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NATIONAL SURVEY ON ETV PRACTICES, POLICIES, AND EVALUATIONS  
IN THE USE OF THIS MEDIUM FOR FOREIGN LANGUAGE EDUCATION.

BY- CIOTTI, MARIANNE C.

VERMONT STATE DEPT. OF EDUC., MONTPELIER

PUB DATE AUG 66

EDRS PRICE MF-\$0.25 HC-\$0.48 12P.

DESCRIPTORS- \*EDUCATIONAL TELEVISION, \*FLES, \*LANGUAGE  
INSTRUCTION, \*PROGRAM EVALUATION, \*TELEVISION SURVEYS,  
AIRBORNE TELEVISION, CLOSED CIRCUIT TELEVISION, SECONDARY  
SCHOOLS, MODERN LANGUAGES, STATE FOREIGN LANGUAGE  
SUPERVISORS, STATE SURVEYS, MIDWEST PROGRAM FOR AIRBORNE  
TELEVISION INSTRUCTION,

A 1965-66 SURVEY OF STATE SUPERVISORS OF FOREIGN  
LANGUAGES WAS DESIGNED TO LEARN ABOUT CURRENT PRACTICES AND  
POLICIES IN THE USE OF EDUCATIONAL TELEVISION IN THE UNITED  
STATES. IN ADDITION TO CITING THE GENERAL EVALUATIONS AND  
RECOMMENDATIONS OF THE 26 RESPONDENTS, THE REPORT CONTAINS  
INFORMATION ABOUT SPECIFIC "LIVE" OR COMMERCIALY PRODUCED  
SERIES IN FRENCH OR SPANISH AND RESEARCH PROJECTS AND REPORTS  
AVAILABLE ON EDUCATIONAL TELEVISION IN ELEMENTARY AND  
SECONDARY SCHOOL LANGUAGE PROGRAMS. ALSO INCLUDED ARE  
SUGGESTIONS FOR MAKING TELEVISION A MORE EFFECTIVE  
PROFESSIONAL TOOL. (AB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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Department of Education  
Division of General Education  
Montpelier, Vermont

NATIONAL SURVEY ON ETV PRACTICES, POLICIES, AND EVALUATIONS IN  
THE USE OF THIS MEDIUM FOR FOREIGN LANGUAGE EDUCATION

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Compiler: Marianne C. Ciotti, Consultant in Modern Foreign Languages

Date of Survey: April and May 1966      Date Compiled: August 1966

Source of Information: State Supervisors of Foreign Languages

Agency Requesting Information: State Department of Education  
through the State Consultant in Modern Foreign Languages  
for the Department and for the State Advisory Committee  
on Modern Foreign Languages.

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The following is a summary of information furnished by the State supervisors in letters and printed matter sent to the Vermont consultant. Further details are contained in some of these source materials. The quotations below are meant to emphasize the most important points:

Alabama

- Miss Joanna Bredlove, Modern Foreign Language Consultant

From her letter:

"In the field of modern foreign languages, we have carried a French and a Spanish program for elementary school and one high school Spanish program. The elementary school programs have emphasized audio-lingual learning. As you see, the Parlons Francais series is being used in French. Previously there was a 'live' two-level French program, similar to the present Spanish program. Unfortunately, the cost from N E T for the Parlons Francais series is going to prohibit the showing of this series in 1966-1967. This is quite disturbing, because several schools have been using the series from the beginning of its presentation via ETV, and they are presently unable to purchase the films. The live Spanish program is also being cut to one level instead of the two new being presented. I would, therefore, make the statement that some assurance be given beforehand for the continued showing of the selected program.

In evaluating the ETV programs in modern foreign languages, we have found both Parlons Francais and the 'live' Spanish program to be effective. There needs to be an adequate means of surveying the field to see how many are actually viewing the programs. This has proven to be most difficult. Each ETV programming station has done the surveying for its own programs, and each has found difficulty in securing accurate data because of a lack of response on the part of the viewers. The factors in this difficulty seem to be a lack of time on the part of teachers to respond and the inability on the part of the stations to reach all of the viewing audience. This problem is important to modern foreign language instruction, because it can mean the difference between having a modern foreign language program and not having one."

Arkansas

- Miss Wilma Jimerson, Supervisor, Modern Foreign Languages

From her letter:

"As yet, we do not have ETV but are supposed to have it within a few months."

California

- Mr. John P. Dusel, Acting Coordinator, Foreign Language Programs.

From his letter:

"The California State Department of Education, in cooperation with the United States Office of Education, is just completing a Spanish research project entitled "A Field Test of Three Approaches to the Teaching of Spanish in Elementary Schools." One of the approaches in the project is the study of a television program "Una aventura española" developed by the Pasadena school system in California and

published by Heath deRochemont. I will be glad to send you a copy of this research project as soon as it is in print. The Fresno Unified School District is an area in which the Encyclopaedia Britannica Film "La Familia Fernandez" was developed.

"The Santa Anna Unified and Junior College Districts prepared a report on the incorporation of instructional television into our curricula program - kindergarten through junior college - entitled "Why Instructional Television." You may wish to write to them for that report. You may also wish to correspond with the Bay Region Instructional Television for Education (Dr. Robert E. Morrill, Executive Secretary, B.R.I.T.E., 538 Jefferson, Redwood City, California). The Los Angeles Unified School District has developed its own television course for use in the sixth grade - write Mr. William H. Tucker, Supervisor, Foreign Languages, Los Angeles Unified School District, P.O. Box 3307, Terminal Annex, Los Angeles, Calif. 90054.

"As yet our state has not made any recommendations toward the use of television for foreign language instruction. The Spanish research project will, however, have some specific comments about the efficacy of ETV."

Colorado - Miss Dorothy D. Duhon, Consultant, Modern Foreign Languages  
From her letter:  
"I am sending under separate cover some reports and evaluations of the Denver Public Schools - Stanford University study of television teaching in Spanish, which was begun in 1960.

Other than this project our state, so far, has no policy regarding ETV in foreign language instruction."

Connecticut - Mr. Kenneth A. Lester, Foreign Language Consultant, Modern Foreign Languages  
From Statement of Policy, Connecticut State Advisory Committee on Modern Foreign Languages:

In what way and with what safeguards can ETV be a constructive force in the teaching of foreign languages?

"The Committee's Stand: a. In general, under certain conditions, ETV could be of value as an adjunct to, rather than an integral part of classroom instruction. Thus, during class time, the Committee sees the closed circuit TV as a possibility for certain language courses provided it is part of a carefully planned program based on sound instructional materials. Well co-ordinated follow-up work by live teachers would be, of course, of the essence.

b. Network ETV may be of value in advanced stages of language learning by providing lectures on literature and civilization, panel discussions by foreign nationals,

plays, and other cultural programs in the target language.

c. In the case of ETV for elementary school language classes, if a cooperatively planned closed circuit program is not feasible, an open network program may be conceivably used for short periods of time provided the cooperating teachers have a good enough knowledge of the language to be able to correct the numerous mistakes which the quality of TV sound makes more probable than would a personal presentation."

Delaware - (No response)

Florida - Mr. O.E. Perez, Foreign Language Consultant  
From his letter:

"It is my personal observation that unless ETV programs have as source all planning and sequence based on the elementary curriculum rather than planned and fed to the school from an outside agency, it is of very little use.

By outside agency, I mean studio directors and studio teachers with very little involvement of the classroom teachers themselves."

"In Florida there is a great number of children learning Spanish via ETV. However, our regular classroom teachers, through extensive inservice are doing a real good job also."

Georgia - Mr. Herman F. Bostick, Consultant, Modern Foreign Languages  
From his letter:

"Although we have had FLES by television in Georgia for the past three or four years, the course materials used in Spanish were prepared locally and proved very unsatisfactory. For French we used Parlons Francais, but the enrollment was so small that the State felt that it did not justify the cost and discontinued it."

Idaho - Mrs. Marjorie A. Boyd, Supervisor, Modern Foreign Languages  
No ETV in Idaho.

Illinois - (No response)

Indiana - Miss Wahneta Mullen, Foreign Language Consultant  
From her letter:

"In Indiana ETV has been used extensively in FLES instruction for over four years. MPATI (Midwest Program for Airborne Television Instruction) certainly has exerted the strongest single influence on Indiana FLES programs. A TV program from Evansville is probably the next most important single influence. Neither of these programs is justifiable from the stand-point of language acquisitions by the students. MPATI does nothing to help the teachers whose classes are following the FL program except to provide a manual. In many cases the classroom teacher does not know the FL and the TV is not

adequate for total instruction. Generally the program is offered for only one year, two at the most."

"The best that can be said for FLES by ETV in Indiana is that in some cases students are developing a degree of interest in the country where the language is spoken that they could not have achieved in a regular social studies classroom. However, in some schools many children who study French or Spanish by TV feel so desperately lost by the end of one or two years that they lose all interest in continuing the study of French or Spanish at the junior high school levels and feel quite negative about any FL instruction. Several of the classes I have visited exhibited complete boredom and lack of knowledge of what was going on during the TV broadcast. The results from the majority of the TV FLES programs in Indiana have probably been more negative than positive, but there seems to be little that can be done about it. Participation in these programs is decreasing."

Iowa - (No Foreign Language Supervisor)

Kansas - Mr. Charles Nicholson, Consultant, Modern Foreign Languages  
From his letter:  
"As of now we have no set policies regarding ETV in foreign language instruction, except having in-state stations submit programs for approval. We recommend that schools support the station whose programs they use by purchasing guides and/or subscribing."

"Our biggest problem is that of the classroom teachers in the elementary schools who use these programs. Certification standards are such that any elementary teacher can teach a foreign language with or without the help of ETV whether she knows the language or not. I feel that for these ETV programs to be effective, a follow-up by the classroom teacher or specialist is necessary. In many of our schools, there is no one qualified to do this."

Kentucky - (No Foreign Language Supervisor)

Louisiana - (No response)

Maine - Mr. Edward F. Booth, Supervisor, Modern Foreign Languages  
From his letter:  
"Our Maine ETV network has been telecasting Parlons Francais for the past three years. However, because of the cost of film rentals and lower enrollments, we are following the State ETV Advisory Committee's recommendation that the program be phased out during the next two years, with one level being dropped each year, beginning with Parlons Francais I."

"You will probably not have the same problem with cost as we. To cover the State we have three stations on the State-owned network in northern and eastern Maine, and the privately

owned WCBB (Bates, Colby, and Bowdoin Colleges) station for central Maine. NET or Heath de Rochemont considered each of these four stations as a separate entity so we are forced to pay broadcasting rights for each station, plus telecasting costs on WCBB at \$85 per hour."

Maryland - (No response)

Massachusetts- (No response)

Michigan - (No response)

Minnesota - Information from KTCA-TV, St. Paul  
Mr. Howard Hathaway, Language Consultant  
From his letter:

"We have in our state very few language specialists working in the elementary schools. I believe a recent survey indicated that there were only eleven in the entire state. This means that the vast majority of students participating in FLES program in Minnesota (about 93%) are being taught by television as utilized by the elementary school classroom teacher. In my opinion this can be done, though much depends on the attitude, interest, and imagination of that classroom teacher. (I sometimes say that the degree of success I have observed may run the same range as the quality of language instruction I have seen in many of the secondary schools in our state). The most successful programs I have seen have been those in which the superintendent, principals, curriculum directors, teachers, counselors, and everyone else concerned have been working toward the same goals in establishing a worthwhile language program in the first place. Perhaps your situation in the east is somewhat different from ours. In my opinion, educational television is an educational tool which has to be used properly by the classroom teacher in the same way as she properly utilizes her textbooks, films, and other educational aids. The classroom teacher must be involved in the instruction in the same way as she involves herself with the teaching of math or English or social studies. You cannot expect a series to function properly if the classroom teacher simply turns on the set and then corrects papers or leaves the room. Again, this wouldn't work for English or science or any other subject in the curriculum. With proper administrative support, however, good FLES programs can be developed using educational television."

Mississippi - (No Foreign Language Supervisor)

Missouri - (No Foreign Language Supervisor)

Montana - Mr. Keith Crosbie, Supervisor, Modern Foreign Languages.  
From his letter:

"We have some television stations broadcasting foreign language programs, but we do not have any state policy regarding ETV. One of our problems is that we do not have any one network that can cover the entire state. I believe that we will go

farther with closed circuit television in certain districts than we will by going through commercial stations."

Nevada

- Mr. Merlin D. Anderson, Foreign Language Consultant  
From his letter:

"Nevada's ETV program is still in the formative stages, so we are in the same position as you so far as any materials are concerned."

New Hampshire

- Information from WENH-TV, Durham  
Mr. William A. Brady, Director of Instructional Services.  
From his letter:

"WENH-TV telecasts the three PARLONS FRANCAIS courses in elementary French instruction. We estimate that about 55 schools throughout the state use one or more of these courses."

Also verbal comments from Mr. John Boucher, Director, Modern Foreign Languages Education would indicate that it is most difficult to control quality of teacher follow-up.

New Jersey

- Mr. Paul Hilaire, Consultant in Modern Foreign Languages  
From his letter:

"In New Jersey, we have had no official ETV foreign language programs. Several communities have made use of the programs broadcast through New York City television stations, but none, that I know of, on a formal basis or with great success."

New Mexico

- Mr. Henry W. Pascual, Director of Modern Foreign Languages  
From his letter:

"We have had a Spanish program for some years. This program is broadcast twice a week through the education channel but it is directed mostly at home viewers. I feel that both content and techniques are not in keeping with the new philosophy. I tried to help get this program on a new track with little success."

New York

- (No response)

North Carolina

- Mrs. Tora T. Ladu, Supervisor, Foreign Languages  
From her letter:

"Our educational television is not yet completely State-wide, but transmitters are being constructed, and within the next two or three years I believe the whole State should have coverage. At present we have four stations. The State Department sponsors many types of programs for our schools and teachers. We have a television section in the State Department consisting of a supervisor, one or two assistants, and several teachers working particularly in the studio. We have math, world history, American history, and probably other courses taught over T.V., and these classes are viewed regularly by all of the schools who wish to take part in this program providing, of course, they are in the viewing area. The University of North Carolina and its branches occupy quite a bit of the television time with their own



programs and the national ETV programs are also carried from time to time."

"Specifically in foreign languages, we have experimented with in-service education by television. We are expecting to add programs to this series next year."

Ohio

- Miss Leona Glenn, Education Consultant, Modern Foreign Languages.

From her letter:

"Many schools in Ohio use the MPATI foreign language programs. Their success depends on local use. Some individual teachers make good use of them. However, the overall picture is somewhat spotty."

Oklahoma

- Mrs. Patricia Hammond, Assistant Director of Instruction for Foreign Languages

From her letter:

"Oklahoma does not have an extensive ETV program in foreign languages. At the secondary level, we do offer ETV classes in first and second year foreign languages, alternating the first and second year.

Those classes are taught by graduate assistants from the University of Oklahoma. Use of these classes is very limited."

"At the FLES level, the only ETV classes in Oklahoma at present are those operated by Oklahoma City Public Schools. These are free to all schools in Oklahoma who are in an area where reception is adequate. They originate from Oklahoma City's ETV channels 13 and 25 and are rebroadcast through Tulsa's Channel 12."

"Some of our schools are making excellent use of the programs, and in some it is not good at all. I feel strongly that ETV alone has many weaknesses, but with proper use and reinforcement it can be very effective."

Oregon

- (No response)

Pennsylvania

- Mr. David T. Chestnut, Modern Foreign Language Specialist

From his letter:

"To the best of my knowledge, only one on the secondary level is in existence. That is the series En France which is, as you know, primarily a cultural program. If there are other acceptable secondary language offerings, we have not seen them here. Most of language by television is at the elementary level. Many years ago the Department approved the films by Guerra, Saludos Amigos, and Hola Ninos. We are not satisfied with either series. They have, however, been accepted by many of the school districts. Of course, there is no question about the series in French, Parlons Francais."

South Carolina -

No Foreign Language Supervisor

Tennessee - Mr. John C. Gaines, Supervisor of Modern Foreign Languages  
From material sent:

"WDCN-TV (Nashville) is currently broadcasting a tele-course in SPANISH for grades seven and eight. This is the only foreign language telecourse being presented on Channel 2 at this time."

"This series was produced at a local commercial television station about five or six years ago. The studio production quality and the technical quality of the tapes are rated "fair." The tele-lesson content and the presentation by the Television Teacher are both rated "good." The series has been fairly well received by its very limited audience of approximately 2,500 student viewers. Utilization problems center around the lack of adequate numbers of classroom Spanish teachers."

"Channel 2 has decided to delete SPANISH from its 1966-1967 schedule."

Texas - (No response)

Utah - Dr. Elliot C. Howe, Specialist, Foreign Language Education  
From Manager's letter, WDCN2 TV:

"Very good results have been achieved with the Heath de Rochemont "Parlons Francais" featuring Anne Slack; however, elementary teachers should be pledged to give enthusiastic support to the program. They need advanced training in the use of these materials. They also need a specialist visiting in their classrooms at regular intervals to help and give direction."

"I haven't had much success with secondary foreign language programs on television, because there was not enough funds for a full-time teacher and not enough schools wanted to follow the program that was televised."

Virginia - Miss Helen P. Marriner, Supervisor of Foreign Languages  
From her letter:

"In Virginia it is used in French in the elementary schools and the program in every case is Parlons Francais. Some school divisions reinforce the TV with specialist work in the classroom, and others utilize the regular classroom teacher for follow-up. The degree of success achieved seems to be directly proportionate to the amount of specialist help available. This leads me to believe that ETV in foreign languages, or certainly in this program, should only serve as the backbone and structure of the instruction which is really carried on by the specialist FLES teacher. I have little faith in ETV without considerable specialist work to accompany it."

"Can you use it for inservice? We do not have a statewide

network, but if we did I would like very much to use it for this purpose."

Washington - (No response)

West Virginia (No response)

Wisconsin - Mr. Frank M. Grittner, Supervisor, Modern Foreign Languages  
From informational bulletin on Madison program in the elementary grades:

"As the year progresses, is the achievement of FLES students significantly better than those beginning in grade seven when both groups are in the same class?"

"Yes. After the first twelve weeks of instruction, 350 seventh-grade pupils were tested in the skills of aural comprehension and oral production."

"Students were selected by matching those who had taken Parlons Francais in grades four through six with students new to French. Matched pairs were selected according to age, sex, I.Q. (California Mental Maturity Test), and the Iowa Basic Reading Skills Test. FLES students showed gains of 87% in aural comprehension and 99% in oral production."

District of Columbia Mr. Paul T. Garrett, Assistant Director of Foreign Languages  
From his letter:

"ETV is not now used at all in our educational program in the Public Schools of the District of Columbia. During the 1950's ETV presentations were used; science and foreign languages were among the offerings included at that time."

"Channel 26, Greater Washington Educational TV Association, does carry foreign language programs. Some area schools in nearby Maryland and Virginia do subscribe to their service and are using their materials."

"I regret that we can offer no evaluations of programs now in use."