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ABSTRACT

Work papers and summaries of the discussions of participants at a historically significant conference, held to redefine the role of foreign language instruction in the secondary school, are published in this bulletin. Papers are included on: (1) the increased need for foreign languages, (2) status of foreign languages in high school, (3) changing character of high school foreign language teaching, (4) newer objectives and evaluative techniques, (5) teacher preparation and professional growth, and (6) responsibility for improving the high school program. A conference summary and the Modern Language Association of America (MLA) statement of qualifications for high school language teachers are also provided. (RL)

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Modern Foreign Languages in the High School

U. S. DEPARTMENT
OF HEALTH,
EDUCATION,
AND WELFARE
Office of Education

Proceedings of Conference, May 8-10, 1957
U. S. Department of Health, Education, and Welfare
Office of Education, Secondary Schools Section

Modern Foreign

Highlights

Our destiny is closely enmeshed with that of other peoples; yet few Americans learn to communicate in any language other than English.

As late as 1955 only 14.2 percent of our public high school students were enrolled in any modern, foreign language. Only Spanish and French are studied by more than 1 percent of all students in grades 9-12.

Half our high schools, the smaller ones generally, offer no modern foreign language.

Most high school language courses are but 2 years in length. Longer sequences of study should be developed for substantial accomplishment.

Continued on inside back cover

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Languages In The High School

Edited by MARJORIE C. JOHNSTON

Specialist for Foreign Languages

Bulletin 1958, No. 16

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Marion B. Folsom, Secretary

Office of Education, LAWRENCE G. DERTHICK, *Commissioner*

[This is the last bulletin in the 1958 series.]

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FOREWORD

ON MAY 8-10, 1957, the Commissioner of Education called a 3-day work conference to consider how modern foreign language programs in the high school may be redesigned to serve better the national need.

This conference was composed of representative leaders in the fields of foreign language teaching, school administration, curriculum development, guidance, and other related aspects of secondary education.

Much useful information was presented, important issues were discussed, varied points of view were expressed, and some significant ideas were advanced. In order that the thinking of the conference may reach a wide audience, the work papers and summaries of the discussions are published in this bulletin. It is hoped that the report will be helpful to individuals and groups concerned with upgrading foreign language instruction in the high schools.

JOHN R. LUDINGTON

Chief, Secondary Schools Section

J. DAN HULL

Director, Instruction, Organization, and Services Branch

Division of State and Local School Systems

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PURPOSE OF THE CONFERENCE

by MARJORIE C. JOHNSTON
Specialist for Foreign Languages
Office of Education

THIS CONFERENCE has one central purpose: To consider how the modern foreign language program in the high school can be redesigned or refashioned to serve better the national need.

Everyone is very much aware these days of educational changes needed in the national interest. Dramatic action for increasing our preparation in science and mathematics came about as a result of the acute shortage of engineers and technicians. The equally serious shortage of Americans who can understand and speak the languages of peoples with whom we are associated in all parts of the world has highlighted the inadequacy of the foreign language programs in the schools.

So we are asking you, as representative leaders in secondary school administration, foreign language teaching, and related fields, to examine with us in the Office of Education some searching problems. These problems, to single out a few of the most fundamental ones, are the themes of our work sessions during the next 3 days.

First, in the light of the national need, what should the high schools aim to accomplish in foreign languages? With the objectives or the emphases defined, how much and what kind of language instruction should the high schools provide?

Second, what are the emerging practices that hold most promise for effective language learning? How can the psychological barriers to foreign languages be prevented or overcome? How can students gain an understanding of the nature of language and how to learn it? How much attention should be given to the foreign culture of which the language is an integral part?

Third, how can a sufficient number of qualified teachers be prepared in modern foreign languages? How important is a year's residence abroad?

Fourth, what responsibilities must the various interested agencies and organizations assume for reshaping the modern foreign language program in the high school? What ought State departments of education to do? What steps should the United States Office of Education take?

As you undoubtedly realize, this conference has a more serious purpose than to beat the drum for foreign languages. No one wishes to arouse so much popular sentiment that schools would be urged to adopt a panacea for foreign language instruction before a carefully considered plan can be devised. The Office of Education called this foreign language conference, as it did another one this year in which we brought together representatives of Government groups, to obtain the judgment of many qualified people and to make known their recommendations to a wide audience of educators.

In devising a sound, defensible, and adequate program of foreign language instruction in the high schools, we need to remember that we no longer live in an age in which knowledge of a foreign language can be considered more or less exclusively as either the hallmark of the literary scholar or the sign of the illiterate immigrant. Nor can it be any longer the sole domain of a handful of specialists who make their living by teaching, research, translating, or interpreting. As a secondary qualification in virtually any profession or occupation we could name, *some* understanding of a foreign language, or a skill in its use, is becoming increasingly important.

Our country is concerned with providing educational opportunities for all, not just part of the people—an opportunity for each individual to attain the highest level of education and training of which he is capable. With more than 9 million students currently enrolled in the high schools and at least 12 million expected by 1965, the problem of providing quality education for large numbers of youth is great. And that problem is further complicated by the increased rate at which knowledge is being accumulated and by the phenomenal advances in the technology of communication. Secondary education, quite clearly, must increase in quantity and improve in quality.

How these millions of youngsters in the high school will fulfill their obligations as citizens in the years to come will depend on many things. We cannot design a foreign language program apart from the whole of the educative process. It is our task in this conference to think how the experiences, skills, attitudes, and appreciations to be gained through the study of the modern foreign languages can best contribute to the education of our high-school-age population.

Participants

CONFERENCE ON MODERN FOREIGN LANGUAGES IN THE HIGH SCHOOL Office of Education, May 8-10, 1957

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- LEROY JAMES BENOIT, Chief, Area and Language School Training Staff, United States Information Agency
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- RUTH MULHAUSER, Chairman, Department of Romance Languages, Western Reserve University
- WARREN RINGLER, Assistant to Superintendent of Public Instruction, Commonwealth of Pennsylvania
- GLEN E. ROBINSON, Assistant Director, Research Division, National Education Association
- HOWARD E. SOLLENBERGER, Dean, School of Languages, Foreign Service Institute, United States Department of State
- MARY P. THOMPSON, Curriculum Coordinator, Fairfield Public Schools, Fairfield, Conn.
- ELLSWORTH TOMPKINS, Assistant Secretary, National Association of Secondary School Principals; Editor, *NASSP Spotlight on Junior and Senior High Schools* and *The Clearing House*
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Conference Summary

by THEODORE ANDERSSON
Director, Foreign Language Program
The Modern Language Association of America

LET ME FIRST EXPRESS what must be the satisfaction of every language teacher here in attending this Conference as guests of the Office of Education. The hospitality and friendliness that have been shown our profession have been noteworthy, and we are all sensitive to this warm reception and appreciate it very much.

The purpose of the Conference, you will remember, was to consider how the language program in our high schools can be redesigned in order to serve better the national need. Throughout the first part of the meeting this theme of national need recurred again and again. It is a characteristic of our American pragmatic way of thinking that in exploring a problem, we start with an estimate of needs. In this Conference two areas were chosen, government and business, and their needs in the language field surveyed.

Howard Sollenberger, Dean of the School of Languages in the Foreign Service Institute, quickly established the practical perspective by emphasizing the following points: The number of our citizens carrying on some form of international activity is an index to our increased involvement in the world community. We should be thinking continuously of the main issues in our struggle for the hearts and minds of people everywhere. In our people's unwillingness to learn the languages of other people is a clue to the fact that we are not really interested in them. The keenness of competition in the international field is indicated by the fact that it is now usual for Russian technicians, as well as political personnel, to speak the language of the country to which they are assigned. Foreign languages are, in Mr. Sollenberger's words, "a subtle and basic instrument in the cold war, and speaking is more important than writing." Even more important than being able to speak a foreign language is knowing what to say in it.

In contrast to these needs, a recent survey revealed that 42.7 percent of our Foreign Service corps lacks adequate knowledge of any foreign language. The reason for this is that the products of American education, even 75 percent of those highly selected persons who apply for Foreign Service, do not have an adequate speaking and reading proficiency in any foreign language. This essential requirement has therefore had to be relaxed in the Foreign Service Institute, whose School of Languages has also had to add to its legitimate program in the unusual languages the remedial and emergency teaching of such common languages as French, German, Italian, Portuguese, Russian, and Spanish, which could reasonably be handled by our schools and colleges.

Roger Hagans, the Employment Specialist of the Creole Petroleum Corporation, prepared a paper on the need for languages in business and industry. In Mr. Hagans' absence, this paper was presented by Donald O. Hays, Career Development Officer of the Bureau of Foreign Commerce in the United States Department of Commerce. Mr. Hagans' theme was that the rapid growth of the U. S. investments in international business enterprises and the increasing numbers of U. S. citizens involved in these enterprises underline the growing need for foreign languages. Some U. S. business representatives overseas *must* have language skills. Others find that their usefulness is greatly extended when language skills are combined with other technical skills. Increasingly it is becoming good business practice to know, and particularly to be able to speak, the languages of our business associates abroad. Most likely to succeed is the one who likes the people, welcomes the opportunity to associate with them, and learns all he can of the language and history of the country. Because of the failure of American education in the language field, business, like government, has to resort to remedial language and area training.

The same theme was carried further by Leroy Benoit, Chief of Area and Language School Training in the United States Information Agency. Underlining the message of Howard Sollenberger, Mr. Benoit declared that the Government's need to find good communicators is urgent if not desperate. As an example, he cited his experience on a recent recruitment trip to 10 major colleges and universities in the Middle and Far West. Of 72 young men and women between the ages of 21 and 31 holding the M. A. degree or being candidates for the M. A. degree in a field related to foreign relations, only 3 could converse in French, German, or Spanish at a useful level.

Having indicated, rather effectively, I think, the need of foreign languages in these two areas—and it could be extended to other

areas—the Conference then turned its attention to the present status of language instruction. Mr. Mildenberger, who on August 1 will become Director of the Foreign Language Program of the Modern Language Association, described the present situation in perspective. He reached the following conclusions about the need of foreign languages in the national interest:

1. The restriction of language offerings almost completely to Spanish and French and a scattering of other west European languages is unrealistic.
2. Students at too many high schools are automatically denied the opportunity to study a modern foreign language because none is offered.
3. Where a language is offered, too few students are counseled to enroll.
4. Language courses are too short for substantial accomplishment.
5. Teaching objectives are inconsistent with today's needs.
6. Methodology and materials are antiquated and inappropriate.
7. Too many teachers lack speaking competency in the language which they attempt to teach.
8. Too many administrators are unaware of the potentialities of more effective teaching programs.
9. Increased attention must be given to the effective continuation of language learning that begins in the elementary school.

On the same program Eugene Youngert, Superintendent of the Oak Park and River Forest High School, basing his statements on the Illinois Foreign Language Status Study, documented further the present incapacity of many secondary schools to meet the national need in the language field.

The Conference then examined the changing character of foreign language teaching in the high school. A series of papers showed that the present status, so inadequate to meet our needs, is already changing in a number of communities to the point where the present practice often has a forward look. How the language laboratory and other audio-visual aids can add to the efficiency of language learning was described by Margaret Wojnowski of the Brighton High School in Rochester. An interesting new technique built around the use of pictures of cultural subjects in use in certain Detroit high schools was described by Clarence Wachner, Director of Language Education in Detroit. Mary Thompson developed the subject of longer sequences of language study, and, on the basis of her experience in both elementary and secondary schools in Fairfield, Conn., suggested the following time sequence as likely to produce good results and as practical within the framework of American public education: A daily 15-minute period of language instruction in grades 3 to 6; a 40- to 45-minute period three times a week in grades 7 and 8 for those who elect and are advised to continue; a 45-minute period daily in grades 9 and 10; and a 45-minute period three times a week in grades 11 and 12.

Emma Birkmaier, of the University of Minnesota, head of the Department of Foreign Languages in the University High School, made a special plea for the need of Russian, which at the University High School is taught for 4 years.

The description of these obviously superior practices induced in us an understandable glow of pride and perhaps a slight feeling of overconfidence in the present status of foreign language teaching. We cannot help thinking that these teachers, and others like them, are preparing for the day when instruction of like quality will be found throughout our high schools.

In the afternoon session, Esther Eaton, Head of the Department of Foreign Languages in the Garden City High School, discussed (1) new objectives, what has been called the teaching of languages in the "new key," with its new emphasis on understanding and speaking for the purpose of direct communication with people of other countries; and (2) testing in language instruction. She pointed out that as a natural consequence of the statement of qualifications of the Modern Language Association it is highly desirable to develop a battery of achievement tests corresponding to the various language competencies. Certain tests are now almost entirely lacking. She mentioned that the reading test is fairly adequate as it is, that existing grammar tests are not altogether adequate, that we already have some tests in listening comprehension, and that there is in process of development a test on speaking. Teaching and testing are of course closely related and must be kept so.

Next we came to the subject of teacher preparation, which is at the very core of our problem. Under the direction and leadership of John Whitelaw, Chief for Teacher Education in the Office of Education, an animated discussion resulted from the paper prepared by Nelson Brooks, Associate Professor of French at Yale. This paper, presented by Frederick D. Eddy, of the Georgetown University School of Foreign Service, dealt with the problem of pre-service preparation. The paper and the ideas it contained were challenging, setting a high standard of professionalization for the foreign language group.

Another interesting paper was presented by Ruth Mulhauser, Head of the Department of Romance Languages, Western Reserve University, who enjoys the advantage of being close to one of the long-sequence programs of language study. In Cleveland, French is begun, for gifted students, in the first or second grade and is offered on a voluntary basis throughout the elementary and high school grades. She pointed out the opportunities existing for language teachers and the need for extending these opportunities and gaining support either from government or private sources.

Finally, Chester Axvall of the Teacher Exchange Section of the Division of International Education, Office of Education, then discussed opportunities for teaching and study abroad. There is urgent need to increase the number of teacher exchanges and to find new ways of using exchange teachers.

All of us here today at the final discussion must have been impressed by the consensus which is apparent. There seems to be an emerging pattern which certainly deserves careful observation, study, and perhaps emulation. Languages are being taught somewhere at least in every one of the 48 States and in the District of Columbia from the early grades in the elementary school. In a few places languages are taught continuously through the secondary schools, with thought being given more and more to a satisfactory articulation between elementary school, secondary school, and college. Thought is also being given to language learning by children and parents within the family, by young and old, over TV, and by radio.

Obviously there is a new interest in the place of language in our national life. We have recognized the need of language learning with an emphasis on hearing and speaking for the purpose of direct communication. But how do we translate needs—national needs and personal needs—into action? Does our educational system have the flexibility necessary to meet these needs without a corresponding loss of other educational values? I believe that our schools have the necessary resources. In fact, we have reports of many communities in which school administrators have greeted the enthusiasm of language teachers in a spirit of cooperation and have provided a laboratory for new experimentation. It is our hope that such cooperative experimentation can be extended. We must be critical of the results, ready to test everything that we do, evaluating it as objectively as possible. The emerging practices that have been reported in this Conference give us reason to be hopeful as we consider the future of foreign language teaching and learning in America.

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I. Increased Need For Foreign Languages

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Need for Foreign Language Competencies in Government

by HOWARD E. SOLLENBERGER
*Dean, School of Languages, Foreign Service Institute
United States Department of State*

THE FACT that there are some 35,000 United States citizens serving as civilian employees of the U. S. Government overseas at the present time is ample evidence of the role of leadership that our country is playing in the post-war world. Beyond this there are an estimated 28,000 Americans who are affiliated with religious organizations serving overseas. About 22,000 are representing business firms and 15,000 are with international organizations or with people working in technical assistance programs on contract arrangement or who are serving as teachers or students studying on grants overseas. In one way or another there are approximately 102,000 Americans representing the United States overseas today, and this does not include the Armed Forces. If we were to add those, according to figures which appeared in the *New York Times*, there are approximately 734,000 members of our Armed Forces serving outside the continental limit of the United States. Many have their families with them. And then we have to add to that group also the hundreds of thousands of Americans who in ever-increasing numbers go abroad as tourists. They leave an impression of the United States and in that sense are also representatives.

I don't think it is necessary to dwell on the international situation or the conflict between the free world and international communism. It's probably sufficient to remind you that the military threat which communism represents is only a part of the struggle. Certainly those of us who are in the civilian agencies of Government realize that at least our part of the struggle is one with the hearts and minds of the people in these areas, particularly in the noncommitted areas of the Near East, the Far East, and Africa. It is evident that the struggles of this sort depend to a large extent on the effectiveness of our ability to communicate with the people of these areas and to get across to them an understanding of our aims and

motives. We can't fully communicate with the peoples of these countries unless we can use their languages, and the day has long since passed when our official attitude would seem to imply that the other fellow can learn English if he wants to talk to us. I remember a few years ago in the Far East talking about the language problem to an American who had served about 20 years in China, and he commented that he saw no reason why he should learn Chinese because the Chinese were interested in learning English and after all if he shouted loud enough in English there was bound to be someone nearby who could understand what he was saying.

It is self-evident that the representative of any country is more convinced of our sincerity and our friendliness when we give evidence that we are seriously interested in his country even to the point of learning his language. And, conversely, if we don't make an effort to learn his language there is no clearer clue to him that we are really *not* interested. I think this is one of the major problems among Americans overseas today. And it is not enough to say that we can do equally well with interpreters. It is true that for every American employee overseas there are two or three local employees who do use the language. But the person who uses an interpreter and has no ability to check on the accuracy of interpretation is at the mercy of his interpreter. We have found this to be true in some international conferences of serious nature, as well as in general communication. In short, the effectiveness of our communication is now too crucial a matter for us to permit ignorance of the language in which the communication must take place.

And there can be no question about this main point: the knowledge of a foreign language, by a growing number of people, has become a matter of immediate concern and importance. This skill is needed in agencies which collect our military, economic, and political information all around the world. In our technical assistance programs overseas we need more people who know particular foreign languages. With a knowledge of the language our people not only gain efficiency in administration of these programs, but also, and perhaps more important, they gain greater understanding of the objectives of our technical aid. Now what are we going to do to prepare our people for this task?

First, it would probably be wiser for me to say a word about the competition we face than to tell you how well we are prepared to meet this challenge. The Soviet Union is making, according to information that we receive, gigantic effort along these lines. As bits of information come in and are pieced together, it becomes clear that the USSR has launched an intensive language training pro-

gram which is characteristically conceived in long-range terms. This program is designed to train experts not only in every widely spoken language, but also in many obscure languages spoken in the uncommitted areas of the Near East, Far East, and Africa. In these critical areas not only their diplomats but also their technicians are able to speak the language of the country. I understand that in one of the crucial areas of the Near East which has recently been invaded by Russian technicians it is rare to find a Russian who does not speak the language. In this same area there is only one American official who can handle the language at all.

This problem also has its humorous or less serious side. A little over a year ago I was in the Far East and this incident was recounted to me. There was a public meeting being held at which an American representative and a Russian representative were asked to speak on the same platform. After the meeting was over, the American, in talking to one of his friends of the country, learned that the Russian was very worried indeed before this session was to be held because he did not speak the language of this country. He was afraid that the American did, which would put him in a bad light. As it turned out both speeches, by the American and by the Russian, were given in English, for English was better understood in this area than the Russian language. Since then I have learned that all of the Russian diplomatic corps and all of the technicians now come into this particular country with a knowledge of the native language.

By way of contrast, let me tell you about the situation in the agency that I know best, the Department of State. And this can go on the record, although it's not something of which we are proud. In a recent survey of our diplomatic service we found that 42.7 percent of our diplomatic corps do not have a useful speaking and reading knowledge of any foreign language, and that 50 percent do not have a useful speaking and reading knowledge of even such common languages as French, German, or Spanish. You might well ask what is wrong with the State Department. But before any stones are cast let me tell you what we are getting in raw materials from American education.

During the past year my staff has tested every new recruit who has entered our diplomatic service. I should remind you that the screening of foreign service officers is carefully done and probably brings together one of the most carefully selected groups of any that I know of in the country. The educational level of new foreign service officers averages about a Master's degree. They represent all parts of the country. But in testing these new foreign service

officers—this is after they have taken a language test to get into the Department of State—we have found that 75 percent do not have a speaking and reading knowledge of any foreign language that could be considered by us adequate for handling their work and representation requirements overseas.

Even though there has been a language requirement to enter the foreign service, this requirement has had to be relaxed the last several years, because if it were held absolute it would limit the recruitment of the Department of State to language skills and not to the many other characteristics needed in our diplomatic corps. What this has meant is that we have had to bring in people who have failed even the rather easy language test and then to put them on a probationary status requiring that they get a useful knowledge of at least one of the common foreign languages before they can be promoted in the foreign service. If they don't do this within 3 years they are out. But the 75 percent figure surprised even us. We knew the deficiency was serious, but not that bad.

I am sure that this situation is not peculiar to the Department of State. We have enough contacts with other Government agencies and the Armed Forces to know that there the situation is just as serious. This means that our job becomes all the more difficult. In the school which is conducted by the Department of State around 400 people are studying 23 languages. Most of these people work 6 hours a day on these languages.

It is obvious that we cannot do the job alone. We need help and need it rather desperately, because we are dealing here with a tool, with an implement that is becoming one of the Cold War's most subtle and basic instruments. And, unfortunately, by the time we get these men and women in the Foreign Service—these men and women who are to become our first line of defense, the ones who are to keep the peace—it is almost too late for us to provide them with these basic skills, skills that they should begin to acquire even before they reach their teens. I find that my job is largely a remedial job. With that point of view, the basic problem has to be handed back to you people who are involved in the basic education of those who are to come into Government service to take care of the needs and problems that we face in the world today.

The Need for Foreign Language Instruction in Business and Industry

by ROGER HAGANS, *Employment Specialist*
Creole Petroleum Corporation, New York, N. Y.

EVERYONE SEEMS to agree that there is a present and growing need in U. S. business and industry for employees with foreign language proficiency. I would like to discuss this need in terms of: I. What has created the need, II. Its nature and scope, and III. What business management can do to meet it.

1. CREATION OF THE NEED

Since the end of World War II, the United States has assumed a position of world leadership both in government and industry. To the extent that we are now committed in many parts of the world to provide advice and assistance to underdeveloped nations through our mutual assistance and economic aid programs, a greater need for language proficiency in government has been born.

U. S. industry has experienced the same type of growth in its overseas operations. Statistics can be dull and often misleading, but in order to appreciate the size of the problem, a look at the record is necessary.

U. S. private investments abroad at the end of 1955 had reached a total of 29 thousand million dollars, an increase of 2.5 thousand million over the year before. More than 12.5 thousand million of this total have been invested abroad by U. S. corporations since World War II. To bring the story a little closer to home, let us look at Latin America. We buy 3.5 thousand million dollars in goods from Latin America each year and they use the dollars to buy about the same volume from us. This annual trade of 7 thousand million dollars is greater than our trade with any other part of the world. It represents over 27 percent of our imports and more than 34 percent of our exports.

This growth has created a need for the bilingual or multilingual overseas career employee. For the U. S. concern operating abroad, the problem of language proficiency is directly related to good business practice. The January 1957 issue of *Survey of Current Business* published by the United States Department of Commerce, reports that nearly 1,000 U. S. enterprises operate in Latin America with a total of 609,000 employees. Nearly 9,000 of them are sent from the United States. Each of these 9,000 employees must have some degree of proficiency in Spanish or Portuguese.

II. NATURE AND SCOPE OF THE NEED

The private U. S. citizen who travels abroad as a tourist has a minimal requirement for another language. It is true that his enjoyment of the trip will be greatly increased if he has one or more foreign languages at his command, but it is also true that he can "get by" using only English.

This is not the case with the career overseas business man. Whether he is sent overseas from a home office for a specific-term assignment or is the career employee who expects to live and work abroad indefinitely, the overseas businessman is a representative of U. S. industry and he must acquire a high degree of foreign language proficiency for best results in his work.

This language requirement is necessary as a complement to a primary skill. In general, U. S. business and industry have limited requirements for a language skill as such. This skill, however, becomes highly desirable when it is combined with other talents. The monolingual who works and lives abroad is at a basic disadvantage. This disadvantage takes several forms.

First, his job efficiency probably is directly proportional to his command of the language of the country where he works. While many overseas employees develop at least a job language, it is largely inadequate to do anything except treat present situations related directly to the task at hand. Therefore, planning, theorizing, and discussion of detailed problems are usually not possible.

Second, and this is directly related to job efficiency, there is a matter of stature in business associated with being able to speak the other man's language. Both the recently graduated engineer and the manager who can use the language of the host nation acquire considerable stature and command a degree of respect that they might not otherwise have. The idea that the American has taken the trouble to learn his language is often flattering to the foreigner. The "let 'em learn English" philosophy is known abroad and it is

gratifying to the educated foreigner when he meets an American who has taken the time and made the effort necessary to learn his language. The manager who deals with high-level business or government officials needs to be able to converse well, accurately, and intelligently in the language of that official.

Third, an appreciation of a country and a people and their culture can best be acquired through a knowledge of their language. In fact, one learning process complements the other. This assumes added importance in relation to the business executive who has responsibilities of contact, not only with outside agencies but also in his own company, in matters of supervision, managerial duties, development, discipline, union contacts, and public and employee relations. The executive who learns early that people are not the same everywhere has a much better chance of success than the one who attempts to use the same personnel methods and supervisory techniques that worked for him in the United States. They might also work in an overseas situation, but the odds are that they would not. The book has to be rewritten, so to speak, and I know of no better preparation for authorship than the diligent study, practice, appreciation, and mastery of the language of the people with whom he works and lives.

Fourth, the overseas employee who does not command the language of the host nation can no more enjoy life there (unless he takes refuge in an English-speaking colony) than the person who tries to watch a baseball game without knowing the rules. A sympathetic understanding of a people, fostered through social contact with them and enhanced and enriched by a command of their language, is the difference between *residing* in a foreign country and *living* in a foreign country.

III. WHAT MANAGEMENT CAN DO TO MEET THE PROBLEM

What business and industry can do about meeting the need for foreign language instruction is the heart of the matter, and I would like to relate the consideration of this part of the problem to the experience of my own company in terms of what it has done in its operations in Venezuela.

First, let me tell you something about it so that you will be able to understand better the nature of its language problems and what it has done to solve them. Creole Petroleum Corporation is a U. S. company, operating only in Venezuela. It is a completely integrated oil company, being engaged in all of the essential operations

of the oil industry—seeking for, producing, transporting, refining, and selling crude oil and refined products. It is one of the largest producers of oil in the world and is a major employer, with nearly 16,000 employees, some 1,400 of whom are overseas employees, largely U. S. citizens.

These 1,400 overseas employees represent many sections of the United States and a wide variety of skills, from the recently graduated engineer or geologist to the officers of the corporation. All are expected to become proficient in the Spanish language. As a matter of practicality, Creole cannot require language facility as a pre-employment requisite. The Company has therefore established a program to help employees acquire the Spanish language proficiency they need.

This program contains three essential parts:

1. An initial period of intensive language instruction, with supplementary follow-up instruction.
2. Evaluation of employee progress by means of periodic language tests.
3. Recognition of language achievement as a factor in the employee's progress.

Let us examine each of these phases separately.

1. The initial intensive language instruction consists of attendance by the employee for a 30-day period at a language school where he is taught by Venezuelan instructors. Classes are small, usually 6-8 students, and the course of instruction calls for 8 hours of Spanish per day, 5 days per week, for 30 days.

The instructional approach which is used is the "esto es un lápiz" technique and the classes are oral to the extent possible. Employees are not sent directly to the Spanish school, but rather to their initial point of assignment at one of the interior operations. Attendance at the Spanish school usually is scheduled for the third month in the country. This period of orientation has proved valuable in letting the new employee get his feet on the ground, getting his ear accustomed to hearing Spanish, and best of all, bringing to him (after he has experienced the frustration of not being able to communicate) the importance of learning Spanish.

The 30-day intensive course can do little more than give the employee a running start on learning the language. Development of genuine proficiency requires his participation in advanced instruction given after working hours in the operational areas.

2. An organized program of language tests measures employee proficiency and also serves as an evaluation tool for measuring the effectiveness of our instruction. These tests are administered in the spring of each year to all overseas employees who scored less than 90 percent on the previous test. The test is in three parts, aural

comprehension, vocabulary, and oral expression. In the first part, the tester (a Venezuelan) gives a series of 50 instructions requiring action which the testee carries out as best he can, depending upon his understanding of what he was told. To test vocabulary, a series of 50 pictures is shown the testee. He must identify each article by name and gender. Oral expression is tested by a series of 50 cards containing sentences or statements in English. They vary in difficulty from "Good morning, sir" to the "Had I known you were coming I would have baked a cake" type of construction. The testee must put these statements into correct Spanish.

Perhaps the most difficult part of language knowledge to measure is "at homeness" in the language. The ease with which an employee uses the language is often of considerable importance. Informal chit-chat between the tester and the testee before and after the formal test is about the only indicator we have of this ability.

3. Some people seem to learn languages faster than others, just as some students learn mathematics more readily than do others. Even so, there doesn't seem to be any easy road to the mastery of another language. It requires interest, diligence, and practice. It is, therefore, important and logical that Creole's personnel development program include some recognition for the employee who does well in his language training. This recognition takes the form of consideration of Spanish proficiency, along with other qualifications, in connection with promotional actions and merit salary increases.

There is still another facet to the problem of language in industry. It is just as important as the individual parts of the Creole program, but it is more difficult to control. It is no secret that the individual who likes the people of the nation where he works and who cultivates social contacts with them does far better in mastering their language than the employee who limits his interest and contacts to job situations. Naturally, the Company cannot dictate what an employee does in his off-duty hours. The obvious answer is the selection for employment of people who have decided that they want to work overseas on a career basis. This standard calls for men who are adaptable and have a broad tolerance and appreciation of culture, customs, and standards that are different from those to which they are accustomed; for men who will welcome the opportunity to learn and appreciate the language, history, and culture of another people.

The foreign activity of U. S. business and industry will continue to be successful to the extent that it is able to meet the requirements of good citizenship in the overseas communities of which it

is a part. This challenge is being met with characteristic American energy and common sense. The current trend toward emphasis on foreign language instruction at all levels in our school system is an encouraging sign that coming generations will be even better prepared for a role in the continuing expansion of U. S. business and industry overseas.

The Languages Americans Need In Today's World

by LEROY JAMES BENOIT
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THE TITLES of the three papers which we have heard this morning reemphasize the word "need." I believe this is axiomatic. All of us here recognize that there is a need in Government, in business and in industry, and in other fields, for individual language skills.

I am reminded of a story of the Missouri mule, which I think shows how the people must be convinced. The Missouri mule dealer delivered a mule to the farmer's barn, but the next day the farmer wanted his money back. The mule seller inquired the reason. The answer was, "Well, the mule won't do anything. I can't get him to budge out of the barn." The mule seller replied, "Oh, I'll fix that up." They got to the barn and sure enough the mule wouldn't move. Whereupon the mule seller took a two-by-four and whacked the mule over the head. The mule fell down to his knees, struggled gamely back on his feet, and followed the farmer out of the barn. The farmer queried, "That's marvelous! How did you do that?" The reply was simple: "All you have to do is get his attention first."

This is what you and I must do; we must compel the attention of someone. This is a function which all of us should think about seriously. As a former member of the teaching profession, having taught in such institutions as Harvard, Yale, Radcliffe, Amherst, Goucher, Johns Hopkins, and summer sessions at Middlebury, I would indeed highlight this problem that concerns all of us—the need for language instruction on all levels of American education. But I feel that our mission is one which goes apart from the limits of our own profession. All of us have read, with a great deal of diligence and interest, the publications of Professors Andersson and Merlino and we say, "Yes, this is what we must be doing. We must be telling our fellow colleagues in the profession that there is a need

for improving language skills." But we must go far beyond this. The points which the previous speakers have made and the publications which Professors Andersson and Merlino edit should be put in the hands of the approximately 100,000 people who are currently overseas serving the American Nation. These insistent and compelling deliberations should be in the thoughts of many people who are outside the four walls of this room and outside the language teaching profession.

World horizons have shrunk to such overcrowding proportions that our everyday conversations, our news, our radio and our TV coverage include more topics concerned with the international scene than with our domestic scene. Americans who were traditionally weak in geography have to learn quickly about places like Jordan, Indonesia, and Ghana—also about their government, their leaders, their political ties, and philosophies. What is America's mission in this atmosphere of post World War II? I believe it can be simply defined: We are seeking to increase an awareness elsewhere in the world that the goals, the aspirations, and the values of our people are in a large part identified with those of people in other countries, and that we seek altruistically through material support to develop energetic, confident, and enduring societies in the free world.

U. S. foreign policy centers about two priority tasks. These are not only the responsibility of the representatives of government; they are the responsibility of every American citizen. First, we must meet effectively the threat to our security, which arises from the danger of military aggression. And this is a threat which we all recognize as implicit in the present capabilities and the future intentions of Communist-bloc countries. How shall we meet it? Obviously, we must increase U. S. military strength. But that's not our domain; our domain is the second task of high priority—the creation of a favorable atmosphere in which we solidify alliances with other countries who are in a position to contribute considerably to our own strength. And this to me is the more enduring kind of program. It is certainly worth the price of two jet fighters. We must create this atmosphere of mutual trust in countries which do not know which way they should turn in our present world. And we must instill in them the desire to fight against the hatred and suspicion which the other systems create. Political inertness in much of the world's population over the past century has been suddenly shaken during the past 4 decades, and has evolved rapidly from the control previously exerted under the elite group system. This has been done largely through the effectiveness of communication, which has fundamentally altered the perspective of hundreds

of millions of people. America today is faced, I believe, with a great *need* and faced with a great *opportunity*—the opportunity to explain itself to the world, to correct many of the misconceptions, and to clarify its stand on world issues.

We in Government try to develop good communicators. Numerous problems, however, are inherent in recruitment. Two months ago I made a trip of 1 month's duration to the West Coast to recruit the same type of officers that the Department of State is seeking—the cream of young people who will dedicate themselves to Government foreign service. I visited 10 major universities. I interviewed some 72 young men and women between the ages of 21 and 31, with a Master's degree, or on the threshold of a Master's degree. They represented a number of fields of academic study which concern American foreign policy, among which language competence, combined with area studies, is one of the more important. Other disciplines include political science, journalism, communication, electronics, library science, and the like. I was most interested, however, in the competence of our young people in oral expression in French, German, and Spanish. I found 3 such individuals who



Courtesy, University School, Southern Illinois University

Ordering from the German menu motivates class practice.

could maintain a conversation on what we call "a useful level of proficiency," defined as sufficient control of the language to handle normal representation requirements. This in itself is a terrible indictment of our own university system. When I brought this to the attention of deans and university professors who are concerned with the problem, they answered, "What can we expect to do with the material which is turned over to us from the secondary school?"

Some soul-searching is required for just a few moments. There is also a kind of legend which has traditionally permeated our secondary schools and our universities: that French, Spanish, German, and Italian should be taught within the cultural sphere of a *reading* appreciation. I submit to you that this principle is notoriously irrelevant. Learning something about Victor Hugo, Goethe, Schiller, Manzoni, and some of the others, is creditable, but it does not give due recognition to the importance of the *spoken* language.

Let me give you an example of a near crisis to our Government in Indonesia recently. Indonesian is, as you know, the fairly new manufactured language which evolved after the independence of the new Republic. We Americans never thought it to be important to train people in Indonesian. Our people who went there to direct an information program in Jakarta felt that the knowledge of the local staff was sufficient to give them the guidelines that were needed. So our press officer went along for 2 years taking at face value the evaluation of America's foreign policy and the reaction to it in this new Republic of Indonesia. His local employees, courteous and polite Indonesians, had continued to report to him from the press only the favorable things about the United States in order not to offend a great nation. When a later press attaché who knew the Indonesian language was assigned to Jakarta, realization came of a massive reaction against American foreign policy in this part of the world. It was through knowledge of the Indonesian language by one employee of our Government that our whole information program had to be reoriented in this vital area of the world.

Greater emphasis *must* be placed upon conversational language skill. This will apply for the practical enjoyment of ordering a meal in French or Spanish or German, itself a source of great pride to the individual who is suddenly put into that atmosphere. Moreover, language is not forgotten. It would not be forgotten even if the person had not used it for several years. It will become rusty indeed, but overtones of this language will carry over through the passage of years and the conversational knowledge of that language is something not easily forgotten. Let me give a personal experience. My wife, of Swedish parents, spoke fluent Swedish during

the early formative years until the age of 7. Thereafter little occasion was given her to use the language orally. In 1951, while I served as cultural officer in Lisbon, she traveled to Sweden. She had spoken only a few words of Swedish during this intervening period. In Sweden, however, she met friends and family whom she had not seen for many years, and she found that unconsciously her control of the language returned, and fluent Swedish came forth in a short time. This is typical of acquired skills which we don't lose.

Russian, the language of countless millions behind the Curtain, should be a major preoccupation of high schools and colleges. The historical reality that Americans do not study the language of the peoples that they do not like has been too much with us in the past. Witness German during the trying days of World War I, and Japanese during the hate period of World War II, except for far-seeing souls in the defense establishment who realized that we had a job to be done. We would not travel across the United States without first consulting the three A's and getting some appropriate road maps and knowledge of the roads, and weather, and motels. Why should we not think of the Soviet Union in terms of its language, its history, its culture, and commit to memory certain passages of Karl Marx? Our tragedy of World War II lay in not reading *Mein Kampf* and not following the meteoric rise of Hitler.



Courtesy, Carbondale High School, Carbondale, Ill.

Spoken Latin is fun, too.

Portuguese has never had its due. Portugal's overseas empire is the largest in the world today. Your map will reveal vast stretches of Angola and of Moçambique, together with other overseas holdings. Then there is our most important ally in Latin America today—Brazil, which, I believe, will be a world power in our generation. Shall we lump Brazil with all other American republics and erroneously assume it is Spanish-speaking? The history to be made in our generation and in generations now being formed will be in Southeast Asia, in the Middle East, and in Latin America. And why should not Arabic also be fertile terrain for us? Admittedly not all students have language aptitude, and not all of them would like to have Indonesian or Arabic or Portuguese as a practical skill nor as a cultural skill, such as playing the violin, ballet dancing, or rapid reading. We must, however, sell the American public on the complete fallacy of the fetishes which surround language learning. We must convey to those people who have esoteric, namby-pamby knowledge of the virtues of Arabic, Indonesian, Portuguese, and Russian that these are vital tools for all of us in the world today.

How shall we accomplish these goals? I believe that those of us concerned with this problem, whether teachers or administrators or civil servants, have a clearly defined task. We must follow the maxim of the Missouri mule. We must create this understanding beyond our fraternity, with the American public. Administrators and teachers should collar the editors of newspapers, write letters to their newspapers, call on their representatives and their senators, and make this a burning issue in 20th century America: the need for training highly competent people who are going to be the investment of this Nation. All of us engaged in language work know this is the most serious problem confronting us today. Munitions, tanks, and planes will only create in many parts of the world further misunderstanding. We have seen this happen in Spain; we have seen it happen in the Middle East. Military men are generally not concerned with being the kinds of communicators we should be developing.

Our twofold purpose, it seems to me, is to train these people as efficient military men and to train them also as good communicators to sell America more purposefully. Other things also must be accomplished: we must militate for sabbaticals for serious, dedicated teachers to go and study abroad for an academic year, whether it be at Beirut, Jakarta, or Rio. We should fight for fellowships and for stipends for them to attend places like Middlebury and help to establish further Middleburys throughout this vast nation. How can one expect all teachers of languages to spend out of pocket the

tuition fee, transportation, and maintenance at a university or a summer school for the purpose of fitting themselves to be better teachers? This will be the function, I am sure, of State Departments of Education and of our own Federal Government to work out ways to give further support to deserving dedicated teachers. Moreover, we have been for a long time the impoverished profession. Our chemistry colleagues get good laboratories, the physics departments receive first-rate apparatus, and the athletic plants at most secondary schools are well stocked. What do we work with? A map on the wall and maybe a few charts. A well-justified campaign for ample language laboratory facilities, audio-visual aids, tape recorders, and tapes is long overdue. When students can enjoy the rare delight of hearing their own voices recorded on tape and rival in comparison progressively day by day the voice of the master, then you have motivation in the language learning process.

Something more is needed, which I trust will find a receptive echo with many of you. I voice the hope that people concerned with languages will one day realize the need, and the need is becoming more and more acute, for a National Institute of Languages. This, as I conjure it up, would be a clearing house to service and serve qualified people in the teaching profession, as well as qualified civil servants in government agencies, who would come to Washington to concentrate on intensive language training. This would bring highly motivated individuals for instruction into a roundtable forum, and would, moreover, bring together a select and highly qualified group of the best trained linguists and teachers that this country can look to for indoctrination to teach people who will go back to administer in secondary schools, to teach in secondary schools, and to give that kind of a fresh vision in language teaching which must be taken back to the classroom. Let us train good communicators. Those of you who remember Voltaire's *Candide* remember the philosophy which asks us to cultivate our own garden. That might have been all right in the Age of Enlightenment, but I feel today we must cultivate each other's garden and strive to comprehend that America's horizons are no longer the horizons of a 19th or 18th century world.

Discussion I.

Condensed Record of Discussions Following the Papers on
INCREASED NEED FOR FOREIGN LANGUAGES

ANDERSSON: Mr. Sollenberger, when you say that yours is a remedial job, what do you mean by remedial?

SOLLENBERGER: Nearly all new Foreign Service officers have had some language, but in terms of this being useful in the type of work that they have to go into, operating jobs overseas, we find that it is far below the standards that are required. Then there is, of course, the matter of not enough people knowing enough languages.

Question: Standards that are required—would you elaborate upon that, please?

SOLLENBERGER: For the individual who is going overseas to serve in a mission, speaking is probably more important, although we can't eliminate reading, because our people have to be able to read the newspapers, documents, reports, and items of this sort. But in their contacts with the local people there has been a profound change in the diplomacy of the postwar period. It has become people-to-people, and our diplomats do mingle more with the populace than they did before. If they can't speak the language they have a serious handicap. This is not to mention conferences, negotiations, gathering of information from discussion, etc., which have to be done orally. So our people have to be reasonably fluent, enough at least to handle the general social type of situation that they are in all the time, to conduct their business, and to carry on a political discussion in the language. We get few people who can do that as they come in. I think we'll always have to do some training ourselves in terms of the special things we need, but in fact even the basic equipment they come in with is, I'm sorry to say, sadly lacking.

EATON: Does that mean they have had some speaking practice and are poorly prepared in it, or have they had preparation that provided only development of the reading skill?

SOLLENBERGER: No, I think most of them have had an inkling that speaking is important. Many of them have been in courses that have provided conversational speaking, and there are a few who come in meeting our requirements. There are 25 percent meeting our requirements.

MERLINO: A few days ago an editorial in the *Boston Evening Globe*, captioned "Our Tongue-tied Diplomats," mentioned a recent appointment at top level to one of the powers of the world today and called attention to a tremendous failure on the part of the State Department to see to it that the requirement in language was upheld. May I ask if you draw a distinction between foreign service officers and ambassadors?

SOLLENBERGER: To a certain extent, yes. There are two types of ambassadors: the career ambassadors, who are promoted up through the career service, and politically appointed ambassadors.

Question: You have no control over that?

SOLLENBERGER: We have no control whatsoever over that. But during the last year, particularly, an increasing number have come to us after they were appointed wanting to get a start in the language. Not so long ago we had one who was about the sharpest student we have ever had and who stayed 3 months with us working full time on the language of his course of assignment. A number of articles and editorials have come out recently on this. It is a serious problem with us, one that we are not unaware of.

ANDERSSON: One of the points that comes out most clearly is the dependence of the Government on the products of American public education. I am wondering if there is any provision in the Foreign Service Institute for exchange, say, between the Institute and the universities whereby university staff and members of the Institute staff who are skillful in language teaching techniques could exchange positions so that the know-how of the FSI could be pumped into the universities somewhat and university people in turn learn on the job something of the methods that are used in the FSI?

SOLLENBERGER: We would find it advantageous, and from the experiences we have had with this type of problem I do think we could be of some assistance to you people also. There are some involved bureaucratic problems in the way. But we are going to keep after such an arrangement because we do have a real problem in recruitment. On our staff at the Institute we could use qualified people from universities for a sabbatical year or something of that sort.

Question: Did these people plan to go into diplomatic work when they were in college, or was their interest acquired after college?

SOLLENBERGER: There has been a study made on that. A fairly

high percentage of people decide rather early in their college course that they are going to aim toward the Foreign Service as a career. There are of course those who act at the last minute; when the examination is coming around they jump in and try their hand at it.

HAYS: Speaking of career opportunities, I should mention a helpful publication called *International Operations 1958*, prepared by a group of Yale University students. It is a guide to new developments and opportunities in United States business and government foreign operations. (Available from Foreign Operations, Inc., 2187 Yale Station, New Haven, Conn.)

ACKERMAN: It seems to me that there is a wide divergence in the need for languages and our philosophy of *why* we teach languages in school and *what* languages we teach. The fact is that in Government services and businesses abroad you may need Arabic or Indonesian. And the actual requirement is high; yet we think it's a great accomplishment when we've learned to say *hablo*. A technician has to be able to talk and sometimes to argue, and not only agree but very often disagree. To get the training on the higher levels to the man who is the technician abroad is a very big problem. Maybe the approach should be somewhat the other way: find people who already know the language and make a technician out of the language man in addition to making a language man out of the technician.

SOLLENBERGER: We have had experience trying to teach languages to the technicians who already are well established in their field and are usually well along in years, and we know it to be a painful process.

BENOIT: One of the answers to this is to begin young. The ability to absorb a new system of communication is acquired much more readily if the individual gets a foundation and an early start in the direction outlined.

Question: Do you find it *more* or *less* easy to teach, say Indonesian, to a person who already has a good background in one of the more usual languages rather than no language background at all?

SOLLENBERGER: Well, I can say we have fairly conclusive evidence on that. If a man has had any experience learning a spoken language, one psychological barrier is down. He knows he can learn a language. He finds how much use it is to him in his course of assignment, and thereafter in nearly all of his posts, regardless of how obscure and difficult the language is, he has the motivation, the interest, the determination to learn the language. Those who come without any background interest are willing to serve out the 2 years, the 4 years, or the 6 years they are going to be there without mak-

ing an effort to learn the language. I am convinced that if we follow the spoken approach to languages it does help, and there is a transferability even from the languages that don't belong to the same family. I would much rather, for example, take some person who has learned to speak fluent French and try to teach him Chinese than I would to take an adult who hadn't learned any foreign language and try to teach him Chinese.

ROBINSON: It seems to me that what we are talking about represents a major shift in the justification for languages as we have originally thought of it in the schools. I means, *before* it has been a kind of cultural sort of thing; you understand the culture, you broaden your academic perspective and yourself as an educated person. Well, now we come along with the idea that this is a practitioner's tool that we need to develop in a student. But then comes the real question. What language?

BENOIT: You're thinking of what languages are most appropriate at what levels in our educational system?

ROBINSON: Yes, at what level? Ideal as it may seem to want the "unusual" languages in our school curriculum, it seems unreal in terms of our present national life to have such a language as Arabic, say, in the high school. My understanding is that our conference now is centered upon the place of language instruction in the high school. Certainly these languages have found their way into the college and university. Is it realistic for us to think of them on the high school level? I mean, actually what community is going to sponsor, financially and otherwise, the teaching of Indonesian or Arabic in the high school?

BENOIT: Certainly Indonesian or Arabic or Portuguese would not be one of the requirements for all students. We would have to test the language skills of certain students and try to make these further acquisitions available for those who have an inclination for languages at the high school level in Russian, or Arabic, Indonesian, Chinese, or Japanese. I believe, however, that these should not be just peripheral activities, such as music appreciation or stamp collecting or things of that kind, but should be an integral part of the high school program made elective for those people on the high school level who show a disposition for language.

BIRKMAIER: We're talking so much about what we are doing for the gifted these days. Here is a perfect area for the gifted. I would like to give a little example of something happening in our own school. Two of our youngsters have been selected to go to Europe with the American Field Service program in the high schools. One of them is going to Italy and the other to Turkey. "I know French

and I know some Russian," the boy said, "but I'm going to Turkey." So here was a problem. We sent away for the records from Henry Holt and Company and we discovered a Turkish-speaking person in our community, and now we have set up a program for the boy to develop a little competency in Turkish. He is a talented child. We are doing the same thing for the girl, who is going to Italy. I think these are the things we need to consider, and break away from the ordinary program in doing things, because this is where we are going to sink or swim eventually, in the area of human relations.

LUDINGTON: I think Miss Birkmaier put her finger on something that we all ought to be aware of, and that is, are there departures in the usual schemes for the organization of instruction that might be set in the field of modern foreign language?

WHITELAW: A point that hasn't come up in any of these discussions, which is derived, it seems to me, from my great contact with a lot of this language training in government, is to really get down to linguistics as basic work in high school, as basic preparation for future specialized language training. Is there coming over the horizon a possibility of adapting to the high school level the rather stimulating work that has been done in the field of linguistics?

MILDENBERGER: In our particular community I feel that the parents are very much in favor of seeing more foreign language offered. But we run into a brick wall in secondary administration. We have a group of counselors and administrators who grew up during the years when vocational training was *the* important thing in secondary education. One of our great problems in high school is to be permitted to offer a foreign language class on an advanced level. Our principals have to maintain a pupil-teacher ratio of 30 to 35 students to 1 teacher, and if the teacher is not able to get that many students the class cannot be included in the offering of the high school for that year. Can we circumvent this barrier?

BENOIT: How about the value of parent-teacher organizations? A few letters from a PTA or a few visits from a PTA committee are very effective.

YOUNGERT: We get young people into these languages if we teach them well. I am in a school that requires of the candidate for the modern language position that he speak the language effectively to educated native users of that language. Doesn't that sound good? Well, *find* such teachers. Our board of education gives me any amount of money I need to travel to find teachers. I was here 3 weeks ago and I stole one away from Maryland and one away from Virginia. Why did I come all the way to Washington? Because in my inquiries I learned of these two persons who seemed to have what

we want. Where did I learn that? Well, I learned it first from Middlebury and then I chased these people down and found them.

But I can remember so well arguing with the French department in a well-known university. "Why don't you teach these students to speak French? The reply: "There's no need to teach them to speak French. If we can teach them to read and if we can give them enough ability to get at the literature and then to do some elementary research in the language we have fulfilled our purpose." Now, fortunately, that attitude is changing, for today we sense on the college level a professional pride in the ability to teach the students to speak the languages. But we have the teachers in our schools who are educated under the former tradition. They are heavily in the majority. One thing we know in the science situation: if we get the kind of mathematics we need in this country it's going to require the retraining of at least 70 percent of our present teachers of high school mathematics. It's a prodigious job. But I think one of the real facts that we ought to consider here is that we need the retraining of probably 70 percent of our language teachers in the specific areas of which I have spoken. Who has the influence to do that for languages as we are doing it for math and science, I do not know. But until we get teachers who themselves can teach through the spoken language, we are wasting our time if we think we are going to get students who can speak those languages. I will believe that we think that the teaching of languages is important when I see something akin to the National Science Foundation operating as a National Language Foundation.

ACKERMAN: Couldn't some way be found to subsidize study through various types of exchange programs or Federal aid? Have some programs for gifted people so that you circumvent this ratio business in the schools. There should be a way through a project, say, of the Office of Education or a clearing house, as suggested, so that in communities all over the country if somebody wants to learn Russian, or maybe Indonesian, some Japanese, or Arabic, he could do so. I think that's not an impossibility.

BOWEN: I would like to speak from the standpoint of a person who has seen the oral language being used at the high school level. We also have the terrific problem of the limitation of the classes at the higher level where the student who is really the linguist should be allowed to carry on. He has reached the point where he can really learn a great deal, but in his program as a gifted student there are all these other offerings in science, mathematics, more of one thing and the other. He is good in language and in many fields, but he is 1 of 10, so he had better not take his fourth year of German

or fourth year of Spanish; he had better be channeled into something else. Then what happens to him beyond that? The biggest problem is to be able to establish the classes for the gifted students and those of high potential in language. If they learn one language, they learn another equally well. I have taught two languages, and I have seen how easily they learn the second. They can be trained in Indonesian, Chinese, Russian, and Portuguese—all these other things—if they have basically one of the three or four languages which we have mentioned as standard in the high school. I am afraid for the time being those have to be the standard languages in the high school; it is hard enough to get support for what we already have.

MANIFOLD: I think this allusion to the way they are trying to handle things in science, that Mr. Youngert mentioned, probably represents the greatest promise. I don't want to throw cold water on anything, but we have got to think in terms of what *can* be done, probably within the existing framework, before it can be anywhere near meaningful. I was just thinking about Maryland, for example. Statewide, there are 11 required credits for a high school diploma. That doesn't leave too much time, even if there were the opportunity, for many students to take more than two years of a language. I understand that Maryland and Missouri have the highest number of specified credits that you must earn. This is a barrier; that's why I say there has to be relaxation at the top level and all the way down. And of course we have the teacher-pupil ratio. We could set up a class for 10, but it just isn't efficient, because the difference between that and what should be a normal class has to be absorbed by other teachers. In other words they are overloaded in order that something else can exist with smaller enrollments. So administrators just can't do it. I was thinking, too, when we talk about Indonesian, Arabic, etc., that as far as I know we couldn't possibly get a teacher on a high school level to handle this sort of thing. When you have Spanish, French, and possibly German you have just about exhausted the teacher supply.

Of course for students in our public schools here in Maryland the emphasis for a long time has been on 2 years of a foreign language. That's all you need to enter whatever colleges now require foreign languages. Actually, in most of Maryland you don't begin foreign language until the 10th grade, so 3 years is a maximum, and the people in the third year are few. In one of our most academic high schools right next to College Park the principal has never been able to afford within his teacher-pupil ratio the third year of a language for 12 gifted people. If we could get around to having an

agency of a high level nature to provide for people with linguistic aptitude, that might be one of the fastest ways right now, because I don't believe the high schools are going to be able to handle it. Now I am speaking of course in a rather localized perspective, but I wouldn't be surprised if this situation exists extensively.

MERLINO: Much as we would like to have many of the "unusual" languages included in high school curricula throughout the country, I can't see how an American community, wherever it may be, in New York City perhaps, or Chicago, or San Francisco, could admit in any significant way the presence of one of the "unusual" languages. I'm not opposed to it to all. Far from it. It is just the reality of the situation that leads me to say this. For these languages not offered in our high schools I would like to see the government take over in terms of subsidizing the limited activities that would come to view. The situation out there in Minnesota with Turkish was a very unusual one. I would think it perfectly in order for our government to set aside through the proper channels a sum of money to help subsidize tutors for these special cases. That would be much more realistic than to try to prevail on the school board of a given community to introduce Indonesian.

TOMPKINS: Suppose you wish to extend languages in a particular school, learn beyond the four walls of the classroom, and use some people in the community who may be willing to devote their efforts to helping in a particular language. Where do you find books printed in English that help persons to understand an unusual language? This is the problem I ran into myself, expecting to do some self-teaching. French, Spanish, German, Italian, Hebrew, yes, but you get into Arabic, Chinese, Turkish, and there are no books; there *are* some, of course, printed in Turkey and other countries, but these have no English explanations. It is difficult to find a book of these "unusual" languages that a person at the high school level might use in studying with a person in the community who knows that language.

BENOIT: The U. S. Information Agency is working closely with the National Security Agency in providing texts, largely of course for people in government. Now the National Security Agency has available grammars and readers in many languages in the world, including Swahili, Bengali, Urdu, and Turkish. I would suggest that those of you who want more information get in touch with the Language Research Department of the National Security Agency.

BIRKMAIER: I was interested in what Dr. Whitelaw said in regard to linguistic training. The English language arts people are much concerned about the techniques used for learning a language, and to-

day we have 24 high schools in the United States experimenting with the linguistic approach to the study of English. Foreign language teachers need to work carefully with these language arts teachers, because the youngsters will have had the structural understanding and can begin to operate intelligently in the foreign language. I think this is one of the big objectives in language learning—comparing cultures and ways of thinking, because through that we discover the inner workings of different people's thought.

THOMPSON: I think something else is coming out of the discussion quite clearly. Foreign language is just one segment of the secondary school program. What we really need to take a good long look at is the whole secondary school organization. The things we are enumerating make the entire program bog down. This is something that is fundamentally wrong with the whole of secondary education, and we're not really going to get foreign languages or mathematics or social studies in the proper perspective until we look at the total picture.

WOJNOWSKI: Well, when we're talking about a two-by-four, I would certainly echo what this gentleman said about the communities. By and large the communities are reasonably enlightened. I think where we need to use that two-by-four even more vigorously is within the profession. Back in 1949-50 we at Brighton High School had the same traditional foreign language; that is, a regular 3-year and 2-year sequence. But then about 1951 we started in the seventh and eighth grades, and obviously those children had to continue through the high school; so now at the senior level and the junior level we have large classes in the third year. It can be done; it's just simply the question of doing it. The PTA is definitely back of us, the community wants it, and it is possible.

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II. Status of Foreign Languages in the High School

The National Picture of Modern Foreign Languages in the High School

by KENNETH MILDENBERGER
*Associate Director, The Foreign Language Program
The Modern Language Association of America*

SINCE LATER sessions of this conference will be concerned with some of the hopeful aspects in the current high school picture, I take it as my obligation to present the broad and the specific factual evidence which demonstrates that the program of modern foreign languages now offered in American secondary education fails to meet the national need.

Because it is rather difficult for us to achieve any objective distance as we view the present setting, I should like to resort to a hypothetical, but not impossible situation. Let us suppose that a friendly English-speaking visitor has come among us from another planet, and he wishes to learn something of the way earth-creatures are conducting affairs on this globe. We Americans here in the second half of the twentieth century might hope that he would not think our modern technological life too backward by his standards. If he were a well-mannered visitor, he might compliment us on our developments in intercontinental communication and transportation, and he might register a polite gasp at news of the jet passenger planes now on the assembly lines, planes which will make no place on earth more than 24 hours from any other place by public air travel. We Americans would show pardonable pride in the role our nation plays in the world.

Modern science has made us prosperous at home and influential beyond our borders. In 1956, foreign programs of our government provided other countries with \$4.8 billion in goods, services, and cash, an increase of 8 percent over the preceding year. We could tell our visitor that our foreign trade had advanced to record levels; non-military exports increased in 1956 to \$17.3 billion (one-fifth more than in 1955), while imports rose 10 percent to \$12.6 billion. Private U. S. investments abroad were approximately \$30 billion.

Our government played a leading role in the United Nations organization and in regional security groups like the Organization of American States, the North Atlantic Treaty Organization, and the Southeast Asia Treaty Organization; and now we have found it expedient to sponsor an Eisenhower Doctrine for the Near East. Our citizens range far around the earth. Three million American tourists are expected to visit Europe alone this year; 734,000 Americans are serving in the Armed Services outside the continental United States; and 102,000 of our civilians are engaged in work in other countries.

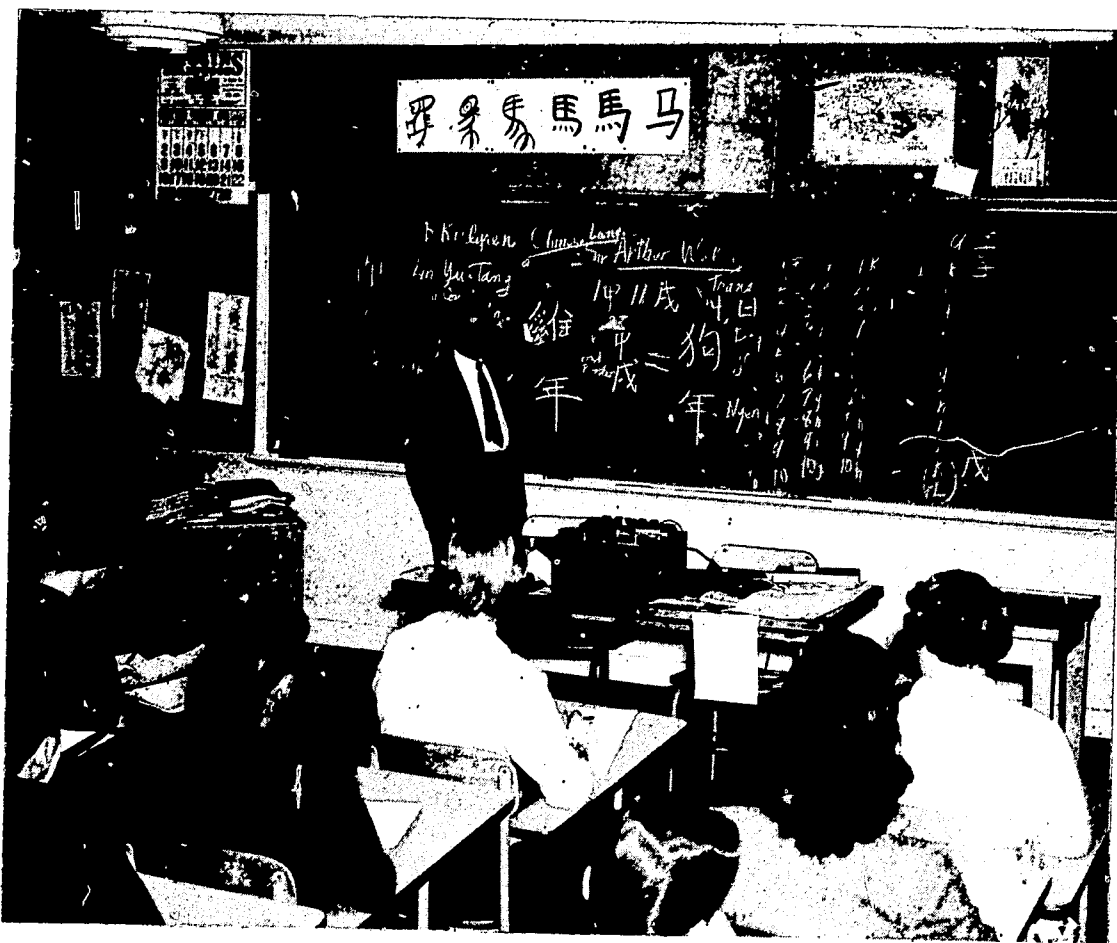
If our visitor grew weary of listening to our account of the important world position of the United States, he might take a respite by visiting some of the other countries of earth. Before long he would note with interest, perhaps with surprise, the diversity of languages spoken by earth-people. For each of the more than 2½ billion humans on our globe recognizes as his mother tongue one of nearly 3,000 different languages, excluding numerous dialects. The greatest number of people (500 million) speak natively one of the Chinese dialects. English-speakers rank second (275 million), followed by 150 million speakers of Russian, 130 million of Spanish, 100 million of German, and 100 million of Japanese. Eighteen other languages are each spoken by 20 million or more persons, 13 of them in the Near or Far East.

Upon returning to the United States, our visitor might well show some curiosity about what steps public education was taking to prepare future citizens for their roles in a nation whose destiny has become so closely enmeshed with the well-being of all the peoples of the world. He would surely want to know what our schools are doing about foreign language teaching, and I am afraid this report on languages in the secondary schools would evoke a gasp.

We would first have to admit that of all public high schools, grades 9-12, in the United States, 56.4 percent do not offer a modern foreign language, thereby depriving their students of even the opportunity to study a language. Of the 24 foreign languages of the earth spoken natively by more than 20 million persons, only two—Spanish and French—are studied by any appreciable proportion of students. About 7.3 percent of high school students are enrolled in Spanish classes (spoken by 130 million); and 5.6 percent are enrolled in French classes (spoken by 75 million). A mere 0.8 percent are enrolled in German classes (spoken by 100 million). Beyond these three languages any other offerings occur so sparsely that I hesitate to mention them. But to complete the picture:

Italian, Polish, and modern Hebrew are offered in a few of the larger cities; Russian is available in 5 or 6 public high schools in the nation, with perhaps 400 students enrolled; and several places offer classes in Portuguese, Swedish, Norwegian, and Bohemian. Enrollments in these miscellaneous languages probably do not aggregate more than 20,000, and usually the language is offered in deference to the wishes of influential cultural minorities. Chinese is being taught experimentally in San Francisco. All told, then, slightly more than 14 percent of our public high school students are currently engaged in the study of a modern foreign language, and of this relatively small group (about 800,000), none are learning such strategic world languages as Hindi, Japanese, Malay, Bengali, Arabic, or Ukainian, and virtually none are studying Russian, German, Portuguese, Italian, or Chinese.

How has it come about that secondary education makes such limited offerings in modern foreign languages? Let's look briefly at the history of foreign language offerings and enrollments in the public high schools. In the late nineteenth century, Latin, for centuries regarded as an essential element in a liberal education, was still the



Courtesy, Abraham Lincoln High School, San Francisco, Calif.
Mandarin language class learns the Chinese calendar system.

traditional language to be studied in the high school. Indeed it was growing stronger. In 1890, 34.7 percent of public high school students were studying Latin. By 1900 the percentage had risen to 50.6, and half the high school students continued to be enrolled in Latin until World War I. Meanwhile, modern foreign languages, specifically German and French, were gradually increasing in enrollments. In 1890, 16.3 percent of the high school population was enrolled in one of these modern languages. This popularity was largely a result of the influence exerted by the colleges, where modern languages—that is, German and French—were achieving official recognition as *required* features of a modern liberal education. Harvard was first to have an entrance requirement (in French or German), instituted in 1875. (And incidentally, despite the later fate of languages in the high schools, colleges have continued to recognize their place in liberal education. Today 83.6 percent of our colleges have a language requirement for the B.A. degree.) Before World War I, German was far more popular than French in the high schools, undoubtedly because of the considerable German-speaking population in the country at that time.

As a sign of the times, it is worth noting that in 1899 a "Committee of Twelve" members of the Modern Language Association, working in cooperation with the National Education Association, issued an optimistic report on German and French in the high schools; the report laid down a detailed 4-year curriculum deemed effective both for students going on to college and for those terminating education with the high school diploma. A survey revealed that in 1913, of 306 colleges queried, 244 (or about 89 percent) required a modern foreign language for entrance. And by 1915, high school enrollments in modern foreign languages had risen to 35.9 percent of the total school population, almost equal to the 37.3 percent enrollment in Latin, which was definitely on the wane. German accounted for 24.4 percent; French for 8.8 percent.

World War I developed such hostile public emotion against Germany that 22 States passed laws against instruction in German or *any* foreign language. Though these laws were later ruled unconstitutional, the study of German never recovered. In 1922 enrollments in German were a negligible 0.6 percent. Latin too had slumped further—almost 10 percentage points—to 27.5. But the idea of a modern foreign language had not been lost from secondary education. Filling the void left by German, French enrollments jumped to 15.5 percent and another language entered the schools replacing German—Spanish. Spanish classes were practically nonexistent before the war, but by 1922 enrollments in Spanish had

leaped to 11.3 percent of the high school population, and many of the teachers were converted teachers of German.

However, the status of languages in the high school curriculum had been shaken, and, as secondary education changed its face during the ensuing decades, language study steadily lost favor. Mass democratic education brought with it vocationalism and, more recently, emphasis on "life adjustment"; both are admirable and desirable aims, but in neither did foreign language study seem to find a place. Matters were not helped by a semi-official pronouncement issued in the name of the profession of modern foreign language teachers in 1929, the so-called "Coleman Report." This noted that most students who studied a modern foreign language did so for only 2 years. The report accepted 2 years as the status quo and declared that in such a short time the only objective that could be reasonably accomplished was reading. Thereafter the almost universal aim of language instruction became reading, and classroom procedure was restricted to 2 years of grammar analysis and plodding translation, quite different from what the Committee of Twelve had recommended 30 years before.

And today, nearly 30 years after the Coleman Report, the high school program in foreign languages seems to have reached its ebb. In 1949, 13.7 percent of the student population was enrolled in Spanish, French, and German, and about the same percentage was discovered in a 1955 survey. Later in this conference we shall hear about some of the promising new developments in scattered places, but I am concerned here with the language situation in town after town, State after State. Some of the characteristics of the current language picture will emerge if we look closely at two States in which recent status surveys have been made, New Hampshire and Connecticut. In both states, modern foreign language enrollments exceed the national average, and 95 percent of their high schools offer at least one modern foreign language.

First, let's look at the length of the average course in these better-than-average States. The surveys revealed that in Connecticut 5 of every 6 students who started the French course dropped out before the third year; in New Hampshire, 6 of every 7 French students dropped out before the third year. In Connecticut, 6 of 7 Spanish students reached only the second year; in New Hampshire, 29 of every 30 Spanish students reached only the second year. One obvious reason for the failure to go on to a third year is that only an exceptional school offered a third year; 60 percent of the high schools in New Hampshire did not offer a third year in any foreign language. The percentage in Connecticut was not available.

But even in those schools where a third year was offered, it is likely that the kind of teaching met by students crushed any thoughts of continuing. Now, we have some excellent language teachers in the high schools of this country. But most of the teachers one finds in the language classes are unqualified to do the effective job required today. Since we shall be hearing a good deal later on about the training of language teachers, I shall not go into detail here. We might note, however, that in the two States surveyed it was found that fully one-third of the language teaching was done by persons with only a teaching minor in the language. Today responsible observers have seriously doubted the adequacy of the linguistic preparation of teachers *majoring* in a language; but as long as language minors teach one-third of the courses, how can the student expect even marginal instruction?

Nor should we overlook the stultifying influence of the instructional materials available to the teacher today. The latest high school texts in modern languages are elegant and heavy; but if you look closely you will find that they involve pretty much the same contents and approach you met in high school years ago—a weekly collection of words and idioms to be memorized, a few weekly rules of grammar, some unlikely sentences illustrating the use of the vocabulary and rules, perhaps a carefully diluted reading passage, then some exercises consisting of more unlikely sentences to be unscrambled or to be translated, then on to the next week.

I hope it is plain from this brief history of modern foreign languages in the high schools that neither the administrators nor the language profession can be singled out to take the blame for the current situation. Both played their share in the demise of languages; and in a period when public secondary education was undergoing tremendous changes and the temper of our society was markedly isolationist, it is not surprising that language study was relegated to a minor, ineffective role in the curriculum. In order to redesign the language program so that it serves the national need, it is apparent that large segments of the language-teaching profession will have to be reoriented and retrained.

A change of attitude also will be necessary among some persons who bear the serious responsibility for the theory and practice of modern education. Lately many professional educators have spoken or written about the importance of foreign language learning in the schools. (See, for example, *Recent Educational Opinion*, a pamphlet of quotation published by the Modern Language Association.) But any realistic survey of the present status must report that reorientation is still needed by considerable numbers of admin-

istrators and curriculum makers. One textbook on the basic principles and practices of secondary education, published during the current decade, dismisses the contribution of foreign languages as "inconsequential" and "questionable," necessary only as an "admission ticket" to some colleges. Some students may have linguistic interests, the book admits, and these "few" can satisfy their "intellectual curiosity" in the language courses. However valid this attitude may have been once, it is an anachronism in view of the present and future national needs. Nevertheless, it does exist, and it is as much a feature of the current status of the national high school language program as are outdated objectives and inadequately prepared teachers. Here we see it appearing in a textbook presumably studied by many persons preparing themselves for responsible positions in secondary education. I hope this conference will give some attention to means for liberalizing this attitude; otherwise it may stand as a roadblock to any recommendations that will come from the group.

Any thorough assessment of the status of the high school language program must also recognize that secondary education, as its name indicates, is the *second* large phase in our educational plan, and for many it is the prelude to higher education. It is reasonable to ask, then, whether the current language picture in the high schools is in any new way affected by elementary education or by college. The answer must be an emphatic "yes," though the influence of the other levels is only gradually being felt.

At the elementary school end, a considerable movement to introduce conversational modern languages has come into being, largely since 1952. Such language ventures in the lower grades now exist in about 500 cities and towns scattered through every State in the Nation. The last full survey of this trend, made in 1955, revealed that the number of children involved (270,000) then exceeded one-third of the enrollment in modern foreign languages in all our public high schools and was approximately equal to the number of students studying modern foreign languages in all the colleges and universities. As these ventures become full-fledged programs, increasing numbers of high schools will be faced with whole classes of children coming up from below, children already equipped with no mean speaking ability in a foreign language, thanks to new methods and materials. We have already seen the kind of language picture that will greet these children in high school; I merely point out here the impending collision (and it has already occurred in some places) and leave you to ponder the resulting situation.

At the other end of secondary education, the college, changes are

also taking place, and the effects will be felt shortly in the high schools. One change is the growing desire of American youth to go on to higher education. U. S. Office of Education statistics show that in 1950 more than 40 percent of the graduates of public and private high schools went on to college. In 1952 the percent of graduates who became college freshmen was 44.7; in 1954, 49.8; in 1955, 52.1. And in 1956 the percent had advanced to 54.2. In other words, a majority of high school graduates now go on to college, and this majority is increasing yearly. The general implications for high school administrators are obvious.

The specific implications for foreign language study are clear, especially for high school students who expect to apply for admission to liberal arts colleges. Although only 30.6 percent of the colleges now have an entrance requirement in foreign languages for A. B. degree candidates, 83.6 percent have a degree requirement in languages and recently there has been a national trend in the direction of consolidating language requirements. Since 1952 at least 16 colleges in 12 States have instituted or reinstated language degree requirements, and others have strengthened the requirement. Future high school students hoping to get into college will improve their chances if they have sound preparation in a foreign language. Furthermore, the kind of language teaching in the colleges is gradually changing to increased emphasis on the spoken tongue. Since 1950 about 150 colleges have installed electronic and mechanical language laboratory equipment to expedite practice in hearing and speaking, and even the College Entrance Examination Board is seriously considering making a listening comprehension test an integral part of the standard "college boards." These developments must have an eventual effect on the desired kind of high school preparation.

I shall conclude with a summary of the principal difficulties which seem to confront us if the modern foreign language program in high schools is to be redesigned to serve the national need. There are others, but I believe these have emerged from my discussion:

1. The restriction of language offerings almost completely to Spanish and French and, infrequently, to a scattering of other West European languages, is unrealistic.
2. Students at too many high schools are automatically denied the opportunity to study a modern foreign language because none is offered.
3. Where a language is offered, too few students are counseled to enroll.
4. Language courses are too short for substantial accomplishment.
5. Teaching objectives are inconsistent with today's modern language needs.
6. Methodology and materials are antiquated and inappropriate.

7. Too many teachers lack speaking competency in the language they attempt to teach.
8. Too many administrators are unaware of the new national needs for modern foreign languages and of the potentialities of more effective teaching programs.
9. Increased attention must be given to the effective continuation of language learning that begins in the elementary school.

Foreign Language Teaching in the High Schools of Illinois

by EUGENE YOUNGERT

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I WANT TO MAKE a remark or two before I go into the subject assigned to me. I don't agree at all that a language is a hard thing to study. I think it's a natural thing to study. Some years ago I had to go to Sweden and stayed there about 5 months. I didn't know the Swedish language, so I holed myself up in the city of Eskilstuna, which I picked for no other reason than I had some Eskilstuna knives in my home. I put myself into the little residence hotel, a sort of boarding house, where I had ascertained that there were no English-speaking people.

So I sat there at my first dinner, my first meal, and I heard *bröd*. What passed? Bread. *Vatten*. What passed? Water. *Potatis*. What passed? Potatoes. *Mjök*. What passed? Milk. *Korn*. What passed? Corn. After I left that table it was amazing how much Swedish I knew by keeping my eyes and ears open. There wasn't anything hard about it. I knew a little German, and one language leads into the other. I saw that a train that came through at a certain time was *Snälltåg*. Well I had picked up enough Swedish by that time to know that *snäll* means good and kind. *Tåg* was easy from train; that's no problem. And then it dawned on me all of a sudden that *schnell* is also the same thing out of the German, so I had *Schnellzug*—*Snälltåg*—fast train. That is, the thing just multiplies, and if it is well taught and interestingly taught to young people I don't see much difficulty with it.

I worked in factories before I had the privilege of having to work my way through school. I worked under a man named—believe it or not—Alfred Tennyson, who was manager of a certain department. He was very good in French and in German and in Portuguese, and what had the man done? He had placed himself in a German home,



Courtesy, Brighton High School, Rochester, N. Y.

Simple lab-classroom speeds up learning.

in a French home, and in a Portuguese home for 2 or 3 years and learned the language there. It seems so natural a thing.

We had a girl from our high school go to a university that has always been, I suspect, among the top five. She was in trouble in her French class. She wrote to me about it. The teacher objected because when he asked her a question in English she answered in French. The first time she did it he called her in and talked to her about it. And the next time she answered in French because she forgot she wasn't supposed to, and he said, "Now why did you do that?" She said, "Well, Miss So-and-So back in the high school objected if we did *not* use the French language." "Well, I don't want you to do it yet." It happened the third time, and it was obvious that she was going to be in serious trouble, for what he said that time was, "I think you realize that I do not speak French and you are just trying to show me up before the class."

The registrar is a good friend of mine, and I called him up and asked, "Would you investigate, and if it's true, will you change her?" And he let me know by letter that it was true, and he placed her in another section. These are some of the things we are up against—we in the high schools who teach so poorly and who are really the cause of the downfall of American education!

I'm here to speak about the Illinois study,¹ which I think is a good one. I tried to get copies for you but it's so current that only the mimeographed copy is available, and it has been sent out only to some departments here and there. The printed copy should be along fairly soon. Prof. Vera Peacock, in Southern Illinois University at Carbondale, will know about it because she was the chairman of the study.

How did this study happen to be made? Some people who are friendly to public secondary education believed that it was time that such a study be made in the face of the criticisms coming out against the high school. Is this thing true? What is the story? The committee was perfectly willing to find out that the high schools *are* awful, but it started to work with a friendly open-minded point of view.

The people who were members of this particular study have an interesting background for the study. One is head of a foreign language department in a high school; the second is a professor of Spanish; a third heads a department of classics; a fourth is a professor of education at the University of Illinois (he wrote the document); one is head of a department of French in the university; another is a member of the Congress of Parents and Teachers; another is professor of foreign language in the teachers' college; another is a Latin teacher in a high school; Vera Peacock, I mentioned; another is Assistant Superintendent of Public Schools in Illinois; and I was another one. I suspect I was put on it because I'm in a school that has a good department of foreign languages—a school that believes in it.

In our work we did study what we could find on previous studies and we collected data. Then we did the thing that every committee ought to do in this kind of study. We did a lot of visiting. We visited schools where we had reason to believe there was an excellent program, schools where we had reason to believe it wasn't very good, and schools where there *was* no program, and we wondered why and we wanted to find out.

I will make a few statements before I name the items of organization. A general first statement coming out of the report is optimistic, in that according to the enrollments in the Office of Public Instruction in Illinois, 1948-1956, when we were doing our work the gain in enrollments in a sizable group of high schools outside of

¹ *Foreign Language Teaching in Illinois*. Report of the Foreign Language Study Group. Allerton House Conference on Education. Southern Illinois University, Carbondale, 1957. (Requests for the publication should be addressed to Allerton House Conference on Education, 204 Gregory Hall, University of Illinois, Urbana, Ill.)

Chicago had been 22 percent and the gain in enrollments in foreign languages had been 41 percent.

There are several reasons for the gain, but there are two trends that I myself think are in the picture. The first is the utilitarianism that has crept into American education, the effect of which at first was adverse. Then the modern language teachers thought that perhaps the utilitarian idea could creep into *their* subject also, and they, with us, *remade* the teaching of modern languages in the schools. This was not done all at once, and some had been doing it before. But the *kind* of instruction now is such that it *does* emphasize the spoken language.

We found that in many high schools modern language teachers are much liked. In the school where I am, one of our Latin teachers is looked upon as one of the most popular persons in teaching, so some of our Latin is spectacularly effective. I think the committee felt that our language teachers are among the highly popular teachers. Another trend is undoubtedly our interest in foreign affairs and increase in vocational and leisure travel.

Two years of a foreign language is all that is available in over three-fourths of Illinois' public high schools. Of course that is too small an amount for the development of a second language. The Illinois pattern is 4-year high schools, and many of our schools are small. As a result the colleges have had to accept the untenable practice of counting 2 years each of 2 languages as a major—except for the University of Illinois, which requires 3 years for a major.

The second pessimistic statement might be that during the recent academic year studied, one-fifth of our high schools offered *no* foreign language. And again, it is a matter of size, and as the only public school administrator on this committee I am glad to say the committee reports that it found no bias in school administration against foreign languages among the people with whom it conferred in Illinois. It is a matter of size. It is a matter of an administrator who has so many dollars to spend. He has a high school with a senior class of 38, and a junior class of 43, and a total enrollment of 175 to 200. What can he do in the way of enriching the program for a senior class of 38 and a junior class of 43 when he has so many tax dollars to spend? He is up against a serious problem.

Taking a broader figure, we find in this study that about 64 percent of the public high schools in Illinois enroll fewer than 300 students. Well, that would mean a senior class of about 55, and a junior class a little larger, taking account of the dropouts. Now, when we find *that* situation we go to the next one. About two-thirds of the teachers of foreign languages in Illinois teach *fewer* classes in

the foreign languages than they do in other subjects. Now we say we should have teachers who are educated in the languages. How long would a teacher who has a good strong major be content to teach in the situation where he taught fewer classes in his major than he did in something else? And as a consequence, we *must* say that to a large extent our foreign language teachers in Illinois are *part-time* teachers of foreign languages, but with a grave need for in-service training opportunities.

Well, we have reached the conclusion that we can't escape: that foreign language teaching in the public secondary schools of Illinois is done by teachers with a *minimum*, or close to a minimum, of preparation. And we face the same fact that was mentioned earlier—that the minimum number of credit hours accepted for the teaching of a foreign language is 15 hours. And I don't remember for sure, but I wonder whether in case of extremity, some credit is not given even for the fourth year of the high school in foreign language if necessary to stretch that to 15 or 16. I do know that in mathematics credit will be allowed for what is called "college" algebra in some parts of the country—it is advanced algebra really, if we have elementary, intermediate, and advanced—and for trigonometry, which certainly are secondary school subjects. I wonder if that isn't true, at least in some areas, in the foreign languages.

Well, see what happened. We found that at the University of Illinois French is a *minor* with teacher candidates three times as often as it is a *major*. You get some picture of what a fellow like me is up against when I go out to find teachers who are at home *enough* in the language to be acceptable to educated native users of the language. We *want* a better command of the language, and we *do want oral* command.

I spoke this morning of the friendly arguments I had in the university with which I was affiliated about whether the foreign language teachers of modern languages should be able to *speak* those languages. The incident that I related in this great American university is another example of the continuing tradition in many places of the mental discipline side of the language, of the reading side of it. Now the man who taught that course was one who was giving his time to research and he simply resented every hour that he had to spend in the classroom teaching. I am not pleased with the number of my friends on the college and university level who themselves are in resentment against the hours that they have to give to teaching, which takes them away from their research and which takes away the hours that they need for the publication

upon which advancement in the university is dependent. It is amazing to me how many of the colleges and universities that I am familiar with seem not to consider fine teaching as the sine qua non of promotion.

Now the organization of our report. We took these three main avenues of approach: the review of studies, collection of data, visits to a number of schools. Part I is the status of the foreign language teacher in Illinois; Part II is the policies and practices in the teaching of foreign languages in Illinois high schools, as far as we could find it; Part III is the preparation of a foreign language teacher; Part IV, the problems and needs of foreign language teaching in Illinois; Part V, the recommendations of the group. And then an appendix of resources for teachers of foreign language, which we hope will mean something in our State, and a list of 18 tables of statistics for those who want statistics. They were necessary for the *undergirding* of our study.

I would like to conclude with a word or two about foreign language teaching in our elementary schools in Illinois. The figure of 270,000 for the Nation is given. Apparently in Illinois there are some 6,000 elementary school pupils who are studying foreign languages—3,100 of those are in French, 2,400 in Spanish, and about 500 in German. The heavy emphasis is, of course, on the oral use of the language. Where there is good teaching, and an amazing amount of this is good teaching, there are good results. Why is it good teaching? Because in the places where we have this kind of experimentation there are people who are interested and offer themselves for teaching. For instance, in our community is Rosary College, with fine foreign language instruction, and they offered to help. There are high school teachers who get in on this act also. But I must warn you that some of it is poor teaching, and as a result a bad pattern is presented to the youngsters and that bad pattern persists. But that is only an immediate problem; it will be solved as we go further into the matter.

There is no problem here so far as sequence is concerned in the high school. For instance, we had a girl who came to our school and who asked whether she might take an examination in French. "Well, how much have you had?" "Theoretically I haven't had any." "Then why do you want to take the examination?" "I think I know something about it." We gave her the examination and placed her in third-year French. Her father had taught her. We gave an examination and when we found the ability the girl had we placed her at the spot in the school where she most nearly would fit. We may

have been a little ahead of her, in which case she had to catch up; we may have been a little behind her, in which case she had a chance to rest a bit. It didn't make any great problem.

I would hope that one other thing might happen. That is that we could get away from the 5 day a week necessity in schools. If this girl of whom I speak had come up from the elementary school and then had found that she didn't have time to take French all the way through, I would wish that we could develop a pattern in which she could take it just 3 days a week or for 2 days a week in order not to get away from the study of it. We're proposing to do that in the new accelerated course in English that we are developing.

That about covers our study. I haven't gone into detail; I haven't read any of the tables to verify what I've said; but it more or less covers what we have done. I do want to say that this small document, with only 80 pages including the appendix, is worthwhile. It is a statement of the status of foreign language in a State that is doing fairly well.

Discussion II

Condensed Record of Discussion Following the Papers on STATUS OF FOREIGN LANGUAGES IN THE HIGH SCHOOL

ROBINSON: What was the largest city involved in the Illinois study?

YOUNGERT: About 100,000. We were in Chicago, but we didn't make what you call an extensive study. By the way, I think Chicago will allow a fourth year in a language with 15 students. In our school, the board has a rule that if we have allowed a student to take the preliminary years in a subject we have an obligation to teach the final one, no matter who wants to take it or how many. We have another rule that if you have small classes your other classes still should not go over 25.

HANSEN: I wonder if part of the problem isn't the quality of the teaching that has been done of those who do enroll in the foreign languages. And if that is a fair assumption, then what did you find about the quality of teaching in Illinois? Were you satisfied?

YOUNGERT: No. But our subjective judgment is that teaching is improving. At the University of Illinois they are even working on some sharply improved methods in Latin. I never did see why we couldn't get some of this spoken material into Latin.

HANSEN: Well, then, if the problem is one of improved instruction, is it so much a question of increasing the enrollment? Ought we not to be assured that those taking a language are getting a substantially worthwhile program?

YOUNGERT: I agree wholeheartedly with you. The most important thing is the program. Then enrollments will increase, but that's not the vital matter. It's important that we have good language instruction rather than more bad instruction.

BOWEN: It seems to me that this is the chicken and egg problem. You spoke of two-thirds of the teachers who have fewer sections of foreign language than anything else and showed admirable sympathy, I think, for the teacher who is not professionally trained for

the two sections of German or French that she is going to teach along with something else. How are you going to get professionally trained people unless you can give them a full schedule? How are you going to get a full schedule unless you can get professionally trained people?

YOUNGERT: That is the crux of the whole problem.

WACHNER: Did you study the mortality, the failure drop-outs in the foreign language classes?

YOUNGERT: I don't think so. We have the problem that a principal is not willing to start a class in a new language unless the teacher can manage at the end of 2 semesters to still have enough students to make a respectable class. So in order to guarantee a class, the teacher often is forced to carry along students who should be dropped.

HANSEN: I know teachers of foreign languages who are selective of the students they want and will teach and who make almost an obvious point of getting rid of the students who don't just automatically love the subject and work diligently late at night to prepare. I'm afraid there is a little of that attitude among the teachers of the modern languages—that this is such an important subject that we can afford to spend our time only with the elite of the student body. I think that actually every teacher has a responsibility to hold his group. The principal or any school administrator has the responsibility to see that a teacher's time and resources are used with some degree of balance. You don't overload an English teacher in order to keep a class of 15 in German for 4 semesters.

HULL: There is another factor that we haven't emphasized, and that's what the students *want* to take. Good teachers help, and guidance counselors help, and the attitude of the administrators helps, but throughout this country in the secondary schools the youngsters and their parents know pretty well what they want.

THOMPSON: I think that is quite true and they evaluate what they get rather well.

HULL: We mentioned the problem of what language to teach if only one can be offered. Is there anyone here who is hopeful that high schools will teach these rare languages—rare for us—as Arabic?

YOUNGERT: I see no reason at all why it shouldn't be feasible to experiment further with Chinese on the West Coast. A little experimentation has been done, as Mr. Mildenberger said, and I think all that is required is a little heightened sense of urgency and national need to make such an experiment more secure.

HULL: Now this may be taking some substance out of Miss Birkmaier's report tomorrow, but I wonder if she would be willing to

tell us a little about the nationwide interest beyond her own school in Russian. This is of extreme importance to us in government. We are training our people in 31 different languages and we have an ambitious program starting to equip our people in the Russian language.

BIRKMAIER: I can cite some instances here and there. Take our own Twin Cities area in Minnesota. Many foreign language teachers in the high schools now are thinking, for instance, of going this summer to the intensive training program at the University of Minnesota in the Russian language, because they feel that in another few years they are going to have to teach Russian in the Minneapolis schools. Many of the parents also are beginning to wonder now whether the children should have some experience with Russian. In the Seattle area I heard that nearly a hundred parents had petitioned to put Russian into the high schools, but the proposal was not approved by the board of education because they were afraid they were not ready. Generally what happens is that some teacher speaks about Russian in the classroom and thus excites the interest of the youngsters; then they ask to start a Russian class.

BENOIT: This is a critical need, you know, for the Government. We have 11 people among 1,200 officers in the U. S. Information Agency who can speak Russian. The proportion in the Department of State is worse. I think this is a crying need and one that should be discussed by this group.

BIRKMAIER: In our particular school we have many youngsters who come from sections in the Twin Cities called our White Russian area. A high school in that area is seriously thinking of putting in Russian, for we feel that if we have children with that background they should be encouraged to follow the language. We also have a group of youngsters who are the sons and daughters of professors at the University of Minnesota—many of them in the field of science—who are at their wits' end because they cannot translate the articles in the Soviet journals that they need to know something about in order to carry on their work effectively. And this the youngsters know. Then, of course, we have students going on to Radcliffe and Harvard and the Army Language School in Monterey, and they come back during vacations. What your youngsters do in your own class and what they do with their extracurricular activities is the key. When you see a strong Russian club and 26 of them going to Easter services at midnight in the Russian church, and making quite a big thing out of it, you'll be surprised at what happens to your Russian enrollment.

Question: Can the high school youngsters learn it well?

BIRKMAIER: They certainly can. The one thing that I'm afraid of is that we are going to push Russian into the same instructional pattern with the Western languages. You have to work at it more slowly. I would rather take one structure in the language with hundreds of examples than give a lot of structures without a chance to have them sink in so that their use becomes a habit. About 19 secondary schools have started a Russian language program; we now have about 9. These programs come and go, and you wonder why that is. Well, one of the big reasons is that the teacher takes the language program as he had been exposed to it in college and transfers it to the high school. This does not work. I wouldn't have a class left if I tried to operate with the type of grammatical terminology that you see in the textbook. The programs that last are the "grass roots" programs. The teacher knows the students; she knows the high school curriculum; she knows something about the language; and she develops and the students develop in the language.

HULL: If Bicycle Center can offer just one foreign language and there is nothing in the background of the community to indicate what it ought to be and they ask your advice, what would you advise? How many of you would say Russian? German? French?

THOMPSON: Just for what it's worth, you might like to know that when we put a program of foreign language in the elementary school in Fairfield, Conn., we sent a questionnaire to about 100 parents. There are about 40,000 in the community, but we were just going to start with three classes, and one of the questions we asked was, "Do you have any preference as to language?" Surprisingly enough, about 90 percent of those questionnaires came back with, "It doesn't matter. We are delighted that you have the idea of teaching a foreign language in the elementary school. We'll leave that decision to you."

Question: What did you teach?

THOMPSON: Both French and Spanish, because we had teachers who could do it. I'd like to ask Miss Birkmaier, have they tried Russian in the elementary schools?

BIRKMAIER: In the regular elementary schools, no. But there is a teacher of Russian at the University of Montana who has a class on Saturdays with the youngsters. And I've just come back from Columbus, where one of the professors of Russian at Ohio State University has a class of teenage students on Saturdays. Their accent was almost perfection, and that is one of the difficult things.

LUDINGTON: I understood Mr. Youngert to say that the size of the school is a limiting factor in increased enrollment in modern languages. Is the economic status of the community a factor at all?

YOUNGERT: I don't think so. But if the school is a small one, it cannot teach two and three languages; it must teach one. An important question is what language should be taught. I myself don't believe it matters which language you choose.

ROBINSON: I'd like to get back to the statistics. When you say that 56.4 percent of the high schools do not offer any modern foreign language you are really just making a comment on the fact that most of our high schools are small. The median size is below 200. A better statement might be that a certain percentage of high school students are not in a school that offers a foreign language.

MILDENBERGER: I wish we had been able to get that type of statistic

ROBINSON: You might also want to take it from the point of view of the number of those who graduate from high school. These figures simply say that in 1955 less than 15 percent of the students then enrolled in high school were studying a foreign language. We don't know how many in the student body were enrolled *at some time* during their 4 years in high school.

WACHNER: I'd like to comment on the fact that many teachers are teaching foreign languages with only a teaching minor. We find that the North Central Association of Colleges and Secondary Schools accepts 15 semester hours as a minor in foreign language, and that includes the first course, not 15 hours of college work based on elementary courses. We feel that if the elementary course is included the requirement should be 24 hours.

YOUNGERT: Many States don't have that much of a requirement. We want 24 hours for a major in our State.

MERLINO: The linguistic preparation of teachers is a serious problem, but I feel that the materials and methods that we've been using have been rather good. The use of tapes and records today is really an electrical adaptation of what the teacher's voice used to do; it's not a new method. I feel that perhaps the actual textbooks are about the best thing we have had, given the difficulty of having the teacher who perhaps does not know the language well. I think we went overboard when we had the reading objective and lost sight of the need for speech, but even at that many teachers were more practical and kept on having oral classes anyway. The textbooks are adapted to modern life, bring in conversational procedures, choice of vocabulary, graded reading, and the like.

BOWEN: There is something to be said though in criticism of the textbook. Too many publishers have felt that they have had to teach the teacher along with the student, which means that practically everything you can conceive of has been put into the textbook.

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III. The Changing Character Of Foreign Language Teaching In The High School

Emphasis On Understanding And Speaking: The Foreign Language Laboratory

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A SIMPLY CONSTRUCTED foreign language laboratory-classroom on the secondary level can prove of inestimable value in teaching better aural comprehension and oral fluency. First I should like to describe the physical setup of such a lab-classroom, which is quite different from the elaborate foreign language laboratory in wide use in universities and colleges.

This highly workable secondary lab-classroom, which is now in use at Brighton High School, has evolved through several years of actual high school experience. The usual 30 desks of a classroom are replaced by 4 rows of tables wired with 30 boxes with individual volume controls to which are attached headsets. These are connected to a tape recorder with sufficient wattage to drive the sound into that number of headsets. A phonograph with sufficient amplification and a connecting cord to the headsets is also available. Since the room is essentially the everyday classroom, the boxes are placed far enough apart so that tests can be given and discipline maintained without undue difficulty. Space enough is left between the tables so that the teacher can walk about and check pupil's work. In such a classroom all the traditional work can be carried on as well as that done better with the benefit of headsets, tape recorder, and phonograph. The windows are fitted with dark curtains. A movie projector, with a patch cord connection to the headsets, and a screen are available so that foreign language movies can be shown. The tape recorder and phonograph are placed on a table in front of the room for the teacher's use.

This arrangement is simple, almost foolproof, and inexpensive. The tables can be built by the school maintenance staff, covered with vinyl plastic, and edged with stainless steel, at a cost of ap-

proximately \$264. The boxes with individual volume control cost \$63; jacks cost \$32.50; and headsets, \$82.50. Headset parts can be purchased for replacement. This entire installation costs less than 30 regular classroom desks. The tape recorder costs about \$230. Simplicity of operation and durability are the important factors to be considered. A second tape recorder with a mini-mix attachment costing \$10 can prove of great value if purchase money is available. The maintenance of such equipment is not exorbitant and can easily be done by the regular janitorial staff. The recorder can be sent out for repair when necessary. Actually very little repair of the latter has been necessary at Brighton High School. There is need for regular checking of headsets and careful teacher supervision. But a teacher with good discipline should have no fear of conducting classes every day in such a lab-classroom.

Equipment of this kind in a secondary foreign language classroom enables a teacher to provide much more effective teaching of auditory comprehension and oral fluency with resultant better effect on reading and writing. The following description of possible procedure for 3 days' use of the lab-classroom is presented to show how lab work on the secondary level can be an integral part of the course. It is not additional work but rather a more effective way of doing the prescribed work. There are many variations of lab procedure possible; these described have proved practicable at Brighton High School.

The dialog or short reading which usually introduces each lesson in the text is put on the tape, preferably by a native or bilingual speaker without tendency toward regional pronunciation, at least in the earlier stages of learning. There are judiciously placed pauses for pupil repetition. The teacher explains the meaning of the dialog and she must be sure that pupils know the exact meaning of what they will hear and repeat. Then the pupils put on the headsets and listen to the entire dialog; they do not repeat the dialog the first time. The sound comes into both ears clearly and distinctly while they look at the text. The pupils in the back of the room hear every syllable as distinctly as those in the front. There are no outside distractions. Attention is good.

The recording is played a second time and the pupils repeat. They are urged to speak loudly and clearly, imitating the master voice as closely as possible. They are also told to think of the meaning. At first the teacher repeats with them, starting them chorally, so that it is a cooperative effort. No child is embarrassed, because his neighbors are listening and repeating with their own headsets and do not hear him or pay attention to him. It is a practice period and is much

more effective than the old traditional procedure of having individual students read, often haltingly and incorrectly, and stopping them frequently for necessary correction. The dialog or reading is again repeated, the teacher urging the pupils to speak as though they are talking, not reading. This second time their speech is much easier and shows considerable improvement. The teacher walks among them, commenting on errors, a practice that does not bother anyone but the pupil concerned. A third reading makes the value of the work even more apparent.

During this period the teacher may encourage pupils to try to repeat without looking at the text. It is good practice, for it makes the pupils think of the meaning. As an assignment for the next day the pupils may be told to practice again and be sure to know the meaning and spelling of words. In the elementary stages the accurate copying of the dialog in the foreign language may be required.

The advantages of having this dialog on tape over having it read by the teacher are numerous: (1) Native speakers or bilingual speakers with excellent pronunciation are brought into the classroom. In the beginning the listening is limited to only one or two voices. As time goes on other native speakers are heard and pupils become accustomed to different ways in which the foreign language is spoken; they learn to respect differences in speech and are not so apt to say that one way is right and another wrong. (2) Since fixed habits of speech are difficult to change, it is essential that pupils have the best possible speech to imitate from the beginning. By repeating the fine speech on the tape, they unconsciously learn accent, pronunciation, and intonation. This will be their original pattern of speech in the foreign language and it will not give way under tension of excitement. (3) Pupils listen, read, and repeat every dialog and, since the dialog is the heart of each lesson and emphasizes the new vocabulary and new grammar patterns, the sentence structures are learned in a natural and rather painless way. Repetition with headsets is not boring to pupils because they are actually doing something, not merely listening to others. (4) Granted that most teachers have excellent pronunciation and like to use the foreign language in class, it is physically impossible for them to read the dialog three times in each class for student repetition, especially with a teaching load of five or six classes. Furthermore there is considerable value derived from the exact repetition of the same phrase again and again. Often a teacher tends to slow down or change wording so that her pupils may understand better. The tape recorder permits an exact repetition with no slow down or change and pupils learn to understand what is said. They learn to listen more carefully.

The use of headsets offers the following distinct advantages over listening to the teacher or tape recorder alone: (1) The experience is more personal; pupils believe the master voice is talking to them alone. (2) Headsets cut out other sounds; pupils do not hear their neighbors repeating; attention is much better, for each person is doing his own work. (3) Most important of all, each syllable is clearly heard. It is amazing how much is not heard at all in the usual classroom. In the study of a foreign language where each child is struggling to speak correctly, he certainly should have the opportunity to hear correctly and entirely what he is striving to repeat.

The second day five or six questions on the dialog may be done following this procedure: Question words are first thoroughly understood by everyone. Then pupils put on headsets and listen to a question and its answer on tape. The question is then repeated with a pause for the students' answers. The correct answer is again repeated with a pause for the correct student repetition. The pupils try hard, for they can see that they are making progress; they are doing something they can do and they know they are doing it better each time.

An added incentive is for the teacher to tell the students that after the practice period they will be required to write the answer to one of the questions which she will dictate. As time goes on other question-answer sessions with the teacher will show the value of this practice work, for pupils will make longer and more complete answers. In this second day certain grammar points may be explained and reference made to examples in the text. Grammar exercises may be assigned for the third day. Pupils have little difficulty with pronunciation of new words or forms, since they are now familiar with them through the dialog practice of the first day.

The third day the correction of the grammar exercises is done via the tape. Pupils watch their papers while listening to the correct form which comes to them clearly and as loudly as they wish. They are not handicapped by inability to hear the weak-voiced recitation of a pupil in front or on the other side of the room. The correct answer is repeated twice; then in the following pause the pupil repeats. Thus he hears the form correctly, he corrects his work, he says the form. All this makes his grammar exercises active learning, the actual comprehension of spoken language patterns and the actual oral use of grammar forms. It is a much superior process to that of blackboard correction of homework. The oral repetition makes the correct phrase come to the tip of his tongue and he acquires a readier facility. Pupils are not hesitant to ask for spellings

of words of which they are not sure. During this correction-drill period the teacher can watch pupils at work and can see that they are making corrections. She can quickly determine what help they need most and in the following brief discussion bring out salient points.

The teacher is a vital part of a secondary lab classroom. She directs the procedure; she sees how to make the equipment work to the best advantage of the pupils. A teacher is quick to see when class activity needs to be speeded and when method needs to be changed to become more effective. The young people believe that the teacher is trying to provide the best means for teaching them. When she enthusiastically listens and repeats also, they realize that there can always be value derived from such work. There is more of a cooperative spirit in the classroom. Today's teenagers are used to the latest equipment in all phases of modern life and they welcome its coming to the foreign language classroom.

Of course listening to excellent pronunciation, imitating, and repeating offer the beginning student invaluable aid in acquiring good pronunciation. Instead of hearing (perhaps inadequately because of poor seating) a dialog read once by the teacher, then having to try to do it himself at home and usually making mistake after mistake, he now has a real chance to fix the correct pronunciation in class practice so that later he is able to call it to mind fairly correctly. He even finds himself repeating snatches of the foreign language. The oftener he does this the closer he is to thinking in the foreign language. This ability grows as his listening and repeating continue. Throughout secondary school work, both in elementary and intermediate courses, the dialog listening and repeating can gradually develop and fix an extensive fund of active vocabulary.

From time to time students can make recordings of their pronunciation in class. Hearing his pronunciation from a tape recording helps a pupil realize his errors. If a second tape recorder and a mini-mix are available, pupils may listen to the master tape and one at a time may record their repetition on the second machine. This second tape is played again and pupils hear both the master voice and their repetition. It is a good comparison and one that is very helpful. Of course the equipment can be used out of class for remedial work.

The use of the equipment itself makes the pupils and teacher conscious of the importance of aural-oral work and makes the course emphasis shift from the traditional reading-writing to the aural-oral. This does not preclude, however, the importance of teaching reading. In fact this aural-oral approach to daily work seems to help



Courtesy, Brighton High School, Rochester, N. Y.

Checking pronunciation on recorded playback.

children to read more easily, for they are more familiar with the vocabulary. As time goes on, parts of reading selections can be put on tape and pupils in intermediate courses can hear the text as they read it. While this way of reading aloud does not accomplish the fast silent reading so desirable in real mastery of a language, it does aid in the process in the beginning and intermediate stages because pupils have to follow along; they cannot stop and ponder. After some preparation better students learn to listen to the reading without looking at the text. This is excellent for teaching aural comprehension. From time to time unfamiliar selections and commercial recordings can be brought to class. After listening, a comprehension test can be given to indicate progress. The latter is always a stimulus to better work and makes students aware that their progress can be measured.

The headsets offer much more effective work with foreign language movies. With the sound track plugged into the headsets the pupils are able to hear clearly what is said. Noise of the machine, fuzziness of the speaker, and echoing are almost eliminated. The difference in clarity between listening to the sound track through the headsets and to the movies without the headsets cannot be overemphasized. Incidentally I might mention that it is useful to make tape recordings of the sound track, for these can then be repeated without the movie.

I do not wish to leave the impression that the foreign language laboratory-classroom on the secondary level is entirely without problems. On the contrary there are problems, and difficult ones, but they are well worth surmounting for the great benefits to both students and teachers.

An important problem, of course, is the initial cost. This, however, is not great in a lab-classroom such as I have described. Its cost should not be confused with that of the booth labs of colleges and universities.

In the case of new construction, the cost of one classroom is about \$40,000. If it were a question of setting aside one room for a foreign language laboratory and having classes assigned to it at specific times, or equipping all foreign language rooms as described here, the latter would be much more economical and workable in the high school.

A more difficult problem is the obtaining of tape recordings. Professors Canfield and Hanhardt of the University of Rochester and native assistants under their direction have been generous in providing Brighton High School with such recordings, but unfortunately all schools do not have such an opportunity.



Courtesy, Brighton High School, Rochester, N. Y.

Keeping up with the recorded dictation.

While it is almost essential that the dialog tape be made by native or bilingual speakers, exercises may be prepared by the classroom teacher. It is difficult for her to find time to make such recordings; nevertheless, once made, these recordings can be used many times.

Ideally, texts should be written especially for use in the lab-classroom. They would, of course, emphasize grammar pattern teaching, and short dialogs with everyday situations. Tape recordings would accompany these texts. Since no such books exist at present it would be of great value if textbook companies would make tape recordings of the dialogs and parts of reading lessons and certain grammar exercises of entire books. They do have available records of the first few lessons, but the work needs to be continued through the entire year to be effective. The preparation of these tape recordings is very important. Voices need to be good and clear and warm; live, not monotonous. Material needs to be read with possibly a little more than normal animation because it does not come directly to the listener. Pupils like humor and pathos, and material becomes more meaningful if it is dramatic to a certain extent. For the most part pauses are a necessity. They must be long enough for pupils to finish listening, repeat, and stop, then be ready to listen again. If the pause is too long, interest is lost, although sometimes a second repetition within the pause proves of great value. A longer pause also makes dictation possible.

Since language is essentially a "doing thing," laboratory facilities for practice work should be as much a part of the foreign language course as home economics equipment, the science laboratory, and the typing room. Granted that this installation is essentially simple and inexpensive and that the methods have proved thoroughly practicable, it would seem logical that foreign language departments of secondary schools might look forward to the installation of facilities of this type as a means of improving foreign language teaching.

Emphasis on Cultural Content and Conversational Fluency: Audio-Visual Instruction

by CLARENCE WACHNER
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IN THE SPRING OF 1956 a committee of six Detroit high school principals, known as the High School Principals' Advisory Subcommittee on Foreign Languages, visited a demonstration of the materials and techniques used in a Wayne State University project in an integrated audio-visual approach to the teaching of French. These materials were produced by the Modern Language Audio-Visual Project at the University. The members of the committee were so impressed with the apparent success of the experiment that they recommended its use on a voluntary basis in the public high schools of Detroit. In fact, they went even further. The committee recommended that the supervisor hold a series of instructional meetings to orient the present foreign language teachers as to the benefits to be derived from this new type of teaching.

At the present time this integrated audio-visual approach is being used in three schools--Central, Mumford, and Pershing. Redford High School will begin in September. Four teachers and seven classes are involved. Two of the classes are in their second semester.

Let me give you a brief description of the course¹ and its content:

1. *The Materials* of the course consist of a workbook which contains 40 lessons or chapters--4 on the physical aspects of France, 14 on the physical, economic, and historical details of the various provinces, 3 on Paris, 10 on French institutions (family, education, government, agriculture, industry, recreation, etc.), and 9 on French history. Each chapter of the workbook contains a text which

¹ Report of Proceedings, Second Annual Consultation, Modern Language Audio-Visual Project, Wayne State University, Dec. 7-8, 1956, Audio-Visual Consultation Bureau, College of Education, Wayne State University, Detroit 2, Mich. p. 8-11.

develops a basic theme, structural diagrams, and exercises. Each lesson is accompanied by an average of 30 color slides which illustrate both the linguistic and cultural content of the lesson. The essentials of the text—structures and vocabulary—are reproduced on tapes and followed by exercises for assimilation drill in the laboratory.

2. *Method.*—Classes meet five times per week, partly for the presentation of materials, and in small groups for application and review. Outside study is expected to take place largely in the laboratory. Students are expected to spend some time in the laboratory for every class period. Laboratory attendance, nevertheless, is voluntary. The approach to content is through direct communication from the instructor as he shows the slides. The slides are carefully chosen and arranged by topics in a sequence which enables the student to follow a train of thought concerned with the topic. He is, in effect, visiting France for 45 minutes several times per week. Concrete illustration of vocabulary and structure eliminates the need for explanation in English, as well as English equivalents of the foreign word or structure. Students read only what they already understand and speak. Since from one to three sentences are learned for each of the 1,200 pictures, this is a considerable amount.

3. *Theory.*—The student “loses himself” in what he is experiencing and understanding. The psychological blocks of learning by forced application and analysis are replaced by enjoyment and identification in a functional situation.

4. *Implementation.*—The operation of this course varies considerably among the instructors handling the different sections in different high schools. This is desirable in an experimental program where prescriptions are self-imposed on the basis of experience and demonstration. Special techniques were devised to insure comprehension and participation, as follows:

a. Rapid oral review of previously acquired structural patterns through structural and vocabulary substitutions. The model is given by the teacher and substitutions repeated by individuals and in chorus.

b. Presentation of new material through slides operated by remote control. The information which the slide illustrates is given at normal speed, worked-over by direct-method devices, and summed up with the pattern sentence which is repeated in chorus. Some words, usually visual cognates, are written on the board under the screen. Tilting the projector lights up these words.

c. After the showing of slides, new structures are presented

on the blackboard through familiar vocabulary and drilled in chorus with manipulative exercises.

d. A rapid second showing of slides is accompanied by the straight commentary and questions which elicit the sentence of the commentary in choral reply.

e. Rapid choral pronunciation drill of contrasting sounds.

5. *Appraisal of results.*—This method of presentation

a. Requires concentrated attention through the rapid change of slides and the development of the theme.

b. Permits transfer of auditory and visual symbols into immediate comprehension and production. (There is neither need nor time for translation.)

c. Allows the use of adult vocabulary in adult situations and structures.

d. Provides basic comprehension necessary for reading and writing.

e. Provides the incentive and prepares the student to use the laboratory on a voluntary basis. Laboratory texts are varied sufficiently to force understanding and attention.

The Detroit high schools are very crowded. Therefore, whenever language laboratory is mentioned it is a kind of wishful thinking. We resort to makeshift when we have to. The laboratory may have to be a nearby storage closet. More often it is a remote corner of the regular classroom. A tape recorder, set up on a table with several plugs for additional sets of ear phones, will suffice until the foreign language laboratory can become as integral a part of the language curriculum as the chemistry laboratory is of the science curriculum. Pupils from other sections sit at the table listening quietly to their taped lessons, undisturbed by and not disturbing the current class during its recitation. As we convince more administrators of the efficacy of this type of teaching, it should be increasingly easier to get additional classroom or laboratory space and an increased budget for additional audio-visual equipment.

Phyllis Ward of Central High School, one of the pioneers of this method in Detroit, describes her reactions to this project as follows:

We are confident that we are using something which is particularly effective on the high school level. The motivation of the student is especially good; in fact, there is no problem of motivation. As soon as he begins to see the slides, he is transported in his mind to France. There it is before his eyes. And what is more natural than to talk about France in French? And what is more natural than to see, item by item, an illustration of what you are saying in French? The combination of "look, listen, repeat" while the slides are being shown maintains his attention at a high level. The taped exercises require his unfaltering attention.

too, as he again listens to the statements and repeats them for practice. In the French class using a traditional method, each student in individual recitation is speaking the language for only a few minutes a day, but with this material he is constantly listening and repeating what he hears. Each class period is one of constant activity for each student. It is much easier for him to start doing the oral work in chorus. Then his voice is only one of many and his individual mistakes are not observed by others. It is very interesting to watch the slow child and the shy child and the disinterested child gradually respond to the stimulus of oral group work and for him to find the courage to say with the others what would be hard to say by himself.

The cultural content of the course has great appeal to the student. High school students like facts and respect them. After having taught texts in which the reading material is largely anecdotal, I am convinced that the student is more interested in something which contains information without a fictional disguise, unless the fiction is done with great cleverness and with more mature appeal than can be woven into a beginning text in a foreign language. It appears that cultural material provides a much better basis for oral work than does the anecdote or story. Facts are easy to talk about. High school students do not think it is important to retell some fictional character's impressions and adventures while traveling abroad, a favorite textbook subject.

He does think it worth while to remember and discuss the definite items of information about France and its people. The information is concrete and can be discussed objectively. The cultural approach makes no unusual demands on the student's imagination; he likes it. Facts are facts and he can talk about them without having to invent things to say. Then, too, while the primary purpose of the course is to learn the French language, the cultural content yields the dividend of learning something extra. At the end of the course the student will have had a survey of French geography, history, institutions and way of living, which, though condensed, will give him an invaluable understanding of the country and the people. All with no extra effort! The visual material which we are using is beautiful and varied. Sometimes it is even humorous and that is important to remember when teaching adolescents. It makes France live.

Perhaps, instead of mentioning results, I should say that we have impressions of results. But I am convinced that the oral use of the language is far above the level reached in any class of like ability which I might teach by the conventional method. The French II students with 28 weeks of French are able to give an oral composition. Most of them can do it with a measure of fluency. To a language teacher, one of the most remarkable things in the oral work of these students is the control of sentence patterns. Thoughts are expressed as whole utterances instead of a sentence fitted together laboriously word by word. The students slide naturally into the more difficult usages, such as pronoun objects and the compound tenses of the verb because their speech has become saturated with the practice of the phrases until they can use them without effort.

Now they are beginning to write compositions, very short and very simple, but ones in which they use these same sentence patterns. They are passing from oral to written expression and making the transition satisfactorily. This is after they have had a minimum amount of written work, which we consider the last of the four skills to be stressed. At the other end of the scale of emphasis—understanding the spoken language—their ability, I am sure, is much above that usually reached in the middle of the second semester of high school work. They are now reaching the place where they are beginning to understand something said to them which is unrelated to the content of the course. We shall be glad when we

can produce some statistics on the results in high school classes, but for the present we are satisfied that the audio-visual course has exceptional promise for high school use.

This paper is intended to be a discussion of cultural content and conversational fluency in an audio-visual approach. I shall probe this area of cultural content more fully. Nearly all currently available language-teaching materials are "cultural," but they should be distinguished from an organized course in which the people, their country, and the language are presented as an integrated whole. The mature character of this organization and the presentation of solid information are not wasted on secondary school students who like materials that don't insult their intelligence. Subject-matter for language teaching is all too often chosen to fit the vocabulary, rather than vocabulary chosen to suit the idea. The cultural approach of learning something besides language as one learns language is adult and satisfying. It deals with basic facts that have already been presented in the high school curriculum and provides a purposeful, integrated reinforcement of the educational program. It tends to encourage thinking in the language by focusing thought on the idea, thus leaving the associative phenomena of idea and language free to work automatically.

Each picture in the magazine of 30 slides for a lesson is the illustration of the meaning of a word, a sentence, or a whole situation. Since it is also a document on the country whose language is being studied and the people who speak the language, the effect of many pictures, chosen for the purpose, is to develop insight into the character of the people and the meaning of their language and thought as they relate to their lives. Students build up their control of language in terms of experience. When they have something to communicate, they find that the language is there to express it, and that it comes out automatically. This experience also enables the student to "read between the lines" of the foreign language and to understand it in terms of the experience of the one who is using it. This method raises the achievement of the average student and reduces failures to a small number.

The foregoing paragraph has already touched upon the point of conversational fluency. Once the mind is freed from the need for remembering the vocabulary and the correct sentence pattern or structure, then it can explore the world of new and original ideas. In this course linguistic analysis has been used to solve the difficulties of foreign language learning. Understanding is implemented by the use of pattern drills which progress through various types of substitution techniques. The texts of the course take into account

both the Gougenheim oral frequency list and the Gougenheim recommendations on structure. The structures most needed for speaking occur with a frequency designed to bring about automatic control by the student. Structures needed for reading recognition, while not neglected, occur less frequently and are considered the province of subsequent courses. In addition to the workbook, linguistic pattern charts are supplied the student to help him understand the basic Noun-Verb-Noun patterns with the various possibilities of substitution. This type of presentation of structure is quickly grasped by the student, somewhat to the amazement of the routine grammarian who has difficulty in freeing himself from traditional concepts of language structure, pieces and parts rather than the whole, orthography rather than communication.

There is great value in the audio-visual approach as a means of implementing the direct method and doing away with translation and vocabulary-thumbing, and as a means of training the pupil to think directly in the foreign language. This method, because of the rapidity of the slides, comments, questions, and answers, forces the class to absorb the language and to think without translating. The emphasis on speech repetition makes possible and necessary the simultaneous formation of ideas and sound symbols, and the application of both to the experience provided by the slide. From this integration of the auditory and the visual will come more accomplished teachers and many more thousands of American boys and girls who can use the foreign language as an active communication skill.

Several years ago at a Department of Audio-Visual Instruction conference in Detroit I made a statement to the effect that the teacher is the most important audio-visual aid in the classroom. Today I am not yet ready to withdraw that statement, but I am willing to modify it. On the basis of our observations in Detroit, I feel that a good foreign language teacher, supported by the materials and techniques described in this audio-visual approach to foreign language teaching, can do a more effective job with less student mortality and more pleasure to all participants concerned than can his colleague of a more traditional persuasion.

Longer Sequences Of Study

by MARY P. THOMPSON

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A *New York Times* editorial of May 2, 1957, entitled "Je Ne Parle Pas . . ." began:

This summer there will be Americans vacationing in Europe who will be seen in the streets and cafes referring helplessly to their foreign dictionaries, wondering why it is that their two or three years' high school course did not equip them to answer the mercurial tongue of the Frenchman or comprehend the verb at the end of a German's lengthy sentence. Happily for the high school graduate of a decade or so from now, it looks as though this will not apply. They will be journeying to Europe with a different confidence in their ability to talk to foreigners because of the revolution taking place at the present time in our schools. . . . No longer is the emphasis on grammar alone for the first two years of study as it has been in the past. Now students are taught, sometimes in the fourth or fifth grade, to speak French or Spanish or Italian.

This editorial directs attention to some fundamental social changes that have been taking place in the United States in recent years. One is that constantly increasing numbers of Americans are traveling, not only to Europe but to all parts of the world, for both business and pleasure. Another is that many of these same Americans want to be able to understand and speak a language other than their own. And, happily, it also indicates that those responsible for planning programs for foreign language study are aware of these changes. They have redefined their objectives and are attempting to meet them intelligently.

For instance, the Steering Committee of the Foreign Language Program of the Modern Language Association in a statement of policy says:

The elementary course at all levels, from elementary school through college, should concentrate at the beginning upon the learner's *hearing and speaking* the foreign tongue. Optimum results can be achieved by giving as much individual or controlled group oral practice as possible, and by setting the upper point of class size at twenty. Throughout later stages, in lectures and in class discussions



Courtesy, Central High School, Detroit, Mich.

Hearing the French story to be retold in French.

of literature and civilization, students should be provided with frequent opportunities for *maintaining* the hearing and speaking skills thus early acquired. . . .

Learning to read a foreign language, the third phase of the hearing-speaking-reading-writing progression in the active and passive acquiring of language skills, is a necessary step in the total process. In teaching this skill, the goal should be reading with understanding and without conscious translation. . . .

Writing is the fourth stage in the early acquirements of language skills; the student should write only what he is first capable of saying correctly.

Equally important is the redefinition of the cultural objective in foreign language learning. The term *culture* is no longer used only to mean that which is superior and admirable in a civilization or literature. It is now used to refer to all of the belief and behavior patterns which are shared by a group of people living together. Contemporary foreign language programs attempt to give the student an opportunity to participate actively and with pleasure in a different culture pattern with different habits, modes of behavior, and values. He is able to do this by using the language which reflects and transmits these patterns and values in situations which are reasonable facsimiles of those which he might expect to encounter in the country whose language he is studying. In other words, while there may be some play-acting in these situations, children, especially young ones, are able and eager to identify them-

selves with both the characters and the value system and to imitate the behavior patterns.

Probably the most far-reaching attempt to work toward these new and practical objectives is the rapid growth of the teaching of foreign languages in the elementary school. Those who recognize the validity of the objectives are likewise aware of the fact that not only new methods and new materials are necessary, but also additional time and a carefully planned sequence of learning are important.

The "revolution" referred to in the *Times* editorial is necessarily based on the recognition of new aims and purposes for the process of language learning and teaching.

A brief review of some important statements of objectives in the history of foreign language education in the United States makes



Courtesy, Naubuc School, Glastonbury, Conn.

Sí, señorita, me llamo Luisa.

clear the fact that the change has something truly revolutionary about it.

The Report of the Committee of Twelve of the Modern Language Association submitted at a meeting in 1898 included this statement: "The committee held that in our general schedule of secondary education the ability to converse in French or German should be regarded as of subordinate importance . . . as auxiliary to the higher ends of linguistic scholarship and literary culture."

The Coleman Report of the 1920's recommended that work should be centered on reading, which was called a "surrender value" for the 2 years of high school study and which the committee admitted was all that could be expected from the majority of pupils. In a summary of the controversy over the direct method of teaching foreign languages, one reads:

In making mastery of the spoken language the chief objective, the nature and function of secondary schools was overlooked, because such an objective under normal conditions of mass instruction is only attainable to a modest degree. The reform method requires a teacher who possesses a perfect mastery of the foreign language, but makes such claims on his nervous and physical energy as to entail premature exhaustion. Average pupils, not to mention weaker ones, do not justify the demands made by the oral use of the language; they soon weary, are overburdened and revolt.

Furthermore, in 1945, a well-known authority in the field of foreign languages, in a discussion of the aims of foreign language teaching, stated:

The theme of our discussion implies that the present objectives of foreign language instruction are not adequate and that there is need for a change. Considering the contribution of the Army Specialized Training Program, which was, in a sense, the most extensive recent experiment in the field, two questions arise: (1) Shall the school adopt the conversational aim? (2) Is it possible to achieve this aim within the framework of the present high school curriculum? My answer to both of these questions is *no*. Taking the second question first, our students are so uneven in mental equipment and desire to learn, our classes are so large, and our time is so limited, that it would be folly to set up the conversational aim. Greater stress on oral activities is highly desirable, but setting up conversation as the chief and sole aim would prove disastrous. The number of failures would be greater than it is at present.

It is obvious that purposes of study do not remain the same for each generation. They change in keeping with social and political changes and the accompanying changes in philosophy and value systems. If one assumes, then, that the kind of foreign language study which develops communication skills and provides accurate and useful information about cultural behavior is vital to our national interest in the world of the twentieth century, it is necessary to face

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the fact that provision must be made in the curricula of our schools for continuity of instruction which will lead to greater proficiency than language teachers have ever tried to achieve before.

Sequential learning is the orderly development of basic understandings and skills which are in harmony with and adjusted to the abilities and maturation of the pupils. All learning follows some sequence and needs to be organized. Since language is primarily speech, the proper sequence for learning basic skills is hearing, speaking, reading, and writing.

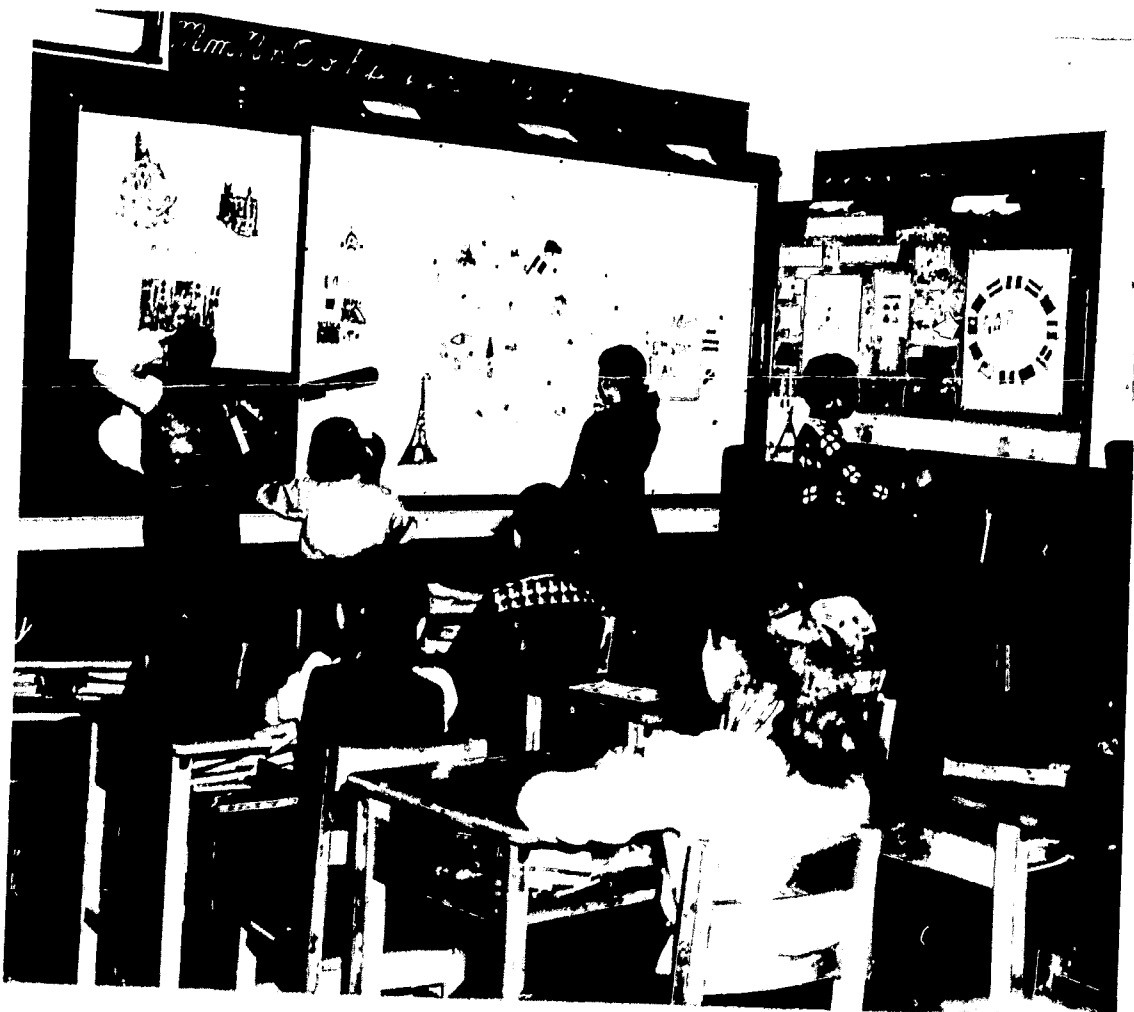
The curriculum problem in American public schools is twofold: (1) to determine, in general terms, at least, how much time is needed to acquire proficiency; and (2) how best to adjust the development of the desired skills to the natural abilities of the pupils.

The best answer, if not the only one, to the question of time is at least a 10-year sequence, a program of foreign language instruction which would begin in grade 3 with provision for continuous progress through grade 12. Incidentally, this proposal, more than any of the suggested changes, is responsible for the use of the term "revolution." Learning to understand and to speak a second language are skills that require prolonged, repeated, and continuous practice. They are different from those necessary for such subjects as social studies or science. They correspond more nearly to the development of the ability to dance or to play a musical instrument. The real problem in foreign language learning is that of acquiring a new set of articulatory and auditory habits for use in communication. These habits have to become so much a part of an individual that they are taken for granted; that he learns both to conform to them and to ignore them. For such a problem there is no substitute for intelligently directed, varied, and frequently repeated practice. Ten years are not too much.

In order to plan a worth-while program of learning, any subject matter specialist, foreign language or otherwise, must and should take into account the organization of the American school, its function in our society, the demands made on it, and the equally worthy aims of other subjects. One of the criticisms, often justifiable, made of foreign language specialists is that they have been less willing to coordinate their "vested interest" with other parts of the total school program than any other group. They have requested more requirements in order to get more pupils. At the same time, they have asked that foreign language pupils be carefully screened so that only those of high ability are allowed to enter their classes. For many years, one of the largest percentages of failure in secondary schools occurred in foreign language classes. They have rewrit-

ten the prefaces to their courses of study with new aims and objectives—international understanding is given a prominent place—but the content has remained nearly the same. Several generations of pupils have demonstrated that even 2 years of this kind of language study is too much. Ten years is gruesome to contemplate.

It is a fact that all American boys and girls need to study, among other things, English, social studies, science, and mathematics. They should be able to participate in many of the extracurricular activities offered. Just living in American society today is a complicated business for children as well as for adults. In one of the articles quoted earlier the author says: "As teachers of living languages we should be eager to develop it (conversational skill) in our *better* students. I am sure we would be fairly successful if we could be given, in addition to the five periods of regular instruction, three laboratory periods for oral practice." The possibility that such an allotment of time will be assigned to foreign languages is, to say the least, remote.



Courtesy, Lincoln School, Fairfield, Conn

A French class relates its work to social studies.

On the other hand, a request for the time necessary in the elementary school ought to be accompanied by evidence that the methods and materials used are suitable for the age and ability of the pupils, that the language program will be integrated with the whole program, and, of equal importance, that the continuation of language study in the secondary school will really be sequential. The suspicion that foreign languages may be started in the elementary school so that secondary school teachers may have more pupils who may learn more of the same things in the same way causes many people to regard the whole idea with some distrust.

The reason for recommending a 10-year sequence is not to improve the secondary school or college program, although this ought to happen in the natural course of events, but it is to enable more pupils to attain greater proficiency and some to achieve real mastery in foreign language skills and to develop true cultural understanding.

In order to assure real continuity within such a program, each teacher in each grade should be conscious of what has happened before pupils reach that grade and what is likely to happen after they leave it. Teachers must mutually understand and agree on the importance of the aims, on the methods to be used to achieve them, and on the means of evaluating the results.

A suggested time sequence that is likely to produce good results and that is practical within the framework of the American public-school system is:

- a. A daily 15-minute period of foreign language instruction in grades 3-6
- b. A 40-45-minute period three times a week in grades 7 and 8 for those who elect to continue and are advised to do so
- c. A 45-minute period daily in grades 9 and 10
- d. A 45-minute period three times a week in grades 11 and 12.

In addition to the fact that it takes an extended period of time to meet the foreign language needs of our society, starting such instruction at least as early as grade 3 is the most efficient way of keeping both the process and the material in harmony with the development of the child.

John Locke in "Some Thoughts Concerning Education" recommended French as a second language for children and urged that it be "talked into" the child in a strictly natural way. He observed that people learn language not by rule, but by use, by applying forms of language in whatever way they intend to use them.

A committee on Language in General Education in 1932 emphasized the formation of thought patterns in expression and not the study of the grammatical construction of a sentence.



*Courtesy, Toy Theater Language Project, Centro Anglo-Español and
The Children's Museum of Washington, Inc., Washington, D. C.*

Children rehearse their lines backstage before the play begins.

Children aged 8, 9, and 10 are in the stage of development when they can imitate sounds and patterns of expression with most facility. They are not self-conscious; they are eager and curious; and they are not bored by the kind and amount of repetition which is exactly what is most essential for making the foreign language patterns become unconscious habits. On the contrary, they get great satisfaction from repeating over and over again a dialog or series that they have learned to do successfully. It is not necessary to provide for oral practice in a laboratory; children of this age create their own practice on the playground, in the school bus, and at the family dinner table. It is not unusual for a child to ask, "May I take such-and-such a part today? I practiced about a hundred times last night." Neither is it necessary to slow down the tempo of normal native speech any more than temporarily to make a correction. Children of this age imitate sound, speed, and intonation easily.

There are no problems of structure, since children have no idea what adults consider difficult. They use the subjunctive, make adjectives agree, change verb tenses, and put pronouns and adverbs in their proper place if given a model to imitate. One of the things we are learning is that it is not necessary to simplify the spoken language for elementary school children as far as structure is concerned. Teachers, in their haste to include many structural forms, probably do not give the children enough opportunities to make substitutions in the patterns taught. But one of the most gratifying experiences is when a child makes the substitution himself in order to say something he wants to.

The younger children are eager to imitate behavior patterns as well as speech. Third- and fourth-grade pupils will shake hands when they greet you in French as naturally as French children if this has been a part of their training. They are rich in imagina-



Courtesy, Assokeek Elementary School, Assokeek, Md

Learning Spanish from "Los Músicos de Bremen," a toy theater performance.

tion and can transfer themselves to Mexico or Spain in a moment by closing their eyes and taking the magic serape.

They are not averse to "foreign-ness." On the contrary it has a special appeal. They enjoy participating in the situations which are different even more than those that are similar. They will accept patterns of behavior and a different value system as naturally as they do a different set of sounds and speech patterns if given the opportunity.

The planned progressive sequence in grades 3-6 should consist of dialogs or series and drills using normal natural language in natural situations which are presented orally, imitated, repeated, dramatized, and used as many times as possible. This is honest language learning, not just play, and not only to create atmosphere and to provide motivation, although it provides both.

In grade 6, or possibly in the second half of grade 5, reading may be presented. What seems to be the most effective procedure is to introduce in printed or written form the very same material with which the pupil has become completely familiar orally.

In the section of this paper which considered some of the earlier objectives, one could not fail to notice the emphasis placed on language learning for "better" students, for those with special ability and aptitude as well as interest. For a long time there have been too few of these better students to satisfy language teachers. Now it is being recognized that there are too few to take care of the needs of international business and industry, too few to join the diplomatic service of our country, and too few just to communicate in a friendly way for the development of mutual understanding and trust at a time when the need is great.

Whatever the means of identifying people with special ability for language study have been in the past, my experience with elementary school children in foreign language classes convinces me of at least two things: (1) that this ability is much less "special" than we have thought, and (2) that the number of children who have it is far greater than we have thought. Furthermore, the process of identification is far more accurate. There are few normal children who cannot learn to understand and speak a second language if introduced to it in the proper sequence and at the right stage in their development. Obviously, there are some who can acquire greater proficiency in a shorter time than others, just as they do in their own language. These are the ones who can be encouraged to continue through high school and college, to do research, to study literature and civilization in the language, to represent business, industry, and government in foreign countries. Even those who,

because they are less able or have other interests, decide not to pursue their studies beyond the beginning stages will have had an experience which was profitable while they were participating in language activities and which may help to make them less provincial. It is certain that psychological barriers have been broken down. Most children who have had this kind of experience are enthusiastic and eager to continue; many want to start a third language.

After pupils have completed the elementary grades in the proposed 10-year sequence, it is logical to ask what happens next. In the seventh and eighth grades it is appropriate to analyze structure *in the language* after it has been used orally; to read more, proceeding gradually from familiar to new material; to start to write by copying and taking dictation. It is most important, however, to maintain the listening-speaking skills which have been acquired earlier.

The high school course can include the reading of newspapers and magazines, an introduction to literature appropriate to the age level with emphasis on appreciation and eventually critical judgment, some study of history and civilization, development of the writing skill by more dictation and imitation of models. The listening-



Courtesy, Garden City Senior High School, Garden City, N. Y.

Compositions are selected for the script of a tableau on Renoir's "Moulin de la Galette."

speaking skill would, of course, be maintained, since every high school class would naturally be conducted entirely in the language. Recordings of literary masterpieces and pertinent films in the language could be used. Considerations of structure and style would be treated as necessary in conjunction with the development of any or all of these skills.

There should be a real opportunity for what is sometimes called creative teaching, in an environment which is stimulating and alive—without verb wheels, vocabulary lists, translation exercises (a special skill which should be left for colleges), dull textbooks, and uninspired teachers.

The first 5 or even 6 years of this sequence have been planned in some places—and the plan works. What will the high schools do?

The Teaching of Russian at the High School Level

by EMMA BIRKMAIER

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I AM NOT GOING TO BELABOR the idea regarding the need for large numbers of American students with an ability to handle the Russian language and a good knowledge of the characteristics of the USSR. But I am going to belabor another important and uncomfortable fact; that is the alarming lack of Russian language learning going on in our country. At the high school level it is practically nonexistent.

The needed growth of the study of the Russian language in our country depends essentially on its development at the precollege level. For that growth those educators working with the secondary school curriculum, and perhaps even those working with the elementary school curriculum, are responsible in taking the initiative. Let us take a quick glance at the existing picture. Jacob Ornstein, in a recent Research Paper, has this to say about teaching Russian in the high school and elementary school:

Relatively little progress has been made in this area in the United States, a fact confirmed by the recent study on high school Russian completed by H. W. Mott III.¹ According to this survey a total of 14 American high schools have at one time or another since World War II taught Russian. At present nine public and private high schools offer the language. Few signs of any marked upsurge are to be seen. New York City, where the largest number of foreign languages, including Norwegian and Hebrew, are taught in public schools, has no Russian instruction. A private institution, the Horace Mann School, instituted Russian in 1949, and four years of Russian are now available. The oral-aural approach is used. Russian has benefited very little from the movement to introduce foreign languages into the elementary school and to increase their teaching at the high school level. However, it is reasonable to assume that eventually the movement will engender more Russian teaching at the precollege levels.²

The following secondary schools are now teaching Russian:
Chatham Hall, Chatham, Va.; Horace Mann School, New York City;
Phillips Academy, Andover, Mass.; Riverdale Country School and

¹ Mott, Henry Willmarth III. *The teaching of the Russian Language in American Secondary Schools*. A thesis submitted to the faculty of Colgate University, August 1956.

² Ornstein, Jacob. *Slavic and East European Studies: Their Development and Status in the Western Hemisphere*. External Research Paper 129, March 1957. External Research Staff, Department of State, Washington, D. C. 65 p.

Riverdale Country School for Girls, Riverdale-on-Hudson, N. Y.; St. Paul's School, Concord, N. H.; St. Albans School, Washington, D. C.; University High School, Minneapolis, Minn.; Edison Technical High School, Seattle, Wash.; Washington High School, Portland, Oreg.; Maine Township High School, Des Plaines, Ill. Secondary schools that *have* taught the Russian language are Lake Forest Academy, Lake Forest, Ill.; Phillips Exeter Academy, Exeter, N. H.; Pingry School, Hillside, N. J.; and the St. Louis Country Day School, St. Louis, Mo.

Russian is usually introduced by a faculty member who wants to teach it and who has the backing of the school administration and the board of education. This teacher is not always too well qualified and has had some pretty traditional training in the language. We must recognize the fact that a minority of the institutions of higher education have a Russian program, and in institutions where Russian is taught very few of the students are able to get a major in the language. Sometimes the teachers are only a few lessons ahead of the students. With a sincere teacher, however, and a highly motivated group of students a modicum of success can be attained even if the course is nothing more than a repeat version of what the teacher had in his college course. The effectiveness of a teacher is not always determined by how much he knows, but by his ability to teach students how to learn. If he knows the linguistic techniques, if he can get a native speaker to make tapes and recordings or work with him in the classroom, if he knows the characteristics of the pre-adolescent and is able to adopt and create materials of interest for these students, if he loves his subject, you have a good teacher. A student who works at such a program in Russian will get better training than he would in most of the college Russian language courses.

A native as a helper is an invaluable asset to a Russian language course in high school, but I have seen very few native teachers—and this not only in Russian but also in other languages—who were successful teachers at the high school level. Most natives do not understand the American school and its manner of operation, nor do they understand the American boy and girl. A good teacher, partially skilled in the Russian language, with linguistic “know how” is better than no Russian teacher at all and often is better than the native speaker.

Sometimes it is the desire of the community that has brought about the introduction of the language. In one instance, however, in a large urban center, there were over 90 parents who requested that Russian be introduced into one of the high schools, but the

board of education did not approve the request because of political reasons. This unfortunate incident seems to hark back to the old World War I days when State legislatures outlawed the study of German. I think it would be well for the leaders of our democracy to come out with statements asking for more learning of languages other than the typical Western big four—French, German, Spanish, and Latin.

Most of the Russian programs were introduced from 1944 to 1948, at a time when the United States and the Soviet Union were working in cooperation with each other, more or less. In the 1950's a few new courses offset the discontinuance of some of the older courses. Usually the reason the Russian class is discontinued is that the teacher has too many other duties or has left the institution. The average number of students in a class is 5 or 6. Only three schools have enrollments which are thought of as adequate to keep Russian going in a public high school. An administrator would be hard put to it to defend a class of 5 or 6 with existing heavy enrollments and lack of teaching personnel. One interesting fact is that once the Russian course is in operation there seems to be no opposition on the part of the parents or community.

We have had enough experience with Russian in the high school to be able to say it can be taught effectively at this level. Since it is a pioneering venture, however, it will need the utmost cooperation of educators who plan the curriculum and of experts in the Russian language and area studies and the prospective high school teacher of Russian. So far, we have made but the merest beginning toward preparing teachers and instructional materials for high school Russian.

We must never lose sight of the fact that foreign language classes, as yet, are *electives* and run competition with dozens of other attractive subjects bidding for the students' favor. This makes a subject like Russian even more difficult to introduce and keep going, since administrators and teachers know so little about this area and need to be enlightened by the workers in the Russian field. Here again, lack of communication is a major factor.

The students in a high school who are drawn to the study of Russian usually say that, once the initial obstacle of the Cyrillic alphabet is overcome, Russian is not much more difficult to learn than German or Latin. The students are the best salesmen; in a Russian class filled with interesting activities and materials it is the students who make the class flourish.

The high school Russian classes which seem to weather the storm best are those in which the class program originates from the grass

roots—where the students have an intimate part in the planning, where the teacher knows what they want, goes to the native speaker or college professor and says, "Please, these are the things we want to learn how to say. Help us develop materials for this unit." Where such help is generously given, where the programs are backed by administration and community, and where the community becomes an interested part of the Russian program of the school, the venture succeeds.

Now let us take a look into the program with which I am most intimately concerned. At the University High School, University of Minnesota, we offer courses in four languages—French, German, Russian, and Spanish—and 4 years of work in all of them. In all of these languages we have moved away from the formalized grammar approach since 1942. We call them the Russian language and civilization course, the German language and civilization course, etc. because we feel that the content through which the language is to be learned is as important as the actual learning of the language itself. It is as if we were killing two birds with one stone. We are not content with this program, and much experimentation is going on in the grade school and at the junior high school level. At the grade school level the laboratory schools have introduced German and Spanish; at the junior high school level all four of the languages have been introduced on an experimental basis. Since this program has demonstrated such promise, all languages will start at the seventh-grade level beginning with the academic year 1957-58.

Introducing the Russian language into the curriculum was a considerable experiment all by itself and took place in 1944 when some of the high school students felt that the foreign language offerings were not adequate for citizens of tomorrow's world. At that time the regular language offerings were Latin, French, and German. Spanish had just been introduced through the initiative of one of the teachers. Latin was dwindling rapidly with only four or five students registered for a beginning class in 1944. The modern language department was still very small but was growing. Today 90 percent of the students elect the study of a foreign language.

The curriculum thinking going on among the faculty was progressive. The social science classes were developing units, 12 weeks in length, on the problems of civil liberties and security, in which one of the 'isms' studied was communism. The other unit of the same length was on Russia itself. The foreign language faculty member who had a considerable command of the Russian language and a good knowledge of the civilization of the country helped with the development of these units, especially the one on Russia. At least

2 weeks of the unit were spent on the Russian language, and the students were helped with the pronunciation of Russian geographical terms.

The senior English teacher together with the same foreign language faculty member developed units in world literature, one in particular in the area of the Russian literature, with a bibliography of Russian literary works in translation. Here also the Russian language instructor came in and gave several lectures on Russian literature. Of course this was done not only in the Russian area but also with German, French, and Spanish literature, where the teachers teaching these languages proceeded in approximately the same manner.

There was much more far-reaching curriculum planning than this, because the faculty seemed to be fully aware of the rethinking needed in dealing with today's world problems. The blueprint which was laid on the table for a good curriculum in a modern secondary high school included in the area of foreign languages Spanish, Russian, Chinese, and possibly Arabic. With such leadership in a school the faculty had no fear of trying out new ideas and new curricula. Students were dropping into the foreign language office discussing new books on Russian science, Russian art, Russian music and ballet. In the music appreciation course they were listening to Prokofieff, Shostakovich, Stravinsky, Katchaturian, Rimsky-Korsakov, Moussorgsky, Tchaikovsky. Finally, a group of the students came into the foreign language department to ask to start a class in Russian. Since new projects of this kind are more or less on an experimental basis, it was decided with the approval of the director to have the students inaugurate a Russian club, which was to meet at least twice a week during the activity hour. The program would be tentative, with much student-teacher planning. This was a great adventure, since we knew of no other similar program in existence at the time. Much of the work which went into the development of this Russian club has now become part of the regular Russian course of study.

The club was organized with officers, committees, constitution, etc. There was no textbook; each student kept notes carefully in a notebook. This notebook was a most precious possession, since in it students kept their mimeographed materials and their notes on the structure of the language. At first the students discussed with the teacher the importance and extent of the Russian language, the minority peoples in the Soviet Union, and how these minorities were learning Russian as a second language. We showed films which portrayed the types of people in the USSR. Whenever possible,

we tried to obtain those taken in the Soviet Union and which used the Russian language, because we wanted to show them again at the end of the year to see how the students' mastery of the language had developed. This, together with the making of recordings of the students' own Russian used in spontaneous conversation, dialogs and short expository compositions throughout the year, was the only evaluation required during the so-called "club period."

Short, simple little dialogs, which were developed around situations the students wanted to talk about, were the heart of the program. These dialogs were seldom over 10 to 12 sentences in length. There were dialogs about the sports events taking place in the school; the clothes worn during the day; the classes for which the students had to study; the telling of time; and discussion of the weather, of food, and of many other everyday situations. These were the experiences around which the instructor developed the vocabulary and the basic sentence patterns which the students enjoyed learning. They did not know it was grammar, for it was extremely functional. These language patterns in the form of useful dialogs were learned through mimicry and memorization processes until



Courtesy, University School, Southern Illinois University.

—*¡Demasiado! Pero es fino, señores.* Students like to dramatize.

they had become a set of habits. Then came practice in free expression based on this memory work, and the students were given opportunity for developing their own dialogs and little plays. The more spontaneous these became, the more successful the instructor felt the mastery of the oral-aural skills to be. At the end of the year, two of the students who had much imagination and creative ability developed a 20-minute play based on an incident which had occurred in the school. The club put it on for an assembly program. It took no time for the student body to guess what the play was all about, and the occasion was hilarious.

Since this was a group of some 25 high school students, from all class levels, who were eager to learn the Russian print and script, the teacher had to go ahead with this phase of the program. The print was introduced right away. Here Morris Swadesh's little book called *Talking Russian Before You Know It* was extremely valuable. It was a method so successful and pleasant that it has become the introductory unit of the regular Russian program in the high school today. At this point we also introduced the students



Courtesy, University of Minnesota High School, Minneapolis

The Russian I class gets acquainted with Russian magazines, newspapers, and records.

to newspapers published here and in the Soviet Union, even though the pupils were not able to read 95 percent of the material in the papers. What it did was to help the students realize that their study of the language was progressing, however slowly, in accomplishing what they had set out to do. At the end of the year the students learned cursive writing with the assistance of the regular Russian primers used by the children in the Soviet Union. This of course always affords endless amusement, since the instructor is asked to explain what is said under the very obvious Communist-oriented pictures taken in the Soviet Union.

One of the most difficult jobs for the teacher during this club period was developing short reading materials which were of value to the students but which would obviate the necessity of having to thumb the vocabulary constantly. If students can read a page or two of material with direct comprehension, they experience a feeling of satisfaction which nothing else can give them and which the instructor certainly never experienced in learning his foreign languages.

Ballet comes to our part of the country once a year, sometimes twice a year. This gave the students a wonderful opportunity to learn about a great art form and what the Russians have contributed to it. Inaugurated as a Russian club activity, the study of ballet has become one of the highlights of the Russian course, because it always means that the director of the ballet school in the Twin Cities, a native Russian, spends many hours with us at school and at his ballet studio. It is a source of great pleasure to the instructor to see the boys, who usually look with derision at this form of art, change their whole attitude toward the fine arts. The culminating activity is always the evening spent at the ballet performance.

Russian songs, folk songs, and popular songs, were an intimate part of the club program and they still are. Many of the folk songs are also dances which are taught by members of the Russian community in the Twin Cities. The simpler folk dances were taught by the woman gym instructor who spends a great deal of time with folk dancing and square dancing.

Such activities as these made the year fly by and soon we were faced with the question, "Has this experience been valuable enough to make it part of the regular program of studies?" The entire faculty was pleased with the project, the students had talked it up, and with their many activities which took place out in the community and their intense participation in the activities of the Russian Relief Committee, they made the program a vital one. The follow-

ing year Russian became a regular part of the curriculum with 16 beginning students who would be taking it for credit. Thus the program was launched, and today there are 4 years of Russian with approximately 54 students enrolled and a strong active Russian club working closely with the other 3 language clubs—French, German, and Spanish—in a federation of language clubs. This federation in turn puts on the big all-school programs and projects connected in any way with the international and intercultural affairs of the community.

Many of the activities of the original Russian club have become part of the regular Russian program.³ Native speakers come in constantly and help by giving talks on various aspects of Russian culture, by helping in the drill work and developing new materials, by taping dialogs, plays, and reading selections. Thus the students become accustomed to the many different kinds of voices speaking the language. Easter services and a visit with the Ukrainians and Great Russians in their church halls, attending their suppers, watching their craftsmanship in designing Easter eggs, attending Saturday morning classes in these communities where the Russian children study their own mother tongue, attending their folk dance sessions, having a Russian banquet with all its accompanying activities, putting on a Russian feature film for the community, corresponding with students in the 10-year schools of the Soviet Union, and considering the possibility of going to the Soviet Union for 2 weeks in the summer of 1958 on their European field trip—these keep the program alive and exciting.

We feel at University High School that such a program brings us more success than if the work were based on a college text (there are no high school Russian texts) and the students had to plow through this day by day filling out exercises or drilling on sentences in which they are not too interested. The permeating theme of any one of our language programs is the development of insights, appreciations, and a knowledge of the cultural background of a people with whom the future citizens of this nation must work and play.

Our Russian program registers students with an IQ range from 90 to 172. It has good holding power. A starting class of 25 will end up with 16 in the fourth-year Russian class. It is in many instances a terminal course. Out of this class of 16, 5 or 6 will continue with it in college with the intention of following a career in which such knowledge is of primary importance. These students

³ Birkmaier, Emma Marie. *Russian Language and Civilization Course: Outline of Content and Basic Procedure in the Course*. Department of Modern Languages, University High School, University of Minnesota, 1957. Available gratis to those requesting it.

have continued at Swarthmore, Radcliffe, Syracuse, Harvard, Beloit, Vassar, Smith, Chicago, and the Army Language School in Monterey. Russian, however, is a language which takes longer to learn than the Western languages. We must face the fact that the structural concepts as described in the usual textbooks are way beyond the comprehension of the junior high school and senior high school students. Second language learning is an absolutely new world to them. It is like exploring the great unknown, and they can easily become frustrated and fearsome; that is, if we expose them to the usual type of teaching. But when given the language itself to work with and a teacher who helps them discover and describe what's happening in the language, the experience can be a challenge for even the poorest student. Such study needs time and patience, but it is worth it because the instructor knows the student has a thorough comprehension of that part of the language which he has mastered in this way.

In examining the Russian language programs which have failed to promote an increase in Russian study, or in cases in which the enrollment has actually dwindled, we usually find that the students have had to follow a difficult text and accept a grammatical terminology which is meaningless to them—a group of nonsense syllables applied to another group of nonsense syllables, *and* that they have had to master the entire grammar of the language within a span of 2 years. We cannot master our own in a lifetime. Why must we torture students because of our stupendous ignorance with regard to second language learning? Language learning is a lifetime study. The main point is to learn what you learn well and to the point of complete mastery. The entire structural pattern may not have been mastered in the high school years, but the challenge is precisely in this fact, that here in this area of Russian studies, which is comparatively free and unhampered by tradition, a program can be carefully worked out between high school and college which can point the way for breaking the fetters of the traditional lock-step we find in the other language programs.

We need to train as many in the Russian language as have the interest and capacity to learn. Doing this will widen our base for the selection of that potential pool of linguists we need in the United States of tomorrow. A high rate of attrition is not necessarily an index of high standards, but rather an indication that we do not organize our instruction in the most effective manner, that we do not study the difficulty of the materials and the characteristics of students at the different age levels. Some teachers of language insist that high student mortality in foreign language

study can be avoided by a more rigid selection. The motto seems to be that the most gifted, those already possessing a strong linguistic background, should be allowed to take Russian. There is not much use in holding out for the linguistic genius to take Russian. The need is so great at present for considerable numbers of citizens trained to handle Russian that such elite programs, even if we could depend on them for results, are entirely inadequate. Rather than wait for the theoretically apt pupil, we must size up the human material that comes to us and tailor our instruction to fit. We believe and we know that the student who has attained a certain skill in Russian will find in it all the intellectual pleasure scholars have found in a study of the other languages, and his interests in the Russian problem will remain with him as long as he lives.

Discussion III

Condensed Record of Discussions Following the Papers on THE CHANGING CHARACTER OF FOREIGN LANGUAGE TEACHING IN THE HIGH SCHOOL

HILDEBRAN: In the Audio-Visual Project, is there any provision for evaluation or comparison with traditional classes?

WACHNER: Yes, one of our teachers is taking a sabbatical and is making an evaluation of this project as the subject of her doctoral dissertation. She is setting up evaluation procedures with control classes in the three high schools I mentioned, and we expect something very interesting to come out of her study.

HANSEN: What often comes to my mind is this: What is the correct balance between the time spent on language and the time on discussion of history, customs, and the characteristics of the geography of a country whose language is being taught?

WACHNER: Well, I would say that the content of the language exercises should be information about the people and country, and through an attempt to learn about them, students are getting experience with the language. After all, there is no communication unless you are trying to convey an idea to someone. Only in the event that the child cannot understand a construction would the teacher have to concentrate on the mechanics of the language without paying some attention to the idea. If we were to set up a proportion, I dare say that over 90 percent of the time should be for communication of ideas.

ACKERMAN: If the content deals with history and geography, what happens when Johnny comes home and Mother says, "Say something, Johnny," and Johnny says, "LaBretagne est une province française." I mean, do the lessons deal sufficiently with normal situations in life to give students those patterns of speech?

WACHNER: Yes, they do. All the everyday experiences will come out, so that students get these patterns of speech. And there is ample repetition, individual as well as chorus. A child who needs extra help can spend additional time in the laboratory hearing the lessons or practicing.

Question: Does this additional help take place during the school day, or after hours?

WACHNER: During the regular day when he has a free period the student can come to the classroom and put on the earphones and hear the sentences over again.

Question: Do you ever have instances where students have no free period?

WACHNER: In some of our high schools where we have double sessions, there is that problem, but many of them can come early. In one group the ninth- and tenth-graders get there about 8 o'clock and finish by 12:30. They can practice after 12:30; there will always be some time.

Question: What is the approximate cost of these 40 lessons?

WACHNER: The 40 magazines of 30 slides each cost about \$350.¹ On top of that you have the projector, remote control, and adapter. Most of the schools have their own projector, screen, and tape recorders, so that all I've had to do was supply them with the slides. In time, we hope that the slides will be put on filmstrips and then it will be inexpensive for the schools.

BIRKMAIER: Our school thinks the slides alone are worth the money.

Question: Does the same voice speak on all the tapes?

WACHNER: No, they have variety and both men's and women's voices.

Question: This was designed for basic French?

WACHNER: That's right. We are going to use it for the first 2 years in high school. We have had to modify the course to fit the ability of high school students. At the college level students progress much faster, but we're going to spread what they do in 1 semester over 2 semesters.

WALKER: The subject of cultural content makes me wonder just what your definition of cultural is.

WACHNER: This is an elusive term, of course, and it has several meanings. One is usually spelled with a capital C, meaning that which represents the best expression of thought over the centuries; another is more closely related to contemporary civilization; and a third comes closer to the concept of the cultural anthropologist; that is to say, a way of behaving, according to which language is defined as a characteristic aspect of this behavior of a people. In the first year of foreign language study, the cultural context is ab-

¹ Slides, workbooks, and tapes are available from the Audio-Visual Consultations Bureau, Wayne State University, Detroit, Mich.

sorbed more or less unconsciously through the photographs, while the lessons contain simple information about the French-speaking people, their history and way of life. Later on when they get into the literature of the country they are going to get some of this culture with the capital C.

MCCAFFREY: I wonder whether the change in the character of the teaching that you speak of is going to make a real contribution toward interesting more students in taking a foreign language.

EATON: It is already having an influence. Students are more interested in the study of language in schools where they are using an oral approach. But the fact that many colleges are not requiring language for admission is hampering the work of the high school, because many times the guidance people are forced to say, "Well, the college doesn't require it." Another thing we should give some consideration to is how to get the importance of language study across to the guidance people so that they will help persuade students who should be taking it to go into language study. So many times our students say, "Oh, will you tutor me? I've gotten into M. I. T. and now I have to have language. I wish I had taken it in high school." But we can't tell them that; it's only the guidance people who can do it.

MILDENBERGER: Earlier in the century almost 90 percent of the colleges did have a foreign language entrance requirement, and that was predicated on the fact that in the high schools the majority of the students were getting their elementary language; therefore the colleges could go on to do advanced language work, generally literary work. As the high schools changed through the twenties and thirties and the enrollments increased and many other subjects came into the curriculum, language enrollments dropped. Colleges could not maintain a language requirement because too many of the applicants simply could not meet the requirement. Today about 30 percent of the liberal arts colleges have an entrance requirement and almost 85 percent still have a degree requirement in foreign languages. However, it has turned out that the advanced work has become elementary work, so if there is a 3-year requirement at the college level it is pretty much high school work. We have the same thing in English. College people don't like the idea of giving an English composition course in college—they say this is high school work—but it still has to be done in English. Now there is a trend to reinstate language requirements at the college level and to strengthen them.

YOUNGERT: We've been talking about an intrinsic kind of motivation for taking foreign language, bringing the student up so that he

really wants to learn the language. Now we start talking about the idea that many colleges ought to set up a requirement, which seems to be going toward an extrinsic motivation. That raises several points. Remember half of the high schools in the country do not have the languages taught in the schools, the reason being the small size of the schools. And one of the real limitations to putting languages in high schools, especially this small-size school, is the supply of teachers available; so adding all these things up, if the colleges were to start cracking down on this language requirement, what effect would that have? I think there is a bright side to the dark picture of the colleges doing away with their entrance requirement in language. Perhaps one of the mistakes in our thinking in the past was that language was only for the person who was going to college and thereby going to enter a profession. Certainly much of the discussion on the "one world" theme seems to me to indicate that language is not to be required only of the professional person and the college-educated person. The whole ASTP Program came about because a man was drafted in the Army, not as a college student but as an American citizen, and needed to know some language. It seems to me that it would be a mistake to move back to the thinking that foreign language is for a class in our society rather than a subject matter for the whole democratic society in America.

MILDENBERGER: I might add that some situations are somewhat the reverse of the one we've been discussing. Last fall I sat in a meeting of the Spanish teachers from the city high schools and a university that had just restored its language requirement after dropping it for 10 years. It was one of the most animated meetings I have ever attended. The high school teachers said, "We've done a pretty good job teaching spoken Spanish, and now you put in a language requirement in the University. Are you going to spoil all that we have been doing? When are you going to start teaching spoken Spanish?" I think in some places the high school teachers may have quite an influence on the college program.

MCCAFFREY: Since we are obliged to take part in world affairs more than we had ever cared to before, we find it is a necessity to have communication. It seems to me that what is happening now is not that we go back to languages because we think they are a good educational experience, although many people think that, but the actual necessity of being a good citizen of the world. All in all, the emphasis on language comes back to these sociological reasons.

One of the problems is that you can't sell in many of the communities of this country the idea that because there are a half million people abroad that everyone ought to be taking a language.

It is only the people of a high economic level that will be traveling. We have half a dozen experiments in New Hampshire that start in the fifth grade, and what people are afraid of is that after they learn to speak Spanish they won't see a Spaniard the rest of their natural life and won't be able to use the language. They have a feeling, and so have I, that you just don't retain things if you don't get a chance to use them.

BIRKMAIER: Last fall my students in the methods class went out and stood on the street corner and asked people what they thought about teaching foreign languages in the schools. This was quite an experience for them and we discovered when we analyzed the results that 7 people out of 10 were in favor of having foreign languages, and the earlier the better; many of them regretted the fact that they didn't have some foreign language because so many of the men had been overseas and had needed it. I would like to point out another thing. Nowadays it isn't only the rich people who can afford to travel. A lot of secretaries, for instance, are going to Europe and a lot of housewives are going over there—\$15 a month on your trip, you see, by the installment plan—this is going to make it much easier for teachers to travel, too.

MILDENBERGER: One of the stenographers in our office is taking a 3 weeks' vacation in Europe this summer and I know of 3 or 4 others who will do that on their salary of \$70 a week. That's going to be more and more the picture. However, I do agree that we can hardly persuade people of this country to put foreign languages into the schools just because more people will be going abroad. We need more educational reasons, and we have them, of course, but this is one good practical reason.

MCCAFFREY: Another problem is that with most of the high school students taking only 16 units and the schools promoting pretty much 4 years of science, 3 years of mathematics, 4 years of English, and 2 years of social studies, there is little margin for 2 foreign languages, even to take 1 for 4 years. In New Hampshire we now have a new set of requirements for high schools in which our State Board is requiring every high school in the State to offer 2 or more foreign languages. We are recommending that students take the 3- or 4-year sequence in 1 rather than 2 of each, and that's a big step forward in our State, because we haven't had any mention of the foreign languages being required in the high school curriculum at all. I think that this might be helpful; we hope it will be.

EATON: I can certainly testify to what a longer program will do for the students. We separated into a junior and senior high school

2 years ago, but for 20 years prior to that we've had a 6-year program which ran grades 7 through 12. I can't speak highly enough about the merits of such a program. Invariably students from that program receive advanced placement in college. The oral work is stressed from the beginning and maintained throughout. The foreign language is the language of the classroom even to the point that we have a little Figaro that has to be fed if anyone does speak English. We do get into literary work in the advanced classes in the junior and senior years. We didn't go into this without careful experimentation. We began cautiously with 2 days a week in the seventh grade and 3 days a week in the eighth grade and then upped it as we saw the advantages of what we were doing and of giving them a longer block of time. Now the language classes meet 5 times a week throughout the 6-year sequence.

McCAFFREY: It seems to me that if we want to do something in this country for gifted children one of the great things that we can do is to teach them the foreign languages through the intermediate grades. I'm convinced that you can't do it across the board for all children unless we increase the school day, and we are not apt to do that rapidly. I'm sure I speak for many of the chief State school officers when I say that there is much feeling that something has got to come out if we put anything else into the elementary school program. I assume the teacher wouldn't be expected to do much with 40 youngsters if she had 45 minutes a day, unless she had great talent.

THOMPSON: Since 1952 we have been giving foreign language instruction from the third grade on. I teach a fourth grade which has 34 children in it, and the foreign language is for 15 minutes a day. The instruction is completely oral. In these 5 years, the thing we are most convinced of is that it is for everyone. It is not for a selected group in the lower grades. I can't think of anyone we've found who can't understand and express himself in the language as it is taught. The business of selecting people in the different capacities is almost entirely based on visual learning—reading ability. In the foreign language programs in the elementary schools, that doesn't enter the picture for quite a long while—in my community not until the sixth grade, and then they are taught to read only what they already know how to say. It isn't just one more thing that is added to the curriculum; it is integrated into the whole program. It becomes a part of social studies, of language arts, of physical education, of music, of arithmetic, of art. Each spring I interview all the teachers in whose classes a language is taught and one of the questions I ask is, "What was left out during the 15 min-

utes we taught Spanish or French?" They are vociferous in telling me that nothing is left out; that the language added tremendously to everything.

MCCAFFREY: You are talking about a high level of teaching, and this is terrific, but if you went out through the country and saw some of the teaching I've seen and some of the raw material that teachers have to teach, I think you would agree it can't be done. I don't think that anyone who has an intellectual level of 5 or 6 years of age is going to be dynamic in anything when he is being taught at the fifth- and sixth-grade level. I think you really have to have some ability to learn, whether it is a language or mathematics or some other subject.

THOMPSON: Children learn their own language. What I am trying to say is that a fifth-grader who has a mental capacity of 5 years finds it no harder to learn spoken French than he does to learn English. You are quite right about the quality of the teaching, but that's what this conference is about. The very kind of teaching which you are approving at the elementary school level is just as essential at the secondary school level or even at the college level.

MILDENBERGER: One of the questions that we have tried to get light on is what age is best for beginning to learn a second language. In May 1956 the Modern Language Association called a conference of experts in child development, neurology, and speech development to discuss their experiences in this area of child learning. The consensus of the conference was that the optimum age for beginning the continuous learning of a second language seems to fall within the span of ages 4 to 8, with superior performances still to be anticipated at ages 8, 9, and 10. In this early period the brain seems to have a greater plasticity and specialized capacity needed for acquiring speech. This includes the ability to mimic accurately the stream of speech—sounds, rhythm, intonation, stress, etc.—and to learn to manipulate language patterns easily. Further support for the statement concerning optimum age comes from the fact that in cases of gross destruction of the cerebral speech area, return of normal speech occurs much more rapidly and more completely during the first decade of life than at a later time.

Question: Youngsters who go abroad learn the language of the country faster than their parents do in the same environment. Would that indicate that we should start in the first grade?

WALKER: In Europe, the American dependent schools introduce the second language at the kindergarten level and continue it through the twelfth grade. Several of our teachers said that if you teach German to everyone something has to give. But they decided

after a while that nothing had to give. I think most teachers as well as administrators are past the stage of thinking there is anything holy about so many minutes for this subject and so many minutes for that subject. In teaching German all the way through our system we found fewer inhibitions among the young students than the older ones. The children didn't worry about whether it was *die, das, or der Tisch*; they didn't know there was any grammar, but they were soon interpreting for the older ones. We did not evaluate as scientifically as we should have, perhaps, but we gave standardized tests in all the fields and our students scored above the grade level they were in.

JOHNSTON: Last year a superintendent in Pennsylvania gave objective tests in his schools to see if the other subjects were suffering in any way because of foreign language. The third- and fourth-grade groups taking the language came out a little higher than the others. This wasn't meant to prove that studying a foreign language made for better progress in other subjects, but it did show that the other subjects had not been hurt by adding the language.

THOMPSON: I can corroborate that. We go over the results of the achievement tests which are given in the various subjects every spring and we have no indication that the time used for language learning has affected the results in other areas.

BOWEN: A rather interesting experience for me as I went around from class to class in the elementary schools this spring questioning the children in Spanish or French was for the principal to keep saying, "But these are not the brighter children who seem to participate most." I, too, have been teaching a fifth-grade group with a wide range of ability. There are, of course, those who will be really fine linguists some day, but the ability to imitate and reproduce and enjoy the spoken language seems quite universal. This instruction has definite value for all the children.

THOMPSON: I think we have been missing the boat, not only in foreign language, but in a good many other things, by putting altogether too much emphasis on visual learning alone. There are a great many things that you can learn by listening, and listening is a skill that we have not developed to anything like the extent that we ought to.

MCCAFFREY: I would like to have someone describe a secondary program which follows this kind of series in the elementary grades. Probably across the country generally we have not reached that problem, but what happens when these children with several years of French or Spanish reach the seventh grade?

WOJNOWSKI: The articulation between the junior high and senior

high school has come up in our school and we are hurdling it. I think we are coming out very well, because the mother of one of our seventh-graders in the French advanced class says that particular class is on a par with a second-year college class in fluency. Through the seventh- and eighth-grade program there does emerge a group of superior students. It is at this level that the better ones begin to appear, and we are trying to keep that group together. They are probably the gifted children and we will keep them together right through the senior high school, giving them as much as they can take. The other people who came up through the grade school program are still fluent and we are keeping them together, too. There are three tracks: the French I advanced section, the French I group for the others from the elementary school program, and the French I beginning group for children who are starting a second language. We keep them apart so as to maintain the oral-aural approach without losing the value of what was accomplished in the grades.

MULHAUSER: In Cleveland we have both major work in French for selected groups and a summer demonstration program for unselected groups. I think perhaps we have not articulated with the junior high and high schools as well as we could have, but the language training that the elementary children get is obvious when we get them in college. No matter what they come in with on paper, you can always spot them. We pick these people out of the third-year language and get them into advanced work.

THOMPSON: We have about 100 seventh-graders in my community who have had either French or Spanish informally since the third grade. At this point the language became elective and was given in a regular period of 45 minutes. The children receive marks just as they do in their other subjects. Their enthusiasm has not dimmed, and all of them plan to continue in the eighth grade. In my paper I described our schedule through the twelfth grade.

CUMMINGS: This thing may be just a little harder than you think it is. In the elementary grades, children are creative in art, where reading is not involved either, and they go for rhythm bands and beginning orchestras, and the like, but somehow it is quite a job to pull them over the hump in the later grades.

LUDINGTON: Learning in the early years is more imitative and later on it becomes more conceptual. Where we as educators fall down is in failing to take account of these differences in the makeup of the learner. If music and art or foreign languages are taught to young learners in a way to appeal to their particular learning character the result will be successful, but if the same is continued into

the upper grades where they want to be intellectually challenged then their enthusiasm may wane. The job is to develop a program that is always suited to the character, age, and maturity of the learner.

MCCAFFREY: We have another problem, and that is with students whose mother tongue is French. The northern part of New England has a heavy population of French Canadians. They came in when we needed labor for the paper and textile industries. Most of them were Catholic and they built up a fairly large parochial school system in which they do teach the two languages. They have their own social organizations and many never do really get into the stream of community life. It is easy to be critical of humble people who do not speak English, and the result is that those French families that seek to be successful and get better positions move across the tracks, change their names, and hardly mention that they know anything about French. The Germans in Pennsylvania, the Spanish-speaking people from the islands, etc., have the same problem. When we isolate these people who are not only good Americans but who retain a culture which could strengthen the culture of America, we are failing to utilize our language resources. We have many French-speaking students attending our public schools in New Hampshire and we are not doing all we should do for them in foreign language. In fact, teachers will say, "You can speak French. What do you want to take French for?"

ANDERSSON: I wonder if some of those children who come into the first grade have had their total experience in French and are unable to speak English.

MCCAFFREY: Yes, there are some.

ANDERSSON: If this is so, then to expect these children to learn all at once to understand, to speak, to read, and to write a foreign language—English—seems to be a rather exaggerated aim, especially in view of the fact that when a child has had 6 years of conditioning in English we still are careful not to plunge him into reading until he has gone through a period to determine his reading readiness. Maybe it would be possible in a school where you have something like a 50-50 proportion of French speakers and English speakers, and a bilingual teacher, to teach the French-speaking children to read and write in French first, while they learn to speak and understand English. At the same time let the English speakers go ahead and learn to read and write in English, while they learn to understand and speak French, from the French children mostly, but with the assistance of the teacher, so as to set up a social situation in the classroom where the children do a great deal of the lan-

guage teaching just by contact. Then each follows the natural sequence of understanding and speaking and then reading and writing. For the French-speaking children, learning to read and write in English would be deferred until the intermediate grades.

MCCAFFREY: It is an interesting idea. I am positive that we have in our State or in New England generally many communities where half of the children speak French from their home background. And it would be safe to say, I'm sure, that some of our teachers are driving them out of the French classes.

WALKER: There seems to be a great emphasis now on teaching language in a way that makes sense. But I must say that instead of settling some of our questions we have raised many more for which we still have no answers. But then that is one of the values of a conference.

MCCAFFREY: When we make apologies for the way that foreign languages were taught years ago, and in many places still, I am sure that they are not the only subjects taught in the same way. We ought to keep that in mind. I hope that I can take back to my colleagues, the chief State school officers, a report on some of the wonderful programs you have been talking about. I'm sure the chief State school officers should know more than they do about foreign languages and their importance in the school curriculum. I am pleased to say that in northern New England, particularly in my State, there has been renewed emphasis and vigor in the foreign languages. I am sure that the papers and discussions here today will help those of us who are watching and trying to find out what the place of foreign languages should be in the public schools today and how the State officials can implement the teaching.

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IV. The Newer Objectives and Evaluative Techniques

New Objectives and Methods of Evaluating Foreign Language Instruction

by ESTHER M. EATON
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THIS MORNING we heard most interesting presentations on the implementation of some of the new objectives of foreign language teaching. For me to speak now about what these objectives are may at first thought seem redundant. However, on second thought, we would do well to examine briefly together what brought these new objectives into existence. Are they just one more fad or frill along the path of educational progress, or do they have some justification in fact?

We need turn our thoughts back only to pre-World War I days to examine the secondary school population and the curriculum the school offered up to that time. The drop-out of students for work was high in the early years of high school and only a small percentage of graduates went on to higher schools. The curriculum was largely of an academic nature adapted to the needs of those going on to college—chiefly liberal arts. Foreign languages played an important role in this training, but primarily from the point of view of developing the ability to read a second or even a third language. Most colleges required from 2 to 3 years of one language and often 2 years of a second. Therefore a reading knowledge of a language seemed sufficient and served as pure enrichment of the mind or as a tool in liberal or scientific studies in schools of higher education. This is still a worthy goal, but a goal with too narrow limitations in our present-day world.

A study in 1913 showed that out of 306 institutions of higher education, 89 percent had a modern language entrance requirement. Only 9 years later, out of 517, it was 70 percent.¹ A significant drop! What was happening?

¹ See *College and University*, Winter 1957, footnote, page 200.

After World War I the secondary school population rose gradually; greater numbers remained in school for 4 years of secondary education. Dr. William Parker points out in a recent article in *College and University*: "As more and more students entered our secondary schools and as a growing body of professionally trained administrators coped with the new problem of education for all American youth, these educators decided—usually without consulting the colleges—that foreign language study has less relevance for mass-democratic education than have other, more 'practical' subjects." He states that behind this decision may have been some personal disillusion with the results of language learning, such as "irregular verbs," "I couldn't order a meal," etc., plus certainly the isolationist idea—not peculiar to this group, and the assumption that formal education for almost all our youth would end with high school, college education being accessible only to the privileged few.

And so, foreign language study was steadily de-emphasized in the public secondary schools, many schools deleting it from the curriculum, others cutting it back to a maximum of 2 years. It is not surprising then that many colleges dropped the foreign language requirement, as an increased number of American youth, without foreign language preparation, knocked at their doors.

The second World War, which forced our country into a position of leadership, has dissipated the isolationist theory. We find ourselves literally face to face with peoples of differing background and culture either on our own or foreign soil.

It is to play the part of the ostrich burying his head in the sand for Americans to state that they do not need to know foreign languages, that most people know English anyway, that they can understand sufficiently through interpreters, read in English translation, or merely make observations. Persons of such thinking are neither aware of the unfavorable reactions caused by our refusal to meet the person of another culture at least half way, nor of the doors to understanding that are closed to us without a means of direct communication. I am sure most of you here have experienced at some time the warm welcome one receives in a foreign land if he makes even an intelligent attempt at communicating in the language of the country.

Foreign language teachers were perhaps among the first to experience this in their study and travel. They have gradually injected into their teaching the new objectives of understanding and speaking as well as an acquaintance with the mores and characteristics which will make their students—the future leaders of our country—

understand what makes the French act as French, the Spanish as Spaniards, the Germans as Germans, etc. The use of the spoken word reached the classroom in the secondary school in some parts of the country earlier than others, but oral proficiency is now becoming one of the accepted objectives of modern language teaching.

Those teachers who have given the oral method a trial with students have met with a most enthusiastic response. Experience already indicates that the emphasis on listening and speaking produces a more satisfactory language learning approach. The reading and writing objectives, which in the early stages are somewhat subordinated, later become more readily attainable. After all, how does Johnnie learn his own language, by reading first? No, by listening to his elders and then using language according to the pattern that he hears around him. It is a natural and effective means and provides a progressive experience for the child—one which is much more meaningful when he can deal directly with people and not solely through the printed page.

With emphasis on listening and speaking as well as on reading and writing, it becomes obvious that the element of *time* is a major factor in achieving results. What does the secondary school owe the citizen of tomorrow in the way of second language training? How much time shall be allotted to it in the curriculum? It is in the national interest to prepare as many as possible with the maximum amount of a second language during the 12 to 16 years that most young people today pursue formal education. Admittedly 2 years in secondary school is not sufficient time in which to attain the new objectives. Colleges requiring foreign language for entrance recognize this and urge today a longer period of study of one language rather than a smattering of two languages. In those colleges not requiring language, if the number of applicants is numerous, they usually take no one who has not had at least 2 years of a foreign language.

Enough public high schools as well as independent schools have incorporated in their program sequential foreign language study of from 5 to 12 years' duration to prove the value of this extensive training which places emphasis on the development of language skills at an impressionable age. This has been an accepted part of the educational program of most foreign countries for many years. It is common knowledge that a child can become bilingual or even multilingual if exposed early enough to 2 or more languages.

These new objectives have already been the means of spurring young people in increasing numbers to seek first-hand information

about a country in a personally rewarding manner. This may happen in the form of high school youngsters taking pen pals in foreign countries whose language is being studied; of the public presentation of programs where students may demonstrate their foreign language proficiency; and, of great importance, the sending of high school students to foreign countries where they may actually share family life in the new culture. Such programs as The Experiment in International Living and The American Field Service offer educational summer programs of this nature and are reaping benefits for our Nation. I would personally like to testify to the value of selecting our most mature, intelligent, and adaptable high school students to undertake seriously and enjoyably the task of promoting international understanding on the person-to-person level, as President Eisenhower has recently urged so strongly.

Why then should we delay language study in our schools until the learner has lost his natural language learning ability? The number of small children today studying foreign languages in our public elementary schools is gratifying testimony that Americans may at last be awakening to the fact that they can no longer live in a watertight compartment in this "one world." The impact of these numbers is soon going to be felt in the secondary school, which must be



Courtesy, Garden City Senior High School, Garden City, N. Y.

A student shows slides and talks in French about her summer abroad.

ready to carry on the sequence through the twelfth grade with careful articulation between the elementary and secondary schools.

In places where, for currently valid reasons, the languages cannot be introduced yet in elementary school, citizens, boards of education, and administrators in increasing numbers are initiating foreign language study in the seventh grade of the junior high school with the listening-speaking objective being given primary emphasis, the reading and writing goals following progressively. Enthusiasm and interest are still easily sparked at this age, and lead to a life interest, occupation, or profession. Such a program was instituted in our school at its founding 25 years ago. I have been there long enough to observe its advantages. We are now urging its introduction much earlier in the elementary school.

I think of a boy who 12 years ago began the study of French in one of my seventh-grade classes and pursued it for 6 years. As a graduation present from high school he chose to accept instead of a car an educational trip to France, where he would be using his French living with a family. Three years later, while studying to become a commercial designer, he was selected as our town's ambassador to the international conference held by the French in connection with the summer music festival at Aix-en-Provence. Aix is our "twinned" city, and the University Aix-Marseille offers this scholarship to a Garden City young adult annually—to date the only American in the group of about 30 people. On this boy's return he said to me: "Do you know what made me decide I must master this French language? It was the 4-week study we did on Paris in the ninth grade which gave me a second-hand insight into the history, art, music, customs, and institutions of the French and which made me determine that I must see this for myself. To get the most out of it, you had already made me realize I must know the language well." He had no formal French training beyond his 6 years in high school. We were really proud when he was commended by the conference director at Aix as representing the ideal American youth. Today, with the United States Army in Germany, he is regularly assigned as interpreter at the base whenever a mission arrives from the French staff.

During the last war our Government had to pay heavily for our linguistic deficiency through the setting up of an Army Specialized Training Program. The Foreign Service Institute and other specialized Government language schools fill in the gaps today. How much more they could accomplish if they did not have to stress the elementary language skills of at least those languages now taught in schools,

but could count on such as a natural prerequisite to more advanced language training and area study. It would be helpful if in their institutions each State would assume its share of the responsibility of acquainting *all* students with some knowledge of another country and its language at an age when national prejudices can be forestalled.

Those with a special language aptitude or special interest in language study should be selected early and be given sequential training which would lead them well on the road to a mastery of the language. It should enable them to read and discuss in the foreign language many forms of written expression. Through literature as well as through the classroom experiences, the culture of a country can be gradually introduced into language study. Young people then do not look upon those of another country as peculiar in looks, manners, and speech, but as people who behave basically as we do, though motivated often by a different set of stimuli and reacting according to a different pattern.

I led a group of the Experiment in International Living to France in the summer of 1951. I had intentionally asked for a high school rather than a college group, since I confess I entertained some doubts about the ability of teenagers to perform successfully this mission. However I could not have been more proud of the performance of adults on a mission with similar purpose. The Bretons in France, with a reputation for aloofness and coldness of manner, gave us a heart-warming reception. Each of the 12 of us living in a separate family, with economic levels varying from village blacksmith to the wealthy wine merchant, partook of life as a member of the family unit. Each did an outstanding job, but I want to mention the youngest of the group who converted the Communist father of the family to a real admirer of American youth. The father had even absented himself from meals and the family circle the first week of her month's stay because of his prejudice. The day of departure found him polishing his car, early in the morning, to drive his "daughter" to the station where he waved farewell along with the other families as unabashed tears ran down his cheeks. These families knew no English, and our young people demonstrated conclusively the lasting value of being able to communicate in the foreign language even though imperfectly. The inhabitants of this small town even commented after our departure on the salutary effect of our stay in breaking down class barriers among themselves.

Such an operation works both ways. We find on many American high school campuses and in many American communities today

foreign youth here for similar purpose. Towns also "twin" with foreign towns in the interest of promoting understanding at this personal level. When this experience is multiplied many fold each year, our country can only stand to benefit as the youth of varying backgrounds grow to national leadership. The benefit does not cease with high school graduation, but often takes further root in later life in some form of international service organization.

This causes us to give further thought to the languages taught. The importance of teaching languages such as Russian has been expressed here today. There are many basic differences in ideologies and opinions which cannot perhaps ever be resolved, but which, if better understood, might lead to greater tolerance of the other's views. Thus only, may we ever hope to attain the goal of every country—to live peacefully in a world with one's fellowman.

James Reston pointed out a few days ago in his article in *The New York Times* that "in the whole of the Arab world, so important in the current struggle for the Middle East, only three United States ambassadors speak Arabic and the State Department lists their knowledge of Arabic as *limited*."

I have been told that Russia purchases more of the Linguaphone language records in English than all the rest of the world combined. Many of our young people today show a real interest in some of the less widely taught languages. In the national interest, then, it would seem wise for our Government to urge the teaching of some of the languages spoken in cultures differing greatly from our own if interest can be aroused in them in addition to the languages already taught. One of the concomitants of foreign language study is an appreciation of other cultures and also a better appreciation of our own. In the meantime let us recognize that the learning of any foreign language makes easier the mastery of each successive one.

Foreign language classes in schools of adult education are being heavily attended today in view of promotion dependent upon a language knowledge or because people are being sent to some foreign country by an industry which requires a speaking knowledge of the language. Our citizens are fanning out all over the world through political, business, or personal ventures. The scientific field in itself needs men and women who are skilled not only along scientific lines but in a speaking as well as a reading knowledge of such languages as German, French, and Russian.

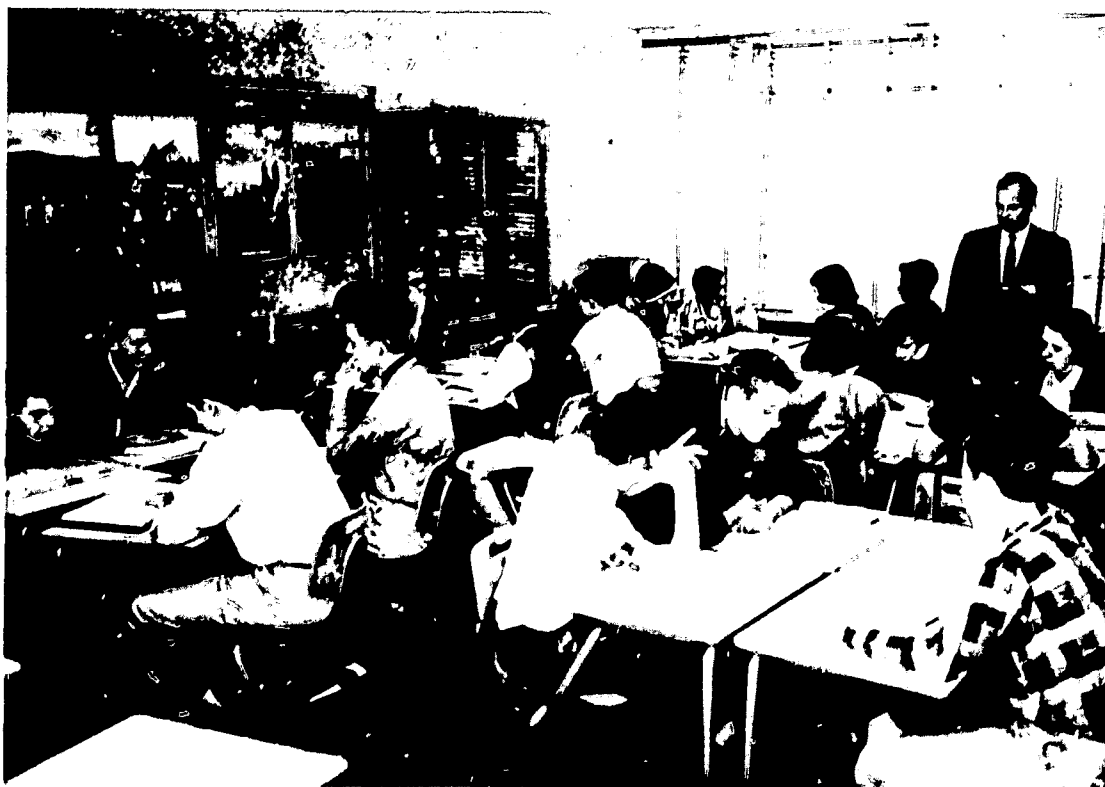
Does not the secondary school, then, have an obligation to the country to offer a long-term program of language study in whatever language seems appropriate to its area and conditions? With our

new objectives, the natural result will be to reveal to the student the structure of language; to give him a new perspective on his own language and a progressively deeper understanding and an increased interest in the thoughts of another people as expressed through their geography, history, social organization, and literature. Because it is necessary to discuss frequently and in great detail any new objectives, it must not be presumed that the values to be gained from the study of the structure of language and of literature are being minimized. These well-rooted objectives are rather undergirded by the new objectives which aim to further meet our changing needs. Colleges, instead of having to teach the elements of language, thus engaging in a study of literature too little and too late, could go even deeper into the humanistic values which, as expressed in the report on foreign language instruction by the Connecticut State Advisory Committee, "introduce one to the universal manner of expression—creative activities of the human spirit giving a discriminating insight into the form of their expression." Finally, the study of language with the new objectives results not only in intellectual stimu-



Courtesy, University School, Southern Illinois University

A language library attracts readers.



Courtesy, Garden City Senior High School, Garden City, N. Y.

German I class converses in groups of four.

lation but also in substantial pleasure for the individual. To be sure, this requires work on the part of students. But today the idea of a watered-down education for all is losing ground in view of the fact that more than half of our high school graduates go on to college. Ability grouping within which is a fairly wide range of capabilities is again receiving favorable consideration and can operate effectively in language study in the upper grades.

Our consideration of new objectives leads naturally to that of evaluation of training. A program of evaluation would test the learner's ability to understand the spoken word, to speak, to read, to write, to analyze the structure of a language, and to understand the culture of the people speaking it.

Of the skills mentioned, the testing of reading ability is the only one that has been refined to anything like a satisfactory point.

The modern language laboratory, in its infancy in the high schools, and the audio-visual aids, presented in detail to you this morning, can serve not only as a teaching aid but also as an evaluating means. Test development has only begun in this area. The College Entrance Examination Board has recently adopted a listening comprehension test which provides a means of measuring the accomplishment of high school graduates in this area as they arrive on the col-

lege campuses. The Board is working toward its inclusion on the achievement tests as soon as possible. Hitherto, oral testing has been done entirely by teachers in an interview situation. The Northeast Conference on the Teaching of Foreign Languages is now developing a standard type of speaking test. In writing, there is an absolute need of better testing instruments, and tests of language structure can also be further refined.

As to culture, its two concepts must be considered. That of information on civilization is well tested by current means. The other relatively new concept is more difficult to test—that which concerns what makes people feel, think, talk, and act as they do. This corresponds with the concept of the social scientist as well, and no one yet seems to have developed an ideal means of evaluation. Attitude tests are therefore needed.

Of interest is the recently introduced Advanced Standing Testing Program. This is prepared by the College Entrance Examination Board and seems to be testing adequately the most advanced stage of language learning at the secondary level.

The fact that there is much work in progress in evaluating our language training program is encouraging evidence that the new objectives are already producing results which are ready to be evaluated.



Courtesy, Garden City Senior High School, Garden City, N. Y.

French class takes listening comprehension test from tape recording.

I'm sure I speak for high school foreign language teachers when I say that we are indeed grateful to the Office of Education for the interest shown in the furtherance of language study at the secondary level, as evidenced by this timely and well-organized conference. Nothing could give greater impetus to a recognition of the need for foreign language teaching in our secondary schools than language teaching in a new key.

We trust that the evidence that foreign language teachers are adopting these new objectives in keeping with the needs, and that they are working toward valid means of evaluation will reassure the Government that we stand ready to assist in preparing our youth for an adulthood of service to our Nation.

The objective expressed by our United States Commissioner of Education himself, Dr. Derthick, is likewise *our* objective; namely, to see that our youth are well grounded in the essentials, but that they are also taught "how to find answers—to analyze, to sift the true from the false—so that they can reach sound conclusions tomorrow, whatever the problems may be."

Discussion IV

Condensed Record of Discussion Following the Paper on NEW OBJECTIVES AND METHODS OF EVALUATING FOREIGN LANGUAGE INSTRUCTION

ANDERSSON: It is a necessity to develop as objective measures as possible and to consider what we can do that is effective in promoting a program of study that will ultimately lead more and more to the competencies we desire.

LUDINGTON: As I understand it, the language teaching field has arrived at an acceptable definition of something to aim at. That is good, but at the same time we are advocating a reorientation of effort; we have many people who are struggling with the problem of how to readapt the program. Along with a statement of goals we need some guidelines for achieving the effectiveness which you set out to achieve.

EDDY: I know it is important to develop tests that will evaluate oral competency, but we may wait a long time before we get these tests perfected and standardized. As I understand it, they are pretty hard to administer and even more difficult to prepare. We should of course do that as fast as we can, but at the same time we must be devising the best program of study possible.

TOMPKINS: I gather that it is the sense of this meeting that as far as language training in the formal school system is concerned an early start and a continuous and cumulative course of study are ideal.

ROBINSON: This idea that you people have so effectively pushed of getting everybody to recognize that there is something vital that language has to contribute to the elementary school child is virtually a new idea in American education. It has a tremendous impact.

CAREY: In thinking of a continuous sequence of study from junior high school through senior high school, we must face the fact that the school administration of the State, all the way down to the county levels, places restrictions on the covering of new subject matter. In Prince George's County the core program, which is 3 hours

a day for seventh- and eighth-graders, is general education and is prescribed for all students in those grades. If you put a foreign language in there it means that you have to take something out or substitute foreign language for something that they already have. It will be difficult to sell that to administrators, and particularly administrators who want to stay on the right side insofar as State Department policy is concerned. Until we start selling the State Department leaders and the county leaders, you can't hope to do much in the local school. Core teachers have called me in to the seventh and eighth grades when they have been on units on South America, during the Christmas season, and other such times, to give some short Spanish lessons. If I couldn't do it one of my students would do it for me; nevertheless, in a core program it is much more difficult to adjust the schedule or stagger your classes. You have an allotted time and you cannot break it.

BIRKMAIER: But you can take youngsters out of the core program to go and do something else.

CAREY: Not according to regulations. You could put them on special committees, doing some kind of committee work, but getting the facilities to carry on language work in this way would be a problem. The junior high school in no probability would have a person trained in the language and no library facilities geared to it. If the committees go to the senior high school it means that they interrupt a regular foreign language class, take that teacher away from the duties he is performing at the time in order to devote time to a junior high school project.

BOWEN: It doesn't matter so much that you have a full period a day; the most important thing in language training is the continuity. If you are going to present the case to administrators and curriculum committees the amount of time you ask for is an important factor.

CAREY: In the seventh and eighth grades in core you have to teach English, social studies, and health and hygiene in a 3-hour block of time, and that is a job for a specialist there. The only way I could see to put foreign language into the junior high school level, say 30 minutes, is to have a trained person to do it—not expect the core teacher to do it, as they are expecting everything else of the core teacher.

ROBINSON: I don't see how the continuity problem can be solved anyway unless there could be agreement on which language or which two languages would be offered in the junior high school. According to the Census Bureau statistics, about 20 percent of the population is moving about.

Question: Should foreign languages be included in the core curriculum at the junior high level?

BIRKMAIER: There are many different interpretations of a core program. The ideal situation seems to be a 2- or 3-hour block of time, and the teacher in charge takes on the duties of a guidance person so that he has what we call a home base to work from. This is important in a school that has two, three, or four thousand students. Another thing to understand in a core class is that the work should be integrated; it should center around big problems most of the time. This is a rare situation though; I know of only one or two cases where I have seen such a program. Most of the time the course is just a block of time and the subjects included are the language arts and the social studies; once in a while you will see some teachers integrating the two fields, but in other cases you see just 45 minutes of English and 45 minutes of social studies. A lot of things *could* happen in a core class, and some of the core teachers have said to me that foreign languages could be incorporated.

MANIFOLD: We have on our staff Dr. Lucile Lurry, who knows the theory¹ and has been faced with the practicalities of the job, and we have about 200 core teachers. Dr. Lurry would say, I think, that there are great possibilities in this, because she sees great possibilities for home economics and a lot of other things. Her definition, for example, of a good core program is that it is a personal-social problems course which calls upon the subject fields to shed light at the appropriate times on the solution of any one of these problems, and certainly you can see a correlation between social studies and language. Now this would require the master teacher. Nevertheless it would seem inherent in the core program that foreign language could fit in aptly. So far we have stayed traditional to the extent that we have not moved any of the so-called separate disciplines into the core program. If you had this master core teacher all this could be incorporated, but in the meantime we have to face reality: people just aren't prepared, and there is no one prepared to prepare them.

JEWETT: Of course the same thing may happen to foreign languages, if they become part of the core, that happened to literature when English became submerged in the core. You may find that you are not achieving some of the goals that are extremely important. Most learning experiences have to be problem-centered before the core people will include them in their units, and as a result you get some fantastic correlations. You find that Holmes' poem about

¹ Lurry, Lucile L., and Alberty, Elsie J. *Developing a High School Core Program*. New York, The Macmillan Company, 1957. 297 p.

the one-hoss-shay is being taught in a seventh-grade unit on transportation and that "Rip Van Winkle" is being taught along with a unit on the American Revolution. As a result, literature is taught because it involves a social problem or because the students can engage in social processes, which they have always engaged in anyway in good English classes. But various principles are completely lost sight of; we forget about maturation, developmental needs of children, their readiness to read certain selections in literature, and we forget all about reading literature for appreciation and enjoyment.

BIRKMAIER: The core program does help children to make the transition from an elementary school to a situation where the studies are completely departmentalized. And there would be some provision for individual differences, because the gifted children finish with these other things in the core program faster than others and they could study a foreign language. Here would be a chance for the youngsters who have had a foreign language in the elementary school to continue its study.

MCCAFFREY: Now this is how we in New Hampshire try to meet the problem of educating gifted children, especially those from small high schools that can't afford many elective subjects. Outside the city of Concord we have St. Paul's Episcopal School. It's a hundred years old and they are rather proud that it has 1,600 acres and about everything that a campus ought to have, and some of the best students in the country go there. But during the summer this magnificent plant is not being used at all. So Dr. Matthew Warren, its director, and I obtained from the Fund for the Advancement of Education a modest amount of money, \$100,000 for the first year, to start in July 1958 a new type of summer school. It is open only to those students in the public and parochial high schools of the State who, because of the size of their high school, have been denied an opportunity of getting the kind of courses which we think they ought to have. Some of these fall in the language field. Students, for instance, who were in these small high schools and did not have an opportunity to take Spanish can come to St. Paul's Summer School on a full scholarship and study 6 weeks of Spanish full time. We are also inviting 15 or 20 teachers in the public schools of the State to come with their complete expenses subsidized, for they ought to get a good look at some of these things you have been talking about—the laboratory techniques of teaching the languages, etc. In addition to that we are picking about 20 people from places like Dartmouth College who have an interest in teaching, but aren't taking this as a career, and we'll subsidize them

so that they will have a chance to see if they would like to be teachers.

If we can put this idea across, and we will, we hope to enlist the resources of all these independent schools in this part of the country, such as Exeter Academy with its multimillion dollar plant. In this way we could really put the 12-month school year into operation without dragging all the teachers and pupils back to school. We ought to have a 12-month school year, in my opinion, only if there is a purpose for it. We think this is a very good idea, and it has possibilities for the kind of program you people are talking about. We expect that a bright boy would be able in 6 weeks' time in 2 consecutive summers to get all he needs in Spanish for college entrance. I'm talking about highly talented boys, and there are plenty of them in New Hampshire. When we make some adaptations of the plant we hope by 1960 to include the girls in this program.

EGGERS: The International Teacher Education Program brings to the United States each year several hundred teachers from all over the world. This coming year about 150 of them will be in the field of English as a second language. They are English teachers in their home countries. From what I've heard, I'm sure that all of you have outstanding language programs, so I will be writing to ask if these teachers could visit your departments and such unusual programs as the St. Paul's Summer School in New Hampshire. Most of these teachers have 6 months—3 months for a special program at some university or college and 3 months for a community assignment where they go for school visits. These groups have frequently observed that we are not doing a very good job of teaching foreign languages in the United States, and therefore we would like to lead them to the more superior language programs.

ACKERMAN: One of the things that we on our cultural planning staff have been thinking about is what kind of programs we could stimulate that would help the general situation, such as the inability to get teachers. I would like to know what this group thinks of a program that would bring in, say, French, Spanish, German, or Italian teachers, who under a Federal program might be attached to the high school and be used as an assistant to give a picture of the country, meet with parent-teachers associations, etc.

THOMPSON: I don't think that we *begin* to use these visitors as advantageously as we could.

ANDERSSON: I believe the idea is excellent, but that it has to be done with great caution. A careful orientation program is necessary, for often the foreign teachers attached to our high schools are

misused completely. I know of one case, for example, where a competent French teacher of English simply exchanged positions with a teacher of French in one of our junior high schools and was expected to do everything that the American teacher was expected to do in her position. She almost collapsed before the principal understood what was going on.

EGGERS: Just so there won't be any confusion, let me mention that the teacher exchange program is a 2-way exchange; the teachers from abroad come here to take positions to replace the teachers in the American school, while in turn the other one goes to the foreign country. The program I'm referring to is 1-way.

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V. Teacher Preparation and Professional Growth

Preservice Training for Language Teachers

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THE SPECIAL TRAINING of the student who is preparing to become a teacher of a contemporary language may be considered under three headings: language competency, theory of language, and classroom procedure. All three are of nearly equal importance; deficiency in any one is grounds for disqualification. Innumerable experiences have proved the serious limitations of a teacher who is competent only in his mother tongue; wastefulness bordering on fraud is likely to follow when the teacher does not understand the nature of his subject matter; and ineptitude in the manipulation of persons, time, and events in the classroom can effectively defeat the prime objective of all classes—learning.

I. LANGUAGE COMPETENCY

In the area of language competency we may presuppose a period of achievement of many years' duration in the "target" language. For non-native speakers the problem is to carry to a greater degree a proficiency already good and to strengthen any areas of weakness that may appear. For most students, the greatest needs are practice and improvement in audio-lingual facility, to approach that of a native speaker, and practice in writing. Coaching in these areas should be done by a native speaker of the "target" language who understands the problems that will confront the prospective teacher when later he begins his work. Individual differences will of course appear, and many students will benefit from special work under the guidance of a trained phonetician. There should be daily practice in the foreign language in the give and take of normal speaker-hearer relationship, but care must be taken that such sessions are not only performance of what is already known but are also exercises in learning something new. Mimicry and memorization can be effectively used at this level, especially in the mastery of intonation pat-

terns. These sessions should be so varied that they will take the learner through many different types of situations and many varieties of interpersonal relationships, appropriately reflected in the vocabulary and the structure of the language employed.

In writing facility, the most useful exercise is substitution practice on the level of literary language, in which the structural elements in a given sentence are identified and re-used in the composing of another sentence containing different semantic material. Other valuable exercises of this kind are practice in imitating the style of a selected author, practice in the rewriting (in shortened or different form) of a selected passage, and translation of different types of prose from English into the foreign language and the reverse. The writing of free compositions is not without value, but is often likely to be an exercise in performance rather than in learning.

Acceptable levels of language competency on the part of teachers have been thoroughly and thoughtfully delineated in the statement on Qualifications issued by the Modern Language Association; these are the best possible source of reference for the measurement of achievement in language control.

II. THEORY OF LANGUAGE

In the second area, theory of language, the problem is not one of skill or procedure, but of insight. Since virtually nothing on this subject exists in writing in our own field, it is necessary to appeal to neighboring disciplines for facts and theories that may help the teacher in understanding the nature of the phenomena with which he deals. Prospective teachers are likely to come to a training course with the most naive ideas about the nature of language.

The presentation of theory may well start with the question: what *is* language? An appropriate first answer is a list of things that language is *not*. Language is not a book, nor a grammar, nor a dictionary. Language is certainly not writing; indeed it is not even words, for nobody talks in single words. Nor can it be equated with communication. Language lends itself admirably to communication, yet communication can and does take place quite well without language. Above all it cannot possibly be the matching of one linguistic code with another; translation is not language, but only the relating of two languages already well known. Language can be pictured in writing and it may be analyzed and codified in a grammar. It may be divided up into words, and these words may be arranged in a lexicon. It serves the literary artist for his art; yet it is what he starts with and not the finished product, so language is not literature.

Now if language is none of these things, what is it? We may say that it is learned, systematic, symbolic vocal behavior; a culturally acquired, universal, and exclusive mark of man, grafted upon the human infant's delight in babble. Careful scrutiny of the terms in this terse definition leads to excursions in psychology, in descriptive linguistics, in philosophy, and in cultural anthropology, each of these fields being reviewed in the hope of finding items of value for the language learner. We cannot expect the prospective teacher to take courses in these disciplines; his schedule is already too full. It is the task of those who direct the training of teachers to identify the most useful concepts that can be discovered and impart them to those about to go into teaching.

In briefest form, here are some indispensable concepts and distinctions of which prospective teachers must be made aware.

(1) There is a difference between teaching and learning, and the first may proceed at an exhaustive pace without being accompanied by much if any of the second.

(2) There is a difference between insight and skill that is closely related to the special character of our discipline. Language behavior involves keen participation on the part of the intellect, but it also demands the automatic performance of highly complicated motor skills that must be slowly and painstakingly developed. To perceive "how it works" is but the beginning of language learning.

(3) The use of words as signs for objects in the immediate environment is sharply different from their use as symbols for what is in the mind but *not* in the environment; this difference must be understood and applied in the language class.

(4) The separate and different functions of ear and tongue and eye in language behavior need to be fully analyzed, and the hackneyed terms "audio" and "visual" redefined. There is an intrinsic *spatial* quality in presentational or "visual" forms that is lacking in spoken words, and there is an intrinsic *temporal* quality in spoken words that is lacking in "visual" forms. The essence of language is that it can take place with the eye closed; this basic fact cannot be too greatly emphasized.

(5) Language behavior is internalized as well as overt, and the quantity of the former is incomparably more voluminous than the latter. The behavior patterns of the hearer and of the speaker are markedly different, beginning with the fact that the hearer is entirely passive, while the speaker is not only carrying out complicated physiological processes as well as psychological, but is automatically a hearer of his own speech at the same time.

(6) The term "grammar" had better be kept with its customary meaning of "conscious analysis of linguistic structure." As such,

grammar is useful but never indispensable; every 5-year-old is entirely competent in the structure of his mother tongue without benefit of grammar.

Both native and non-native speakers of the "target" language will derive great benefit from at least a brief descriptive analysis of the mother tongue of the pupils they are to teach. "Difficulty" in the second language frequently arises when patterns of the new language and those of the mother tongue differ; the teacher needs to be fully aware of these differences. The mastery of the mother tongue and the learning of a second language also need to be compared and contrasted. Of course, they can never be the same, but many valuable principles involved in second language learning are made clear by a careful study of the learning of the mother tongue.

The relation of gesture to talk and of writing to talk demands careful study; from it will emerge the somewhat unpalatable fact that talk reveals itself as the generic area without which gesture and writing are devoid of linguistic meaning.

The study of a second language may produce one of two possible results in the functioning of the same nervous system. The mother tongue and the second language may be kept entirely separate, as they are in the true bilingual: this may be called a *co-ordinate* system and it should be the goal of every language learner. On the other hand, the mother tongue and the second language may be inextricably linked as they are in many language classes and in virtually all language textbooks: this may be called a *compound* system, and it has brought the teaching of modern languages in America to the verge of bankruptcy. No honest survey of the study of classical and contemporary languages can obscure the fact that they are at bottom wholly different disciplines. Not without the most prolonged study and persistent mental effort can the mother tongue be abstracted from the study of a classical language; in the study of a contemporary language, on the contrary, the mother tongue can be, should be, and frequently is relegated to a recessive role from the start.

The prospective modern language teacher must therefore be made aware of the irreducible molecule of language with its trichotomy of speaker-hearer-situation. He must build the language competency of his pupils with these structural units. He must know something of the de Saussure distinction between *langue* and *parole* in which the former refers to the total language behavior of all the speakers and writers of a language, both past and present, and the latter to the contemporary speech behavior of a single individual. He must perceive that the semantic terms of a second language can have authentic meaning only when they are related to the culture in which

that language is spoken. He must understand the destructive character of translation and its pernicious effect upon second language learning in the initial years; he must know why English can be used only with the greatest caution in the foreign language class, lest it overwhelm and destroy the very thing the teacher is attempting to create and nurture. He must perceive the difference between language and literature in order that he may train his pupils to read the lines before they attempt to read between the lines.

III. CLASSROOM PROCEDURE

Under the heading classroom procedure we may list a number of items in which the prospective modern language teacher needs specialized training. Supplementing the appropriate professional training needed by all teachers, whatever their subject field, the teacher who directs second language learning needs full discussion, special directions, and ample practice in many facets of instruction, chiefly the following:

- (1) How to manipulate the dosage, sequence, and proportion of the four language skills—hearing, speaking, reading, and writing
- (2) How to model the learnings that are desired
- (3) How to conduct drill in mimicry and memorization
- (4) How to make effective use of choral response
- (5) How to teach structure through the practice of pattern substitution
- (6) How to prepare oral questionnaires for class use
- (7) How to teach vocabulary through the learning of sentences related to a situation
- (8) How to compensate for the inadequacies of the textbook
- (9) How to use English (if any) in the language classroom
- (10) How to help the pupil prevent English from dominating his consciousness
- (11) How to devise homework that is not automatically followed by wrong learning
- (12) How to convey to the pupil the difficult concept that meaning in the second language is supremely independent of meaning in his mother tongue
- (13) How to reward trials in such a way that learning is maximized
- (14) How to prepare and coach simultaneous group conversations
- (15) How to use a language laboratory and to integrate laboratory activities with work in the classroom
- (16) How to devise effective instruments for measuring achievement in all four language skills
- (17) How to establish and maintain a "cultural island"
- (18) How to create situations for using the language in and out of class
- (19) How to present literature in the language classroom so that the pupils may feel a sense of reward and accomplishment rather than boredom or dismay
- (20) How to keep abreast of activities in his field when he later finds himself in service in some perhaps distant place.

CONCLUSION

A suitable title for a course that provides these three types of training still waits to be devised; it is obviously much more than "methods" or "the teaching of."

Upgrading the In-Service Teacher

by RUTH MULHAUSER

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GRANTING FOR THE MOMENT that all new teachers may be trained along the lines so well developed by Mr. Brooks, there still remains the complex problem of increasing the efficiency of the in-service teacher. For the present discussion, I should like first to identify this in-service teacher; second, to survey briefly what opportunities exist today for his professional growth and maturity; and, finally, to hazard some suggestions for action in the immediate future.

May we rather arbitrarily categorize the professional qualifications of a good foreign language teacher under three headings, leaving aside all personality considerations which are, of course, extremely important but not pertinent to this discussion. The three categories are: (1) language competency—oral, aural, reading, and writing; (2) cultural background in the broadest sense, including civilization, linguistics, and literature; (3) techniques and skills specific to the teaching of a foreign language. All three of these categories are particularly dynamic today with a rapid evolution of knowledge placing new demands on even the best and most active professional teachers. Other language teachers, whose language training may have been by the grammar-translation method and whose techniques, therefore, would hardly be suitable to laboratory teaching, are inclined to adopt the attitude that “this, too, will pass away.”

It is the second “philosophic” or lethargic group which concerns us primarily today and some of the statistics from the Allerton House Conference Report will serve well as an average sampling of the nation to determine who *might* comprise this group. Ten percent had neither a major nor a minor in the foreign language taught; 157 people had only a minor; 60 percent teach some other subject besides foreign language and two-thirds of the group teach fewer

sections of the foreign language than of the other subject taught. Illinois is certainly not the lowest State by far (I have used their figures only because they are the most recent) and yet, one conclusion is immediately obvious. The *professional* foreign language teacher, as defined by the MLA "superior" rating chart, is a rare creature; too often, the foreign language teacher is a sort of handy man. At the present moment we are piously hoping for and even expecting professional teaching in a highly specialized skill, as well as a subject matter, from a group of people who were either never adequately trained, were trained in outmoded methods, or once trained, could exercise their profession only on a part-time basis.

Another situation, equally important but not yet statistically surveyed to my knowledge, obtains throughout the United States. It is the plight of the foreign language teacher outside a metropolitan area in a region with no appreciable foreign population with whom he can speak and thus maintain his fluency in language and his contact with the culture. This teacher may not even be near a college or larger school system with a live foreign language faculty. Radio and television can help him a little in certain geographic areas of the United States, but these are basically intake media and he needs human social intercourse in his second language. No matter how excellent the training of this teacher, he becomes less efficient at his own performance level in direct proportion to his uninterrupted length of service with his students. In short, even if tests for certification to teach foreign language were uniformly qualitative throughout the United States there would still be need for refresher courses and travel for the in-service teacher—with the professional refreshment to be tested again qualitatively.

Now let us look for a moment at what is being done to help the in-service teacher. Some States, like New York, have quantitative refresher credit requirements, but on the whole, the matter of professional growth is a matter of the teacher's own conscience with no sort of skilled adequate check except in the larger school system with a foreign language supervisor. In other words, what follows is an outline of what the teacher *may* do if he himself feels the need of further education.

The Fulbright teacher exchange program and all the summer schools abroad deserve full honor and attention. Mr. Axvall will, I assume, discuss these opportunities; therefore, I shall not dwell on them except to underline their vital importance to the professional language teacher. It will seem to some that I am already utopian if I speak of this experience for *every* foreign language

teacher in the United States, but I intend to go even further and say that some contact abroad should be made at *regular* intervals throughout the teacher's career.

Within the United States, however, the foreign language teacher can also find opportunity for refreshment and growth in summer schools planned along the lines which Middlebury has charted so well. There, every measure has been taken to invite the student to use his second language in an automatic response pattern. For the total needs of the United States, there are too few schools of this particular type and they cannot very well proliferate because such a high degree of excellence and variety is costly to maintain and results from long experience, but a program of developing such centers regionally might well be evolved from the present resources. Close cooperation among the centers might bring exchange of ideas, joint research projects in foreign language teacher training, exchange of personnel on occasion, and automatic transfer of credit beyond the normal 6 hours at the M. A. level.

Highly important, too, and dynamic, are the workshops of shorter duration either with or without academic credit concentrating on specific areas like the Purdue Workshop on Audio-Visual Techniques or those in languages and linguistics at Michigan; the Colby language program; the Universities of Wisconsin, Minnesota, Southern Illinois, Washington, etc., specializing in work for the teacher of FLES (foreign language in the elementary school). Native visiting lecturers and/or consultants and informants increase the contact with both the language and culture in these workshops. There were in 1956, by MLA count, 39 such workshops announced for FLES.

During the school year, too, there is greatly expanding opportunity for the foreign language teacher to enrich his professional life. In addition to national conventions there are sectional and local meetings of professional organizations. Recently the Northeast and Northwest Conferences have outlined a pattern unifying teachers of languages at all levels into one group for the exchange of concrete information on techniques, materials, recent research in testing, etc. These conferences and other similar ones on a State level, like that in Kent, Ohio, have also brought together teachers of various languages to underline their basic reasons for unity rather than distrustful dispersion. Furthermore they have sought to include the isolated teacher, and in some measure they have succeeded in bringing him into contact with his nearest professional neighbors. Colleges, universities, well-equipped school systems are realizing a responsibility for offering the use of their laboratories in some organized fashion to correct or refresh the accent and intonation of

the individual or isolated teacher. Many metropolitan centers, too, provide cultural contacts with native nonteacher groups like Cleveland's Maison française, Mesa española, and Cenacolo, and teachers will drive as much as 60 miles for a good authentic evening's recreation of this sort. Isolation is, however, not always geographic: it can exist well for psychological reasons in a metropolitan area.

This summary survey of opportunities will indicate that the in-service teacher does not completely lack means of increasing his power as a teacher and/or language specialist. Many of these opportunities are relatively new and are the direct concrete result of the vitally important FL program of the MLA, under the leadership of William R. Parker, Theodore Andersson, and Kenneth Miltenberger. The summary also indicates, nevertheless, several obvious problems. The availability of these opportunities is by no means evenly distributed throughout the country. It is also true that every one of them requires an expenditure of time, effort, and money on the part of the teacher. This is not entirely bad, as Julian Harris pointed out in the *French Review* for April 1957. Finally, if the incentive to profit from these opportunities is normally completely personal, the profit from them is seldom recognized in any way other than personally unless it happens to net a certain number of needed credits.

At this point the concrete suggestions seem self-evident. Some are simple to put into practice; others are more complex and hence will require longer but immediate attention. They are by no means the concern of a single group either within or outside the profession. They will be accomplished finally, though not entirely, on a personal or "grass-roots" level, but orderly progress can only come from unified action and central leadership provided by a responsible group in a permanent fashion. They are:

1. Recognize the special requirements and standards for a good foreign language teacher not as an impossible ideal but as a necessity of life in foreign language teaching.
2. Recognize the foreign language doctorate as normally preparatory to teaching on the college level and require some guarantee of language competency and teaching techniques.
3. Apply qualitative tests, similar to those which will be given for certification in the future, for re-certification at regular intervals—every 5 years, perhaps. Native speakers should be judged differently but not released from this requirement.
4. Exert a greater control over the minimal minor: (a) raise it from 15 to 21 credits or not count first year; (b) require the signature of an officer of the language department for such certification; (c) test these candidates qualitatively, too, for minimal standards.
5. Work out realistic, administrable recognition for professional education gained by private or group travel abroad, noncredit workshops, conferences, and especially for active participation in creative projects carried on in a controlled scientific fashion.

6. Permit and encourage the FL teacher to attend short conferences, professional and cultural meetings during the school year without having to provide a substitute and pay his own expenses, too.
7. Make membership in professional societies meaningful, practical, and eminently desirable, especially to the part-time FL teacher who is also being drawn in other directions.
8. Make summer training and retraining more available to actual or potential teachers of the less common languages. Emma Birkmaier's announcement of a Workshop for Teachers of Russian at the University of Minnesota is indeed good news.
9. Make available loans with minimal or no interest and ample free scholarship subsidy for costly summer work and travel. Concretely, a recognized income tax deduction for foreign travel by FL teachers would be a good beginning.

In concluding, may I point out that the teacher who teaches a few classes in foreign language and has no training in that field is daily performing a concrete act of faith. Too often he feels he is still either a lonely pioneer or a valiant rear-guard with little more than his faith to keep him going. He deserves understanding, cooperation, and rewards for his work, but above all, he needs the instruments and dignity of a profession.

Opportunities for Language Teachers Under the International Educational Exchange Program

by CORNELIUS R. McLAUGHLIN
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UNITED STATES GOVERNMENT ACTIVITIES in the field of international educational exchange began in 1939 with the other American republics. The first postwar government-sponsored exchange of teachers between the United States and another country began in 1946. In that year upon the request of the British Foreign Office, the Department of State requested that the Office of Education administer a teacher exchange program with the United Kingdom. A committee composed of representatives of leading educational and professional organizations was established to serve as an advisory body to the Office in the completion of arrangements for an exchange of teachers between the two countries. A member of the staff of the Office of Education served as chairman of the committee and the activities in connection with the arrangements were centered in the Office. During the 1946-47 academic year, 74 matched pairs of teachers were exchanged between the two countries. The following year, a similar program was initiated with Canada and during 1948-49, a third country, France, began to exchange teachers with the United States. These exchanges were supported by private funds and through salaries paid by local school authorities.

With the passage of Public Law 584, 79th Congress, the Fulbright Act and Public Law 402, 80th Congress, the Smith-Mundt Act, the further development of the United States International Educational Exchange Program administered by the Department of State was assured. There was subsequently an expansion of the teacher exchange program in the number of countries in which positions were available and an increase in the number of fields of instruction for participating teachers.

From 1946 through the 1957-58 school year, more than 2,500 American elementary and secondary school teachers and a few junior college and college instructors have taught abroad under the teacher exchange program. Subjects taught included most of those normally found in the American school curriculum. Approximately 1,600 of these taught under interchange arrangements, which meant that a teacher of the same subject or of a corresponding grade level came to the United States to take the place of the American teacher who went abroad. The other 700 teachers went abroad on 1-way teaching assignments for 1 school year or participated in summer seminars. Complete details of the various exchange arrangements and the positions available in participating countries are outlined in a bulletin, *Teacher Exchange Opportunities*, which is released in September each year.

Teachers of English and teachers of foreign language in American elementary and secondary schools and junior colleges will be interested in the general pattern of the opportunities offered in their particular field. The following figures show an inconsistent but gradual increase in positions for teachers of English from 1946 through 1958.

<i>School year</i>	<i>Awards to teachers of English—all countries</i>	<i>School year</i>	<i>Awards to teachers of English—all countries</i>
1946-47.....	10	1952-53.....	74
1947-48.....	14	1953-54.....	66
1948-49.....	11	1954-55.....	61
1949-50.....	8	1955-56.....	48
1950-51.....	10	1956-57.....	97
1951-52.....	31	1957-58.....	76

Teachers of modern foreign languages in American schools have had fewer teaching opportunities abroad, but the following figures show an increase in numbers in recent years.

<i>School year</i>	<i>Awards to teachers of modern foreign languages (French, German, Italian, Spanish)</i>	<i>School year</i>	<i>Awards to teachers of modern foreign languages (French, German, Italian, Spanish)</i>
1948-49.....	7	1953-54.....	33
1949-50.....	9	1954-55.....	68
1950-51.....	15	1955-56.....	49
1951-52.....	10	1956-57.....	55
1952-53.....	33	1957-58.....	77

The Board of Foreign Scholarships appointed by the President under the Provision of the Fulbright Act, has, since 1948, promoted exchanges in English language and linguistics. The United States Advisory Commission on Educational Exchange created under the Smith-Mundt Act encouraged exchange activities for teachers in these fields.

The American teachers of modern foreign languages referred to in the preceding figures were for the most part teachers of French and German. A few teachers of Italian were included, but only one or two teachers of Spanish were among the participants. It should be pointed out, however, that for 4 years, 1943-47, approximately 100 American teachers of Spanish received small awards each year to attend a special seminar at the National University of Mexico. This program was discontinued for lack of dollar funds.

Recently Fulbright and Fulbright-type agreements providing foreign currency have become effective with several Latin-American countries. It is anticipated that a number of exchange grants will be offered to American teachers of Spanish who will teach English in those countries. A new seminar similar to those previously held in Mexico and now held in France and Germany will be established in a South American country. Colombia will have the first such seminar during the summer of 1958 for 20 teachers. Participants will be teachers of Spanish from American schools.

The principal countries in which grants have been available for American teachers of foreign languages have been Austria, Belgium, France, Germany, and Italy. By country, the programs may be summarized briefly in the following manner.

AUSTRIA

A small but successful program of teacher exchange has been in effect with Austria since 1951. The quota in recent years has been an interchange of 5 matched pairs of teachers. American participants are teachers of the German language who are prepared to teach English in Austrian secondary schools.

BELGIUM

The first American to teach in Belgium under the program went abroad in 1949. Since then a quota of 3 to 4 American teachers of French language and literature has been matched for exchange each year with an equal number of teachers of English from the Belgian schools. In several cases the American teachers have been assigned to teach in Luxembourg.

FRANCE

The oldest program for the exchange of language teachers is in effect with France. In 1948, 7 American teachers of French language and literature exchanged with an equal number of French teachers of English. The Americans have taught English in the French secondary schools and the French have taught their native language in the host schools in the United States. As many as 11

matched pairs of teachers have been exchanged in a single year, but the quota has generally been established at 4. In a few cases teachers have been assigned on 1-way grants.

The largest numbers of American teachers of French language and literature have gone to France during the summer months to participate in a special seminar. Twenty-five grants a year have been awarded to teachers under the Fulbright Act. The teachers selected share the costs of this program, which has made it possible to accommodate this large number each summer. In 1957, funds were made available through the Office of the French Cultural Counselor to permit an additional 5 American teachers to join the group participating in this program.

GERMANY

Approximately 15 American teachers of the German language are awarded grants each year to teach in German secondary schools under interchange and 1-way arrangements. Another 25 teachers are awarded grants to participate in a summer seminar in Germany. These teachers also share the cost of the seminar by paying for course fees at the Goethe Institute in Munich and paying for their living expenses while abroad.

ITALY

A few grants to teach English in selected schools in Italy are awarded each year to American teachers of Italian. In addition, a seminar for teachers of Italian, announced well in advance, is held periodically in Italy during the summer. One will be held during the summer of 1958.

All of the programs described in the preceding paragraphs require Americans who are proficient in the language of the host country and who are prepared to teach English as a foreign language. The teachers should also be prepared to discuss American economics, as well as the political and cultural life of Americans.

THE TEACHING OF ENGLISH

An increasing number of positions are announced each year for American teachers of English. Teachers selected for these awards are not required to speak the language of the host country, other than those described above, but must be able to teach English as a foreign language. Countries in which these positions have been announced are Burma, Greece, Japan, the Netherlands, Pakistan, Thailand, and Turkey. Cambodia, Laos, Morocco, and Tunisia may be added to this list of countries, but Americans selected must be proficient in the French language.

AMERICAN TEACHERS OF SPANISH

In the past years, few American teachers of Spanish have participated in teacher exchanges. In the future, however, it is expected that a number of grants will be made available for American teachers of Spanish to participate in teacher interchanges and 1-way assignments. Countries in which these positions will be available are Argentina, Chile, Peru, and Spain, in which Fulbright or Fulbright-type agreements have been signed or are being negotiated. An interchange of teachers is already underway with Cuba under Public Law 402.

A summer seminar for teachers of Spanish in Colombia has already been mentioned.

Teachers of English and modern foreign languages in American elementary and secondary schools and instructors in junior colleges are invited to write for current information regarding opportunities to teach abroad. The announcement bulletin, *Teacher Exchange Opportunities*, is released in September and applications are then accepted until October 15 for the following school year.

Discussion V

Condensed Record of Discussions Following the Papers on TEACHER PREPARATION AND PROFESSIONAL GROWTH

WHITELAW: Teacher preparation is a crucial aspect of the problem of foreign language teaching in the high school. Mr. Brooks' paper is of course a compact syllabus of the whole field.

MERLINO: I would support 100 percent the part of the paper dealing with linguistic competency.

TOMPKINS: Yes, that point on linguistic competency I am sure is acceptable to all. That has been pretty well expressed by the statement of the Modern Language Association which has been given wide circulation through our journals. What does this mean as far as teacher preparation for high school teaching is concerned?

ANDERSSON: You will notice that Mr. Brooks' phrase "achievement of many years' duration" makes no attempt to define competency in terms of number of years, credit hours, or other quantitative terms. This happened to be one of the points of longest debate in the Modern Language Association as we outlined the qualifications of high school teachers.¹ It was after a good deal of careful consideration that we decided these qualifications should be stated in terms of proficiency, however acquired, and that such proficiency should be ultimately measurable as objectively as possible. We have tried for some time to get a grant for the development of tests, but so far have been unable to do so. We regard this as a matter of first urgency, however.

BIRKMAIER: Couldn't we simply go on record as approving the MLA statement and Mr. Brooks' thesis? Because we could discuss these things for the next 2 weeks and we would still be at a pretty high level of speculation. I am much concerned with the practical situation of what the college freshman or sophomore is going to take. What is the broad pattern we want for the foreign language teacher? We've got to look that problem in the face.

TOMPKINS: For any student who shows the slightest interest at whatever point in becoming a foreign language teacher, let us say

¹ The MLA statement is appended, page 163.

it would be the responsibility of a member of the profession to put a copy of such a plan in his hand and say, "This is what you have to do if you want to be a good foreign language teacher."

HILDEBRAN: As a representative of a small college, I agree. Certainly the American Chemical Society makes it clear to the freshmen what requirements they must meet if they are going into science teaching.

WHITELAW: I should think the content of the pre-service program ought to be spelled out rather fully. In-service growth, recruitment, greater teacher exchange, tapping new resources for teacher supply, etc. certainly come into the picture, but if a youngster who wants to be a language teacher asks what courses he should take in college, what do you say?

BIRKMAIER: I want to bring up the question, too, of what combination of major and minor subjects we should advise. A great number of people with a minor in a language are teaching a foreign language in the high schools. I'm almost more concerned with them than I am with the majors, because we must make good teachers of them, too. In order to plan a program you have to find out what their major is and that they do expect to teach. Those of us in the teacher education field need to provide for people like that and not just suddenly discover when they are seniors that they may be teaching German.

JEWETT: Dr. Maul's bulletin on *Teacher Supply and Demand for 1957*² makes an analysis of teaching majors and minors in about 32 States. I am reading from table 4 on page 34: One agriculture teacher is teaching a foreign language; in art there are 2 teaching foreign language; in commerce there are 11 teaching foreign language as a minor assignment; in English there are 262, which is the largest number; in home economics 19, mathematics 10, music 4, women's physical education 2, general science 2, biology 2, chemistry 1, social studies 35, speech 1, and other subjects 4. Another figure which Dr. Maul gives is for the majors who are preparing to teach. Foreign language majors are 1.4 percent of the total, the lowest of any major field. Is it desirable that foreign language should be so largely a minor interest of those who are teaching it?

BIRKMAIER: A major in English with a minor in a foreign language is a very good combination, and a major in social sciences is almost more nearly ideal. The point is that our teacher education programs should consider the needs of the foreign language minors

² Maul, Ray C. A Brief Summary of the 1957 Teacher Supply and Demand Report, *The Journal of Teacher Education*, March 1957. Prepared by the Research Division of the National Education Association in cooperation with the National Commission on Teacher Education and Professional Standards.

who will teach in high school and give them all the practical help possible.

LUDINGTON: I for one would not argue for a blueprint in terms of hours and credits, but if we talk about new goals and don't get rather specific about how you achieve them, the people who are teaching part-time in any field soon lose faith in their professional leadership. Every field faces this problem, and I think we are much more awake to our responsibilities than we once were, but somehow we have to figure out how to implement the generalities that we all agree on.

WHITELAW: In the time we have it would be futile to try to outline the content of a methods course, much less a whole curriculum for the prospective foreign language teacher. Should not there be a further conference on this particular and very important subject? My hope would be in that case that Nelson Brooks might enlarge upon his obviously extensive and penetrating theories. I think he mentioned in his paper that no such program exists in the colleges at present.

ANDERSSON: I, too, would like to get down to cases in terms of specifics, but that will take many long sessions and much work in the colleges, both within the language departments and along interdisciplinary lines. This is an urgent matter, together with the preparation of tests which will measure the types of proficiency needed.

One practical thing that people in the profession can do is to make every effort to get the word to high school teachers about the inservice programs and teacher exchange opportunities. They need the exchanges much more than some of the college teachers who get them, but the lines of communication to high school teachers are not so good in the foreign language profession.

AXVALL: Here is the way a program is announced. An announcement is sent to every school that is on the U.S. Office of Education distribution list, and I think that includes every town of 25,000 or more, so that announcement goes to your school administration. If the high school teachers belong to a language association they get the announcements mailed to them. When high school teachers come to me and say, "I wish I had known about it," they often admit that they did receive the announcement but supposed this program was for someone else.

I have an illustration of that. Two years ago, I met a group that went to Rome. After our orientation meeting was over, a girl from one of the western States asked me if she could say a word. She stood up and said, "I just want to testify to one thing. When I saw this announcement I put it aside. I didn't think I would

have a chance. I went back a week later and read it again and thought I might try, so I took my application up to my superintendent and he endorsed it. Then my friends all asked me what Congressman I knew. I didn't know any Congressman or Senator, but I thought that I would just put in my application anyway. It works, because I am here today." Now the numbers are not too great, and I can tell you frankly that high school teachers have a very good chance. We could use many more applications. I know some people who applied for 2 years and sometimes a third and finally got the grant, because the conditions of the competition vary from year to year. If you can tell me any way in which we can publicize these opportunities better, please do.

Question: Are there restrictions on the teaching level?

AXVALL: These exchange opportunities are open to teachers of languages in high schools, junior colleges, and colleges, and I am putting the emphasis on *teachers*. Let's take an example: the head of a department who teaches one class, has his doctorate, is way up in the salary bracket, and has been abroad two or three times. His application compared to a person who is teaching five sections every day and who has never been abroad of course would not be given prior recognition. These programs are primarily for language teachers, not administrators of language programs.

Part of the problem is communication, getting the word out. For the Italian program we sent announcements to the members of the American Association of Teachers of Italian, but we didn't get the right people; few high school teachers belonged to the association and many of the members were not teaching Italian at all—just people sympathetic to the teaching of Italian. We cancelled the seminar one year for lack of applicants, and last year over 60 percent of the applications for Italy were from Italians who wanted to go back home for a visit. Now we are spending United States funds to help in the training of language teachers, so we want to send *teachers*, and preferably those who have not had the opportunity to go abroad.

Question: If these programs are restricted to teachers of language in high school, junior college, and college, what about elementary school language teachers?

AXVALL: I didn't mean to bar elementary school teachers by that statement. If an application comes in from an elementary school teacher who has professional preparation for teaching a foreign language and is devoting a large proportion of her time to teaching a foreign language, we classify her as a language teacher. So far, we have had two elementary people on language seminar grants.

BIRKMAIER: A serious problem is involved in the fact that you

require that they be spending most of their time teaching the language. In many of our high schools and in most of our elementary schools they are not spending most of their time teaching language. But they need this seminar experience very much.

AXVALL: We really should have a different type of program for the fourth-grade teacher who does some foreign language teaching in her regular grade assignment.

Question: How much does it cost the teacher to attend a seminar abroad?

AXVALL: It seems impossible to get teachers to estimate accurately what they spend because they include the luxuries and things that they bring back home. The cost varies from \$300 to \$700, depending on how much a teacher buys while overseas. The grants for the two seminars in Italy and the seminar in Germany include roundtrip transportation, but the teacher has to pay his own maintenance while in Italy and Germany. In the French seminar the grant consists of full maintenance in France, but the teacher has to pay his own transportation.

Question: Can teachers receive credit for such study abroad?

AXVALL: At all of these seminars certificates are awarded, and if acceptable to the home institution in the United States the credits may be arranged. Every candidate, however, should be impressed by the fact that the Office of Education is not the certifying agency. Teachers have to make arrangements for credit with their own U. S. college or university.

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**VI. Responsibility For Improving The High School
Program In Modern Foreign Languages**

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Post-Conference Reflections

by MARJORIE C. JOHNSTON
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THE CONFERENCE ON MODERN FOREIGN LANGUAGES in the High School was structured to highlight a number of salient facts; namely, the increased need for foreign languages, the inadequacy of offerings and other difficulties in the way of better programs in the high schools, the potentialities of effective teaching programs, a reconsideration of objectives and evaluative techniques, and the problem of preparing teachers. The fixing of responsibility for needed revision and development of foreign language programs, while inherent in the structure, was treated somewhat inadequately.

During the 3 days of the Conference a liberal share of the time was devoted to roundtable discussion. In all, over 12 hours of discussion were recorded, and these have been compressed in this bulletin to illustrate the points of view and the range of topics deemed important by the conference participants. Although no formal recommendations were called for and no definitive conclusions were formulated, the consensus on many points was clear. Throughout the discussion there was implicit agreement on the goals of a good program of foreign languages in the high school. It seemed to be understood, for example, that a program should be based on the principles already enunciated by the Foreign Language Program of The Modern Language Association of America, which may be summarized briefly as follows:

1. The elementary language course, at whatever level, should concentrate at the beginning upon the learner's *hearing* and *speaking*.

ing the foreign tongue. Throughout later stages, the student should have considerable practice in maintaining his hearing and speaking skills.

2. Learning to *read* a foreign language, the third phase of the hearing-speaking-reading-writing progression in the acquiring of language skills, should aim at the ability to grasp the meaning directly, without translating. Translation, to be used only in rare instances as a device for teaching reading, comes later as a meaningful literary or linguistic exercise.

3. Writing is the *fourth* stage in the early acquirement of language skills; the student should write only what he can already say correctly. Topics should be so defined as to enable him to make maximum use of the vocabulary and speech patterns he has acquired.

4. In addition to the progressive acquisition of a set of *skills* providing a new medium of communication, the study of a foreign language should be a progressive *experience* enlarging the learner's horizon through the introduction to a new culture.

5. Along with an expanding knowledge of foreign people, and, as a consequence, a better understanding of American culture, the student of a foreign language should gain awareness of the nature of language and a new perspective on English.

6. At *any* point the progress made in language should have positive value and lay the foundation upon which further progress can be built, but students should be able to continue the study *long enough to make real proficiency possible*. Continuity from the elementary school through the high school is desirable.

In line with these principles it was felt that concerted effort should be made to raise the standards for teacher qualifications, as defined in the MLA statement (page 163), from level one, which is minimal, to level two, which is good, and in due course to level three, which is superior. As soon as possible the method of certification by State departments of education should take into account measured proficiency as well as credit hours. A further step would be to request the teacher preparing institution to furnish with the applicant's transcript a statement of recommendation from the college language department.

It was agreed that administrators and counselors should become better informed about recent advances in the teaching of languages and should make in some cases fundamental changes in their foreign language programs and policies. Especially should everyone pay more attention to the identification and description of what seems to be unusually good practice in foreign language teaching

in the high schools. Much more experimentation is needed. While strengthening the teaching of languages already in the curriculum, consideration must be given to ways of introducing Russian and other languages that may become of strategic importance.

Although the Conference participants were aware of the need to outline practical and concrete proposals for action, they found it very difficult in the time available to approach this task systematically. Once a need is established and a course charted, however, it is essential to devise specific ways of achieving the desired ends and, in terms of the realities of the situation, to consider where the responsibility rests. This question arises, for example: What are the responsibilities, or what ought they to be, of the Federal Government, of State departments of education, of local school systems, of colleges and universities, of professional organizations, and of individual teachers? All persons working in this field have here much food for thought. In order that the Conference's suggestions pertaining to responsibilities may not go unnoted, it seems useful to set them down separately according to the governmental and educational groups concerned.

At the Federal level much interest was expressed in government services such as (1) grants for cooperative research, (2) teacher exchanges, (3) summer seminars abroad, (4) visiting foreign teachers in U.S. schools, (5) informational bulletins and statistical data. In addition to the expansion of existing types of Federal programs of benefit to foreign language teaching, some advocated the creation of new services, such as economic assistance for gifted students, provisions for studying languages not offered in the high schools, and even a national commission or foundation for languages—an idea advanced a few years ago by President Hollis L. Caswell of Teachers College, Columbia University.

As a follow-up of these suggestions and those made at the Conference on Language Needs in Government called by the Commissioner of Education in March 1957, the Secretary of Health, Education, and Welfare is including a language development program in the Department's legislative proposals for 1958. If the Congress should authorize this program and appropriate funds, the Office of Education would be able to help finance the development of (1) in-service teacher training, (2) centers for "unusual" languages, and (3) research projects in foreign language instructional methods and materials.

Although through special legislation the Federal Government can be of assistance in educational operations, the usual activity of the Office of Education consists largely of gathering and disseminating

information, identifying significant issues and problems, and encouraging action at the State and local levels. Since the legal responsibility for education belongs to the States, the various State departments of education can offer leadership and stimulation in all phases of the educational program. Repeatedly during the Conference discussions, the need for a State consultant in foreign languages or a State coordinator of foreign language teaching was revealed. This is particularly the case in States having many schools with only one person, often a part-time teacher of several subjects, teaching a foreign language. Professional help in the smaller schools seems to be entirely lacking except in 2 States, and only about 2 dozen city school systems are known to have foreign language supervisors.

An admirable example of how one State surveyed the situation in its schools as a preliminary step to curricular improvements is the Allerton House Conference on Education in Illinois, the major costs of which were shared by the Office of the Superintendent of Public Instruction in Illinois and the University of Illinois. This kind of fact-finding and analysis is essential for sound planning by all educational groups in the State. It is to be expected that many other States will undertake similar studies in the field of foreign language teaching. Recurring reports on foreign language offerings and enrollments throughout the State and studies of teacher qualifications would be highly useful also.

Many States have a foreign language section in the State Education Association. If such groups were well organized and active in every State they could do much to strengthen the position of language teaching throughout the country. Few such groups at present include anything like an adequate proportion of the foreign language teachers in the State or have any long-range program of professional activities.

The responsibilities which pertain inescapably to local school systems are perhaps the most numerous, since this is the operational level. References were made to the following:

1. Providing a sequential, continuous program through the high school years
2. Articulating the junior and senior high school programs with each other and with the work of the elementary school and the college
3. Counseling students in the light of the increased need and opportunity for persons with language competency
4. Encouraging students of foreign background to study their mother tongue in school

5. Surveying and utilizing community resources in languages
6. Making the most effective use possible of superior teachers—through closed-circuit television, teacher aides, or other means
7. Giving material encouragement for teachers' professional activities and foreign travel
8. Arranging for interschool visits and teacher exchanges
9. Providing language laboratory facilities
10. Maintaining a language library, including foreign publications and tape recordings, either for the classroom or as part of the school library
11. Keeping courses of study and instructional materials in accord with objectives
12. Setting policies for interdepartmental planning and cooperation
13. Initiating experimental programs and demonstrations of new teaching techniques
14. Allowing flexible schedules for advanced classes and the special language needs of gifted students
15. Recognizing outstanding achievement in foreign language with awards comparable to honors in athletics, science, journalism, and other fields.

Colleges and universities necessarily bear a heavy responsibility for improving high school language programs, first, because the quality of their instruction is reflected in the high school teacher and, second, because the whole process of teacher education is more or less completely under their control. They set the standard of pre-service education, both in subject matter and professional preparation, and to a great extent also they provide the substance and inspiration of whatever in-service training the majority of high school teachers obtain.

The colleges' influence not only on the language teacher per se but on the entire administrative and teaching staff of the high school came sharply into focus when one of the conferees quoted from textbooks on secondary education which are currently in use in teacher education programs. Many of these books express sadly biased or outmoded views concerning the place of foreign languages in the high school curriculum while others fail to mention the subject at all. Professors of secondary education and authors of textbooks on secondary education have a responsibility, it was felt, to become informed about the role of foreign languages in American life today and about trends toward effective language teaching at all levels of the educational system, particularly in the high school.

The most urgent task of the colleges, perhaps, is to set up machinery that would enable foreign language departments, schools of education, and others mentioned by Nelson Brooks in his discussion of insight into the theory of language, to work cooperatively on a complete overhaul of preservice education programs for foreign language teachers.

Graduate schools could accelerate improvements in foreign language teaching by alerting researchers to the great need for controlled experimentation in the field of language learning. And in-service programs could be made as practical as possible by relating the workshop or other type of program to the actual situation confronting the foreign language teachers in the high schools.

Other groups concerned with the success of modern language teaching in the high school might be mentioned—the parents, the students themselves, community leaders, men in business, industry, public service—and each would no doubt acknowledge certain responsibilities. Teachers of the modern foreign languages, through their professional organizations and as individuals, must accept their obligation to accomplish more than they have ever seriously attempted before. The language associations, councils, federations, chapters, conferences, and the like—national, regional, State, and city—need to consolidate their energies, as some are now doing, to include all teachers of modern foreign languages at all the educational levels from elementary schools through graduate and professional schools. Through working committees and purposeful activities special effort should be made to attract the part-time and isolated high school language teachers who do not go to language meetings or read language journals or otherwise demonstrate a sense of responsibility for professional growth. There is a critical need also to develop strong leadership, now almost entirely lacking, among high school teachers of modern foreign languages.

The monumental work of refashioning the modern foreign language programs in the high school has become necessary in the national interest, and it will require resourcefulness and bold, determined effort on the part of all. Members of the Conference, in reviewing some of the historical background of foreign language study in the United States, reiterated the fact that no single group within or without the profession can be said to have brought the languages to their present low status in the secondary school. Similarly, in recognizing the problems and difficulties to be surmounted, they were keenly aware that no single group now, working alone, could ever build an adequate program. This is something demanding the sustained application of everyone's best powers.

Appendix
**Qualifications for High School Teachers of Modern
Foreign Languages**

Statement Prepared by the Steering Committee of the Foreign Language Program of the Modern Language Association of America, and 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 Fifteen Other National or Regional Language Organizations

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, includ-

ing 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.

1. AURAL UNDERSTANDING

Minimal: The ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.

Good: The ability to understand conversation at average tempo, lectures, and news broadcasts.

Superior: The ability to follow closely and with ease all types of standard speech, such as rapid or group conversation, plays, and movies.

Test: These abilities can be tested by dictations, by the Listening Comprehension Tests of the College Entrance Examination Board—thus far developed for French, German, and Spanish—or by similar tests for these and other languages, with an extension in range and difficulty for the superior level.

2. SPEAKING

Minimal: 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.

Good: 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 pronunciation and intonation.

Superior 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).

Test: For the present, this ability has to be tested by interview, or by a recorded set of questions with a blank disc or tape for recording answers.

3. READING

Minimal: The ability to grasp directly (i. e., without translating) the meaning of simple, nontechnical prose, except for an occasional word.

Good: The ability to read with immediate comprehension prose and verse of average difficulty and mature content.

Superior: The ability to read, almost as easily in English, material of considerable difficulty, such as essays and literary criticism.

Test: These abilities can be tested by a graded series of timed reading passages, with comprehension questions and multiple-choice or free-response answers.

4. WRITING

Minimal: 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.

Good: The ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.

Superior: The ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.

Test: These abilities can be tested by multiple-choice syntax items, dictations, translation of English sentences or paragraphs, and a controlled letter or free composition.

5. LANGUAGE ANALYSIS

Minimal: A working command of the sound-patterns and grammar-patterns of the foreign language, and a knowledge of its main differences from English.

Good: 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.

Superior: Ability to apply knowledge of descriptive, comparative, and historical linguistics to the language-teaching situation.

Test: Such information and insight can be tested for levels 1 and 2 by multiple-choice and free-response items on pronunciation, intonation patterns, and syntax; for levels 2 and 3, items on philology and descriptive linguistics.

6. CULTURE

Minimal: 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.

Good: First-hand 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.

Superior: 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.

Test: Such information and insight can be tested by multiple-choice literary and cultural acquaintance tests for levels 1 and 2; for level 3, written comments on passages of prose or poetry that discuss or reveal significant aspects of the foreign culture.

7. PROFESSIONAL PREPARATION

Note the final paragraph of the prefatory statement.

Minimal: Some knowledge of effective methods and techniques of language teaching.

Good: The ability to apply knowledge of 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.

Superior: A mastery of recognized teaching methods, and the ability to experiment with and evaluate new methods and techniques.

Test: Such knowledge and ability can be tested by multiple-choice answers to questions on pedagogy and language-teaching methods, plus written comment on language-teaching situations.

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HIGHLIGHTS—Continued from inside front cover

Methods and materials need thorough going revision to make possible the progressive acquisition of skills in understanding, speaking, reading, and writing the foreign language, in that order.

Use of foreign language laboratories for listening comprehension and oral practice is a promising trend.

Cultural understanding should be one of the important outcomes of foreign language study.

In addition to present offerings, we should consider the development of programs in Russian and other major languages of the non-Western world.

Achievement of today's language objectives requires better evaluative standards.

Teachers need facility in speaking and some first-hand acquaintance with the countries and peoples whose languages are taught.

Further research is needed in many phases of language learning.