp the fact that modern language languages are one of those studies with both liberalizing and practical values. Given a severely limited amount of time, one kind of value may again be stressed almost to the exclusion of the other, but this **need** not happen and will probably not seem advisable. An emphasis, clearly understood as an emphasis by all concerned, need not be damaging to any real, if subordinated, value."[1]

The general objective of communication has become the keystone of the revolution in foreign language instruction. If the language is skillfully taught under proper conditions, as Dr. Parker points out, it provides a new experience, enlarging the pupil's horizon, and adding to his sense of pleasurable achievement. The following objectives, which he summarizes from the statements of the Steering Committee for the Foreign Language Program of the Modern Language Association of America, may be called "basic" because they seem to reflect a wide area of agreement as to the purposes of modern foreign language learning:

> "1. The acquisition of a set of skills, which can become real mastery for professional use when practiced **long** enough. The international contacts and responsibilities of the United States make the possession of these skills by more and more Americans a matter of national urgency. These skills include:
>
> a. The increasing ability to **understand** a foreign language when spoken, making possible greater profit and enjoyment in such steadily expanding activities as foreign travel, business abroad, foreign language movies, and broadcasts at home and abroad.
>
> b. The increasing ability to **speak** the foreign language in direct communication with people of another culture, either for business or for pleasure.

1. Parker, William Riley. **The National Interest and Foreign Languages.** Third Edition, New York: The U. S. National Commission for UNESCO September 1961.

c. The ability to **read** the foreign language with progressively greater ease and enjoyment, making possible the broadening effects of direct acquaintance with the recorded thoughts of another people, or making possible study for vocational or professional, e.g., scientific of journalistic, purposes.

2. A new understanding of **language**, progressively revealing to the pupil the structure of language and giving him a new perspective on English, and

3. A gradually expanding and deepening knowledge of a foreign country—its geography, history, social organization, literature, and culture—and, as a consequence, a better perspective on American culture and a more elightened Americanism through adjustment to the concept of differences between cultures.

"Progress in any one of these experiences or skills is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner."[2]

The importance of skillful teaching under proper conditions is here implied. We need to be able first to define, and then to measure, skillful teaching, the components of which may be separated into broad categories —methods, and curriculum, or what is done in the classroom, and why.

Section 2 — *Some Basic Premises About*

Modern Foreign Language Teaching

From the welcome vigorous discussions of a profession on the move, some basic principles seem to stand out as having weathered the close scrutiny of practiced observation and experimentation. For example:

A. How the pupils learn:

1. Hearing and speaking come before reading and writing. Students work with printed materials in the foreign language as they develop correct habits of comprehension, sound production, and use of sentence patterns in the target language.
2. Structure of the language is first learned by progressive, oral (pattern) practice derived from the concepts of comparative and applied linguistics, not just by listening to talk *about* the structure.
3. Vocabulary learning is progressively controlled in rate and quantity to allow for adequate practice in accurate comprehension and production of the language.
4. Practice in structure, pronunciation, and vocabulary is conducted realistically, i.e., at normal native speed, and in the context of real utterances.
5. Progressively, the foreign language replaces English as the language of the classroom, at least by the end of level one.
6. Reading skill is developed by working first with materials closely related to what is being learned through hearing and speaking. Later on, this skill can be developed in the same way as with the native language.
7. Language production in speaking or writing is best learned by first imitating acceptable and developmentally-appropriate models.

2. **Ibid., page 128f.**

8. Writing in the foreign language is learned in two principal phases without recourse to translation from English:

   a. At first, it is limited to that portion of the language which is already within the student's control.
   b. Later, skill in writing is developed by imitating models in the foreign language which are representative of the educated literary skill of natives.

B. How the teacher functions:

1. In addition to supplying models for pronunciation and intonation in sufficient quantity and correctness to form right student habits at the beginning, the teacher is especially alert to correct the special difiulties which English speakers meet in learning the foreign language.
2. The teacher is quick to provide a model in the foreign language when a student falters or makes a mistake, so that failures are immediately corrected or avoided.
3. The teacher provides constant encouragement with immediate praise.
4. He makes the students aware of the objective for foreign language learning and of how a technique or a given exercise will help them learn. He sees to it that the student performs his role fully.
5. He appraises pupil acquisitions in all skills by test exercises in the foreign language, not primarily by translation into English.
6. He provides opportunity for continuous, regularly-spaced review of what has been introduced, and tests specifically only that which has been taught.
7. He selects the materials used in the foreign language class to suit the *interests* and *ability-levels* of the students, and the principles of modern foreign language teaching methods, with due concern for the significance and accuracy of their cultural content.
8. Throughout the learning process, the teacher sets the study of the foreign language in situations which lead the student to appreciate the foreign culture.
9. He provides numerous occasions for pupils to hear many native speakers of the language. He includes a variety of activities and exercises in the work of each class period.
10. He provides for individual differences in ability so that students are not over- or under-challenged, e.g., differential assignments commensurate with demonstrated progress, grouping in class or laboratory according to student interest and ability, or giving individual help on specific problems.

Section 3 — *Some Basic Premises About*

The Modern Foreign Language Curriculum

A proper assessment of the methods used by the modern teacher of foreign languages will have to be made not only in the light of his goals, but in terms of the modern curriculum.

A curriculum based on the objectives and methods briefly outlined in the preceding pages requires adequate amounts of appropriately-designed materials in course offerings respecting the scope and sequence implied by the objectives.

What kind of teaching materials will meet the standards of today? Dr. Fredrick D. Eddy, of the Institute of Languages and Linguistics, Georgetown University, speaking at the Second Language Laboratory Conference held at Purdue University in March, 1961, pointed out that neither outwardly streamlined materials designed for other methods and goals, nor those too hastily prepared by faddists of whatever persuasion, would correspond to the approved concepts. As Dr. Eddy further explained:

> "The materials that will solidly and surely implement our linguistic revolution will be designed and built with the utmost sophistication and care. They will be the product of teams of writers: native speakers of the language, plus consultants from the fields of linguistics and anthropology, language, and literature, psychology, audio-visual pedagogy, and others—and sitting at the head of each team will be at least one master teacher from the grade and language proficiency level that the materials will serve.... In order to further ... desirable goals and student activities ... these materials at each grade and proficiency level will make optimum use—no less than optimum use—of audio and visual aids."[3]

"The new curriculum is a sustained progression and requires many years of work on the part of the learner." This statement was made by Dr. Nelson Brooks of Yale University, in sketching the broad outlines of the modern curriculum at a state-wide foreign language conference in Colorado in March, 1963. He pointed out that this long sequence of time needs to be divided into phases or levels, and that since the learner may start at several different points in his advance through the grades, we need to provide for at least two or more streams of learning.

What is a "stream"?

- This is a term used to describe an unbroken sequence of study in a language from one of several points of beginning.

What is implied by a "stream"?

- It implies that continuity is perhaps of primary importance in the foreign language program.
- It also implies that language study may originate at any one of four beginning points: elementary, junior or senior high school, and college.

What is meant by a "level"?

- This means the proficiency or level of achievement that can be expected in a year of senior high school classes that meet five time a week for periods of at least 40 minutes.

Much attention is being given to the problems of providing for sustained progression in all language skills through four-, six-, or ten-year sequences, which are resulting from the new emphasis in foreign language study. The broad outlines of program planning are suggested in such pub-

3. Eddy, Frederick D. "The New York Materials Development Center and the Glastonbury Materials," **International Journal of American Linguistics, XXVIII (January, 1962), p. 35.**

lications as *Report of the Working Committees,* 1959 Northeast Conference on the Teaching of Foreign Languages, and *Language Instruction: Perspective and Prospectus,* Bulletin of the California State Department of Education, 1963. The correspondence course study guide, *Modern Teaching of Spanish,* prepared under the auspices of the U. S. Office of Education and the University of Colorado Extension Division, discusses the planning of four-and six-year sequences in order to maintain the audio-lingual skills.

Using a framework of scope and sequence, the individual school district will develop its own curricular program, depending on the goals adopted, the grade where study begins, the language materials selected, time allotments, teaching facilities available, and, above all, *the competence of the teacher.* In the hands of the competent taacher, the well-planned curriculum achieves its highest potential of providing the opportunity for students to realize the goals of foreign language study.

However, in addition to utilizing the best planning of personal and material resources available today, wise curriculum development will be concerned with preparation for the future. As J. Lloyd Trump pointed out at the Purdue Conference on Language Laboratories, tomorrow's schools will look at organization differently in order to achieve more flexibility and better utilization of time and energy, and as a result, teachers will examine their courses to seek answers to three questions:

"1. What do we now teach or wish to teach, that students of varied talents can learn for themselves? (After all, students can read, view, listen, and work on self-teaching, programmed instruction devices—if they have the opportunity and setting to do so.)

2. What do we now teach, or wish to teach, that actually requires directions, explanations, demonstrations, furnishing of more background information, and inspiration by a **teacher?** (Students cannot do these things for themselves; the most competent available teacher either physically present or **via** a film, recording, or television must do the tasks specified.)

3. What do we now teach, or wish to teach, that requires interaction among students, or between teacher and students? (These matters require effective discussions in sufficiently small groups so that all students can be regularly involved in them.)"[4]

Section 4 — *Some Basic Premises About* Evaluation of Modern Foreign Language Instruction

There exists today little precedent in the field of foreign languages for measurement procedures needed to evaluate the effectiveness of a teacher using modern materials and methods.

4. Trump, J. Lloyd. "The Educational Setting for the Language Laboratory," International Journal of American Linguistics, XXVIII, January 1962, p. 125.

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Teacher effectiveness, or the quality of the classroom performance, may be said to depend upon two factors: What the students do, and what the teacher does. All the environmental factors surrounding the classroom group—personalities of the teacher and students, school facilities, specialized personnel, program of studies, community climate—ultimately contribute to or detract from these two factors. Whatever effects these environmental factors have, they are present in the classroom and affect its quality in some way.

The basic requirement of a dimension in measurement is its relevancy to the purpose of measurement. Thus the crux of the work of evaluation is obviously the preparation of the dimensions and procedures for their use in evaluation. The report of the Remmers Committee proposes the idea of a scale of ultimacy of criteria: "The closer a characteristic of teachers is to the ultimate purpose of their teaching, the more ultimate is that characteristic."[5] In transposing this statement to the classroom unit, we can say that the closer a characteristic of the learning process is to the ultimate purpose of the process (i.e., progress in mastery of a foreign language), the more ultimate is that characteristic.

Merely establishing the presence of a supervisor, a course of study, or procedures for hiring staff are lower on a scale of ultimacy for criteria than what the students do in the classroom group or what the teacher does. For even though the former may influence what goes on in a given class, they do not necessarily determine it.

If an administrator is effective in providing proper classrooms and equipment for foreign language classes or in scheduling classes wisely, the effects of his effort should show in the quality of the classroom group. If a supervisor is effective in providing adequate inservice leadership in methods, or help in deciding upon proper materials, then the effects of his efforts should likewise show in the quality of the classroom instruction. If they do affect the quality of instruction, they are ineffective.

It is not sufficient to name the circumstances or count the equipment that ought to exist and then infer from their existence that good teaching is taking place. The presence of a tape recorder in the classroom merely tells the observer nothing more than that there is a tape recorder in the classroom. If it is used, how it is used, and when it is used, compared to observable criteria, however, will tell us something about the quality of teaching—i.e., the two factors mentioned above. And, further, if there isn't a tape recorder available, that fact may influence the quality of instruction as well.

It has already been stated that the ultimate dimension for any school evaluation is what the students learn in terms of the goals for learning. If teacher effectiveness is a reliable predictor of teacher effects, as the

5. Remmers, H. H., et al. "Report of the Committee on the Criteria of Teacher Effectiveness." **Review of Educational Research**, June, 1952, pp. 238-263.

Remmers Committee reports, then the next-ultimate dimension is what the teacher and students do so that students can learn in terms of the goals for learning. That is to say that:

IF	THEN
1. the goal is to achieve fluency in speaking a foreign language,	1. the student must practice speaking the language;
2. the goal is to use oral fluency in conversation acceptable to a native speaker,	2. the student must practice the sounds, rhythm, and intonation of the language;
3. the goal is to achieve fluency in reading and writing a foreign language,	3. the student must practice reading and writing, not translating or coding;
4. the goal is to achieve fluency in a comparatively short time exposure,	4. the practice must be efficient and properly directed;
5. the goal is to become bicultural,	5. the student must have experiences which will enable him to appreciate and understand another culture.

The teacher must provide the situations (use methods) through which the students can have these experiences in the most efficacious way. However, in many classrooms, activity itself is often mistakenly equated with progress. The foreign language teacher, too, needs to take stock of the activities in his classroom to determine which ones result in progress toward realizing the goals of instruction.

"The discipline of defining goals in terms of specific things which students *do* with the content they *know* often brings clearer understanding of the relationship between goals and content. Both are modified as a result," says William E. Coffman, as reported in the 1957 edition of *Current Issues in Higher Education.*

The transformation that has occurred in the field of language teaching within the last decade makes it imperative that such criteria be developed on the broadest resource base possible, utilizing the experience and leadership of specialists in various segments of the field, and relying on the judgment of local people to select according to their needs. These specialists come from many disciplines hitherto unaffiliated with the language teaching field, such as social anthropology, psychology, linguistic science, as well as from the usually related areas of literature, philosophy, and all branches of language learning. One result of this new cooperation is a revitalized methodology in foreign language teaching.

As the foreign language teacher becomes more adept in the new methodology, there is a need to discover the direct relationship between what the teacher does and what the pupils learn. Recognizing that the ultimate objective is the learning of the student, the next ultimate objectives are the experiences that result in these learnings, and next below that are activities most likely to provide these experiences. Therefore, criteria for evaluation of teaching should grow out of evidence that classroom activities result in the learning experiences. Our task, then, is to establish those dimensions upon which to infer quality of activity.

Part II

Section 5 — *Some Suggested Practices*

Using the Premises to Develop an Instrument

The quality of instruction during a class period may be inferred from the performance of the classroom group. Their performance may be reduced to its essence:

1. the initial actions of the teacher, and

2. the reactions of the students.

Like the work of the Cornell Committee, described in its study of individualities of schools and classrooms, the approach to evaluation procedures developed in this statement seeks a type of dimension which would provide a *behavioral picture* of what takes place in a classroom learning situation.[6] In developing the observational instrument, the criteria for the selection of factors to be included are that a factor be capable of direct observation, and that it be directly significant to inferring desirable quality of instruction. That is, as the Remmers Committee pointed out, from the large number of factors which could be observed, it is important to select the much smaller or minimal number which are likely to be significant.

Action Factors and Reaction Factors

The two categories of these minimal or significant factors are designated as Action Factors and Reaction Factors.

1. Pairing observable Action Factors with concomitant observable Reaction Factors, for the same time interval, provides a means for judging effectiveness of a given practice.

2. The quantity of different Action Factors observed through successive time intervals of a class period provides a basis for judgment of the variety of activities.

3. The pattern of Reaction Factors observed through successive time intervals provides a foundation for a judgment of over-all effectiveness of teaching.[7]

6. Cornell, Francis G., **et al.** "An Exploratory Measurement of Individualities of Schools and Classrooms", **Bulletin, Bureau of Educational Research.** College of Education, University of Illinois. September, 1952.

7. Observation by time-intervals is an integral part of the Cornell Committee's instrument.

Environmental Factors and Foreign Language Program Factors are included, for they affect the quality of instruction as well as the actions and reactions of the teacher and pupils. It must be remembered that judgment of quality is a second step, based on evidence, and not the first task of an observer, which is to gather evidence upon which to base a judgment.

Perhaps an analogy with legal procedures can serve to illustrate this idea. One of the first phases in court procedure is the taking of testimony, or gathering of evidence. To be admissible as evidence, the testimony of a witness must be concerned only with what occurred. It is inadmissable for him to *interpret* the facts as he testifies. When all the evidence is in, the second phase of procedure is to interpret the meaning of all evidence in order to arrive at a judgment of the case as it compares to the law. In separating the gathering of facts and the interpretation or judgment as to what they mean, it is hoped that evaluation procedures can be more objective and more valid.

Some of what takes place in a class can be observed by school personnel who are accustomed to observing, but are not necessarily specialists in the subject matter or the methods of teaching in the field. Realizing, also, that much of what takes place in a class can be observed only by a specialist in the field, the factors are grouped according to what might properly be observed by a non-specialist and what properly requires a specialist to observe. Because the ability to observe certain factors depends somewhat on the level of instruction, a middle group has been chosen which might be noted by either type of observer.

Since this instrument is designed to guide the observation of foreign language classes particularly, some factors of general teaching competency have been omitted for the sake of the size or manageability of the instrument.

Basic Elements of Foreign Language Teacher Competency

Elements of Foreign Language Competency:

1. Three degrees of competency in four skills: listening, speaking, reading, and writing (as defined in *MLA Qualifications for Teachers of Modern Foreign Language*. See Appendix A).
2. Related educational background.

Elements of Proficiency in Foreign Language Methodology:

1. Understanding of the nature of language, and of how it is learned.
2. Serving as model for foreign language sound and speech patterns.
3. Correcting pupil production.
4. Reinforcing language habits and skills.
5. Developing transfer skills.
6. Nurturing growth in cultural insights.

Elements of Proficiency in General Methodology:

1. Understanding of the nature of the child, and of how he learns.

2. Program factors: sequence; schedule; choice and use of materials; variety of offerings.

3. Environmental factors: social organization (interaction); climate (teacher attitude, pupil attitude); differentiation (grouping, varied assignments, diverse classroom activities).

In seeking to provide a diagnosis for strengths and weaknesses of the activities in a foreign language classroom, the major factors of measurement being considered include: some aspects of teacher competence, teacher performance, pupil competence, pupil performance, physical environment of the classroom, and provisions for a foreign language program. It is vital that the criteria chosen be observable in the classroom, and not dependent on value judgment; therefore, all descriptive phrases have been omitted except those needed to describe the emotional tone of the Action or Reaction Factors (e.g., "Listened aggressively," "Responded energetically," etc.)

In addition to grouping observable factors, as previously mentioned, according to the actions of the teacher and reactions of the pupil, and to the environmental, general, and program aspects of the classroom situation, we have attempted to relate them to inferences that may be drawn from the presence of the activities, e.g., correction of pupil error, pupil participation, teacher presentation of material, or the five critical points in foreign language classroom procedure mentioned by Nelson Brooks in discussing "The Modern Curriculum" at the Arvada Conference of Colorado Foreign Language Teachers in March, 1963. Brooks' points:

"1. English: What is done about it during the class session?
2. Translation: To what extent, if any, does it become entangled in the learning process?
3. Explanation of structure: What amount of class time is devoted to this kind of analysis
4. Open book: To what extent does the printed script become a part of face-to-face communication?
5. Tests: Are they used, not as a kind of trial by perplexity, but as a very important reinforcement to learning?"

Section 6 — *Some Suggested Practices*

In Developing the Instrument

Observation Form A

A Factors — The *Action* Factors mentioned in the preceding section are a selected list of the activities which describe the teacher's efforts to create situations for effective learning of a modern foreign language. These factors have been sub-divided into groups according to their usefulness to different observers:

Sub_1 — Factors that can be observed by a non-specialist in foreign language.

Sub_2 — Factors that may be observed by a non-specialist, or that require observation by a specialist, depending upon the level of the class

Sub_3 — Factors that require a foreign language specialist to observe.

Eight Observation Time-Intervals of five minutes each have been included. (If a longer observation period is desired, some of the space left blank for anecdotal notations might be used.)

Observation Form B

R Factors — Factors which describe *reactions* of pupils to the situation created. (All these factors, and those which follow, are ones that can be observed by a non-specialist in foreign language.)

Observation Form C

E Factors —Factors that describe physical conditions of the *environment* which may contribute to the learning situation.
G Factors — Factors that define the *general* nature of the class.

Observation Form D

FLP Factors — Factors that describe efforts of the school or district to create an effective *program* of *foreign language* studies and to improve teaching proficiency. (This form is designed to be used with the supervisory summary only.)

Section 7 — *Some Suggested Practices*

In Using the Instrument: Suggestions and Cautions

Of all those interested in improving the teaching of foreign languages, we foresee the possible use of these criteria by individual foreign language teachers, or committees of foreign language teachers, by supervisors of regular instruction, or of student teaching, and by directors of instruction. Teachers can contribute by applying the instrument to evaluate their use of new methods and teaching materials, administrators and supervisors by using it to become more aware of effective programs, and to evaluate candidates for foreign language teaching positions. Of these possible uses, its primary purpose is to serve as a means of self-analysis for the large number of foreign language teachers genuinely interested in improving their competencies.

General Marking Directions

1. It is suggested that you black-in that portion of the time-interval used by the given A, R, or E factor, insofar as this is possible.
2. Mark in this manner only those factors which you observe to occur.
3. For factors not divided into time-intervals, simply black in the whole box for those which apply.
4. FLP factors should be marked after the class observation.

Directions For Teacher Use

1. Set up a tape recorder in your classroom, inconspicuously, but not secretly, to record your class as you conduct the lesson for an entire period, or a major portion of it. (You may wish to do this once or twice beforehand for a short time to check recording conditions, and to ac-

custom your class and yourself to the procedure.) While recording your class lesson, make mental notes of your students' reactions, which you will need to remember later when listening to your recording.

2. To derive the most benefit from your self-evaluation, do not study the criteria until after you have made your recording.

3. Before listening to your recording, carefully read over the criteria on the Observation Checklists until you know what to listen for, and where the criteria are listed.

4. Choose a time to listen to the tape recording of the lesson when you will be free of interruption. Play the tape for five minutes while you mark the appropriate A and R Factors that describe what occured during the first time-interval. Since you are a specialist, mark the factors in all categories. Stop the tape at the end of five minutes, and finish marking factors for the first time-interval. Try to recall Reaction Factors that you noticed in class, if they are not discernible from the recording. Under the column for Anecdotal Notations, write notes that you feel are important to clairfy your observations. Follow the same procedure for the other five-minute intervals remaining on the tape.

5. Later, you may wish to mark the Self-rating Scale of Proficiency, using the notations you have made during your "observation", measured against the MLA Teacher Qualifications (See Appendix A).

Directions For Use By An Administrator, Supervisor, Or Visiting Teacher

1. Study the criteria on the observation form before visiting a class until you know what to look for in your category (Sub_1, Sub_2, or Sub_3), and until you are familiar with the location of the factors on the form.

2. For each five-minute interval of your observation, mark those A, R, E, and G factors which you actually witness during that interval, and which fall into your observation category. Be sure to watch the students in order to observe their reactions carefully. Make brief anecdotal notations as necessary to clarify your observation, or to recall a point to memory which is not provided for on the observation form.

3. Remember that you will be so busy noting carefully what you are actually observing that you will not have time to make *judgments* about the factors. Judgments can be made only by referring to the pattern of marking after the end of the observation period, and comparing it with the objectives of foreign language instruction.

4. If you wish to avoid writing during the observation period, two alternatives are suggested:

   a. The visit may be limited to a very brief observation period, which is repeated on several occasions. The marking is then done immediately after each visit.

b. The criteria may be used solely for reference purposes, selecting some portion of the factors for particular notice during each visit.

Some Cautions:

1. Anyone undertaking to evaluate instruction must have a clear idea as to his purpose in making the evaluation. If the purpose is primarily one of helping teachers to improve, he will recognize that positive motivation is known to be psychologically more effective than negative motivation. Therefore, he will restrict the use of these criteria to constructive criticism, avoiding any appearance of negative judgment.
2. Further, it probably goes without saying that the observation of a teacher should be at a time previously agreed upon with the teacher and at his convenience.
3. As previously noted, it is most important to separate the factual observation from the *judgment* of that observation.

Part III

EVALUATIVE CRITERIA

Section 8. Observation Checklist A. TIME-INTERVAL CHECKLISTS

A FACTORS

THE TEACHER:

	Observation Time Intervals (5 minutes)								Anecdotal Notations
	1	2	3	4	5	6	7	8	
AF_1									
1. Used FL as functional language of classroom									
2. Limited English to clarifying meanings or directions									
3. Conducted pronunciation drill									
4. Played recording for listening practice									
5. Played recording for speaking practice									
6. Used visual aids									
7. Used histrionics									
8. Had different pupils doing different things									
9. Talked most of the time									
10.									
11.									
AF_2									
12. Required practice and use of the FL at normal native speed									
13. Corrected pupil error by providing correct model for him to imitate									
14. Conducted laboratory practice as reinformement of classroom learning									
15. Practiced a dialogue									
16. Asked pupil to speak, imitating FL model									
17. Asked pupil to write, imitating FL model									
18. Praised a pupil									
19.									
20.									

	Observation Time Intervals (5 minutes)								Anecdotal Notations
AF_3	1	2	3	4	5	6	7	8	
21. Introduced new FL vocabulary in context of situation									
22. Employed oral pattern practice									
23. Helped pupils apply learnings from one situation to another									
24. Administered test which reinforced specific skills									
25. Used materials which reflect FL culture									
26.									
27.									

Section 8. Observation Checklist B.

TIME-INTERVAL CHECKLISTS

R FACTORS (All are RF_1)

THE PUPIL:

1. Listened aggressively								
2. Responded energetically								
3. Volunteered rejoinder								
4. Responded routinely								
5. Demonstrated ease in use of FL								
6. Limited English to requests for clarification								
7. Made a suggestion								
8. Enjoyed humor in FL								
9. Communicated in FL with another pupil								
10. Accepted correction willingly								
11. Engaged in non-pertinent activity								
12.								
13.								
14.								

Section 8. Observation Checklist C.

ENVIRONMENTAL AND GENERAL FACTORS CHECKLIST

E FACTORS (All are E_1)

E_1

Anecdotal Notations

1. Seating arranged for conversation ..... ☐

2. Room reflected culture of FL ..... ☐

3. Bulletin board displays pertinent to FL study .... ☐

4. Room free of dispensable clutter ..... ☐

5. Ventilation sufficient ..... ☐

6. Illumination sufficient ..... ☐

7. Outside noise not an interference ..... ☐

8. Classroom uninterupted by school business ..... ☐

9. ..... ☐

G FACTORS — Factors that define the general nature of the class. (All are G_1)

1. Subject ....

2. Course level .....

3. Class composition ..... Boys..... Girls.....

4. Grade level of pupils .....

5. Grouping of pupils ..... Yes..... No.....

Section 8. Observation Checklist D.

FOREIGN LANGUAGE PROGRAM CHECKLIST

FLP FACTORS (Some of these items may not be directly observable in the classroom)

(All are $FLPF_1$)

1. Four-year sequence, or longer, of FLs offered is provided in the program of studies ..... ☐

2. Four-year sequence, or longer, of study of at least one foreign language is encouraged for all who are successful in FL studies .... ☐

3. Beginning classes are open to all who are interested ..... ☐

4. Pupils who are native or near-native speakers are placed in other than beginning classes ..... ☐

5. FL teachers have at least an hour of preparation time for FL classes scheduled free of other duties ..... ☐

6. Supervision of the FL program is provided ..... ☐

7. Inservice training sessions are held specifically for FL teachers .... ☐

8. Teachers attend FL conferences on funds provided by school districts ..... ☐

9. A Formula is employed for equalizing FL teachers' work-load (For example, according to the number of students and/or class groups a teacher meets, as well as to the amount of inter-school travel required) ..... ☐

Section 9. SUPERVISORY SUMMARY

1. What is the basic language of the classroom? .....

2. Who talks most, teacher or pupils? .....

3. Is there a learning climate? .....

Section 10. TEACHER SELF-RATING SCALE OF PROFICIENCY

(Refer to the MLA Teacher Qualifications in Appendix A.)
Check each category according to the description of proficiency which most nearly describes your abilities.

COMPETENCE	SUPERIOR	GOOD	MINIMAL
Listening Comprehension			
Speaking			
Reading			
Writing			
Applied Linguistics			
Culture			
Professional Preparation			

APPENDICES

Appendix A

Qualifications For Secondary School Teachers of Modern Foreign Languages*

It is vitally important that teachers of modern foreign languages be adequately prepared for a task which more and more Americans are declaring essential to the national welfare. Though a majority of the language teachers in our schools are well trained, many have been poorly or inadequately prepared, often through no fault of their own. The undersigned therefore present this statement of what they consider the minimal, good, and superior qualifications of a secondary school teacher of a modern foreign language.

We regret that the minimum here stated *cannot yet* include real proficiency in the foreign tongue or more than a superficial knowledge of the foreign culture. It must be clearly understood that teaching by persons who cannot meet this minimal standard will not produce results which our profession can endorse as making the distinctive contribution of language learning to American life in the second half of the twentieth century.

Our lowest level of preparation is not recommended. It is here stated only as a point of departure which carries with it the responsibility for continued study and self-improvement, through graduate and in-service training, toward the levels of good and superior preparation.

Those who subscribe to this statement hope that the teacher of foreign languages (1) will have the personal qualities which make an effective teacher, (2) has received a well-balanced education, including a knowledge of our own American culture, and (3) has received the appropriate training in professional education, psychology, and secondary school methods. It is not our purpose to define further these criteria. We are concerned here with the specific criteria for a teacher of modern foreign languages.

The foregoing statement was prepared by the Steering Committee of the Foreign Language Program of the Modern Language Association of America, and was subsequently endorsed for publication by the MLA Executive Council, by the Modern Language Committee of the Secondary Education Board, by the Committee on the Language Program of the American Council of Learned Societies, and by the executive boards or councils of the following national and regional organizations: National Federation of Modern Language Teachers Associations, American Association of Teachers of French, American Association of Teachers of German, American Association of Teachers of Italian, American Association of Teachers of Spanish and Portuguese, American Association of Teachers of Slavic and East European Languages, Central States Modern Language Teachers Association, Middle States Association of Modern Language Teachers, New England Modern Language Association, Northeast Conference on the Teaching of Foreign Languages, Northwest Conference of Foreign Language Teaching, Philological Association of the Pacific Coast, Rocky Mountain Modern Language Association, South Atlantic Modern Language Association, and South-Central Modern Language Association.
*Quoted from **PMLA, LXX** (Sept. 1955, Part 2), 46-49.

Qualifications For Secondary School Teachers of Modern Foreign Languages*

	SUPERIOR	GOOD	MINIMAL
AURAL UNDERSTANDING	The ability to follow closely and with ease all types of standard speech, such as rapid or group conversation, plays, and movies.	The ability to understand conversation at average tempo, lectures, and news broadcasts.	The ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.
SPEAKING	The ability to approximate native speech in vocabulary, intonation, and pronunciation (e.g., the ability to exchange ideas and to be at ease in social situations).	The ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronounciation and intonation.	The ability to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native.
READING	The ability to read, almost as easily as in English, material of considerable difficulty, such as essays and literary criticism.	The ability to read with immediate comprehension prose and verse of average difficulty and mature content.	The ability to grasp directly (i.e. without translating) the meaning of simple, nontechnical prose, except for an occasional word.

WRITING	The ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.	The ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.	The ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations, and the ability to write a short, simple letter.
LANGAUGE ANALYSIS	Ability to apply knowledge of descriptive, comparative and historical linguistics to the language-teaching situation.	A basic knowledge of the historical development and present characteristics of the language, and an awareness of the difference between the language as spoken and as written.	A working command of the sound patterns and grammar patterns of the foreign language, and a knowledge of its main differences from English.
CULTURE	An enlightened understanding of the foreign people and their culture, achieved through personal contact, preferably by travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts.	Firsthand knowledge of some literary masterpieces, an understanding of the principal ways in which the foreign culture resembles and differs from our own, and possession of an organized body of information on the foreign people and their civilization.	An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs, and contemporary civilization of the foreign people.
PROFESSIONAL PREPARATION	A mastery of recognized teaching methods, and the ability to experiment with and evaluate new methods and techniques.	The ability to apply knowledge of effective methods and techniques to the teaching situation (e.g., audio-visual techniques) and to relate one's teaching of the language to other areas of the curriculum.	Some knowledge of effective methods and techniques of language teaching.

*Quoted from **PMLA**, LXX (Sept, 1955, Part 2), 46-49.

Appendix B

THE TEN-YEAR FL PROGRAM*

GRADE	CLASS TIME	AUDIO-LINGUAL EXPERIENCE	KNOWLEDGE OF STRUCTURE	READING EXPERIENCE	WRITING EXPERIENCE
3-4-5	5 15-Min. periods weekly	Dialogues for imitation and memorization Drills and exercises			
6			Formal structure or pattern drills	First visual access to materials learned in grades 3-4-5	
7	3 full periods	Narrative selections presented orally, some old materials, some new cultural materials Dialogues and drills continue Electro-mechanical aids to reinforce and evaluate		Emphasis on reading as a skill	Copying known material at home; dictation of prepared, assigned materials
				Reading aloud in imitation of the teacher; introduc-	

8	weekly	**Dialogues** and drills on basic sentences	More emphasis on structure drills	tion of new words in the foreign language Homework reading for comprehension without translation	
9		Increased use of pictures, readings, recordings with varied voices	Teacher begins to label and summarize grammatical patterns after the drills are mastered	Glossaries in the foreign language	Students imitate native models and use simple paraphrase techniques Some written pattern drills
10	5 full periods weekly	Radio programs and films Discussion of reading and culture	Structure drills continue	Foreign language dictionary Plays and stories	More written pattern drills Varied paraphrase techniques Directed compositions, resumes, etc.
11		Everything that concerns the class is a basis for conversation	Structural knowledge now complete; structural summaries	Nonfiction, including magazines and newspapers	Written summaries of oral discussions Area-study notebooks
12	3 or 5 full periods weekly	Literary discussions		Literary materials	Brief introduction to translation

*Quoted from **Modern Foreign Languages and the Academically Talented Student** (New York, 1960,) pp. 48, 49.

Appendix C

Foreign Languages in the Elementary School: A Second Statement of Policy*

A. Five Years Later. Since the publication in 1956 of the first MLA statement on FLES (see below) there has been increasing awareness of the need for an early start to foreign-language learning. There is equal awareness of the dangers of inadequate attempts to meet this need. Hundreds of communities have ignored our warning against "faddish aspects of this movement" and our insistence upon "necessary preparations." Many of the resulting programs have been wasteful and disappointing, and they have misled many citizens about the nature and value of foreign-language learning.

B. Redefinition. We must sharpen our definition of FLES. It is not an end in itself but the elementary-school (K-6) part of a language-learning program that should extend unbroken through grade 12. It has 15- or 20-minute sessions at least three times a week as an integrated part of the school day. It concerns itself primarily with learning the four language skills, beginning with listening and speaking. Other values (improved understanding of language in general, intercultural understanding, broadened horizons), though important, are secondary.

C. FLES in Sequence. We believe that FLES, as here defined, is an essential part of the long sequence, ten years or more, needed to approach mastery of a second language in school. There is good evidence that the learning of a second language considerably quickens and eases the learning of a third language, even when there is little or no relation between the languages learned. Since children imitate skillfully and with few inhibitions in the early school years, the primary grades (K-3) are the ideal place to begin language learning, and the experience is in itself exciting and rewarding.

D. Priority. If the school system can not provide both a FLES program and a six-year secondary-school foreign-language sequence (grades 7-12), it should work *first* toward establishing the grade 7-12 sequence. Unless there is a solid junior- and senior-high-school program of foreign-language learning with due stress on the listening and speaking skills and fully articulated with the previous instruction, FLES learnings wither on the vine.

E. Articulation. It requires: 1) a foreign-language program in grades 7 and 8 for graduates of FLES, who should never be placed with beginners at *any* grade level; 2) a carefully planned coordination of the FLES and secondary-school programs; 3) a frequent interchange of

*Quoted from *PMLA*, LXXI, No. 4, Part 2, Sept. 1956.

visits and information among the foreign-language teachers at all levels; 4) an over-all coordination by a single foreign-language supervisor or by a committee of administrators. These cooperative efforts should result in a common core of language learning that will make articulation smooth and effective.

F. Experimental Programs. Experimentation is desirable in education, but we now know enough about FLES methods and materials to obviate the need for "pilot" or "experimental" programs if these adjectives mean no more than "tentative" or "reluctant." If a shortage of teachers makes it impossible to offer instruction to all the pupils in a grade, a partial FLES program is an acceptable temporary experient, but it will pose a special scheduling problem in grade 7. An "experimental" program should be a genuine experiment, not a desperate, inadequately planned program instituted by community pressure against the advice of language authorities in the field.

Experimentation in *methods* should be undertaken only after teachers and administrators are thoroughly familiar with current theories of foreign-language learning and with current practices in successful FLES programs. The development of experimental teaching *materials* should be undertaken only after teachers are thoroughly familiar with existing materials.

G. The Teacher. Ideally he should be an expert in the foreign language he teaches, with near-native accent and fluency, and also skillful in teaching young children. Few teachers are currently expert in both areas. If a teacher's foreign-language accent is not good, he should make every effort to improve it, and meanwhile he should rely on discs or tapes to supply authentic model voices for his pupils. But since language is communication, and a child can not communicate with a phonograph or a tape recorder, no FLES learning can be wholly successful without the regular presence in the classroom of a live model who is also an expert teacher. The shortage of such doubly skilled teachers is the most serious obstacle to the success of FLES. To relieve this shortage every institution that trains future elementary-school teachers should offer a major in one or more foreign languages.

H. Cautions. A FLES program should be instituted only if: 1) it is an integral and serious part of the school day; 2) it is an integral and serious part of the total foreign-language program in the school system; 3) there is close articulation with later foreign-language learning; 4) there are available FL specialists or elementary-school teachers with an adequate command of the foreign language; 5) there is a planned syllabus and a sequence of appropriate teaching materials; 6) the program has the support of the administration; 7) the high-school teachers of the foreign language in the local school system recognize the same long-range objectives and practice some of the same teaching techniques as the FLES teachers.

The need for a revised statement on FLES was the subject of a conference on 27 and 28 January 1961. Participants in this conference: Theodore Andersson, Emma Birkmaier, Nelson Brooks, Josephine Bruno,

Dorothy Chamberlain, Austin E. Fife, Elton Hocking, Elizabeth Keesee, Margit W. MacRae, Kenneth W. Mildenberger, Ruth Mulhauser, William R. Parker, Filomena Peloro, Gordon R. Silber, G. Winchester Stone, Jr., Mary P. Thompson, W.Freeman Twaddell, Donald D. Walsh, Helen B. Yakobson.

The statement was developed and authorized by the Advisory and Liaison Committees of the Modern Language Association, whose members are Theodore Andersson, William B. Edgerton, Austin E. Fife, John G. Kunstmann, William R. Parker, Norman P. Sacks, Gordon R. Silber, Jack M Stein, Louis Tenenbaum, W. Freeman Twaddell, and Helen B. Yakobson.

FLs IN THE ELEMENTARY SCHOOL

After more than three years of studying a variety of reports on the teaching of foreign languages in the public elementary schools, we express our approval of this popular movement in American education. In our judgment the movement deserves the support of parents and educational administrators because:

1) it recognizes the evidence concerning the process of language learning, introducing study of a second language to children at an age when they are naturally curious about language, when they have fewest inhibitions, and when they imitate most easily new sounds and sound patterns;
2) it recognizes the fact that real proficiency in the use of a foreign-language requires progressive learning over an extended period.

It is our further judgment that the public should be warned against fadish aspects of this movement. No new venture in American education can long prosper without the wholehearted support of parents, teachers, and educational administrators in a given community. Proponents of foreign language study in the elementary schools should not, therefore, initiate programs until

1) a majority of the parents concerned approve at least an experimental program, and
2) local school boards and administrators are convinced that necessary preparations have been made.

Necessary preparations include:

1) recruitment of an adequate number of interested teachers who have both skill in guiding children and the necessary language qualifications,
2)availability of material appropriate to each age level, with new approaches and a carefully planned syllabus for each grade, and
3) adequate provisions for appraisal.

The success of existing programs thus initiated, prepared for, and appraised convinces us of the urgent need of providing, for children who have the ability and desire, the opportunity for continuous progress in language study into and through junior and senior high school.

Appendix D

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