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ABSTRACT

The 1975 Northeast Conference's Reports propose to help language teachers at every level define their goals, implement them, and help their students recognize their achievement of language skills. The three components explored in the Reports are curriculum, teaching styles and strategies, and evaluation techniques. These components should not be considered separately, however, and therefore are found combined and highlighted within the readings. Curriculum is examined in view of its essential role in the achievement of stated goals. The role of the teacher is examined in establishing goals and designing curriculum. The reports stress the importance of testing and evaluation in the wide sense of any information-gathering activity. Part one of the reports deals with the background, and part two with implementation, of these goals. Appendices contain outlines of general educational goals and student objectives; goals and sub-goals on levels 1-6; a culturally-oriented situational theme for the German, Italian, and Spanish class; and a questionnaire on FL testing. Articles and papers of the Northeast Conference Awards are: "Gladly Teche...and Gladly Lerne," by D. D. Walsh; and "Fusion of the Four Skills: A Technique for Facilitating Communicative Exchange," by R. J. Elkins and others. (AM)

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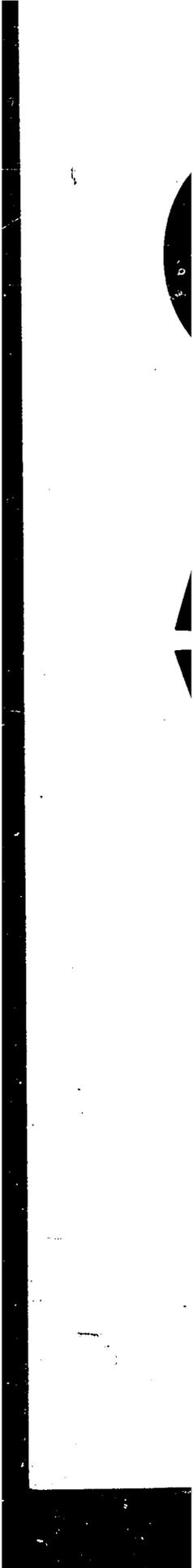
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## About the Northeast Conference

It began in 1954 as an outgrowth of the Yale-Barnard Conference on the Teaching of French. During its twenty-two years the focus of the annual Conference has been on effective learning of languages, all those commonly taught in this country, ancient and modern, including English as a second language. In preparation for each annual Conference, Working Committees meet at intervals during the year, writing successive drafts of Reports published as *Reports of the Working Committees*, which serve as the basis for the Conference discussions. In order that the discussions may be judiciously based on the *Reports*, they are mailed to Conference preregistrants a month in advance of the Conference.

In addition to the Working Committee general sessions, there are showings of teaching films, workshops, and exhibits of textbooks and other teaching aids.

The Conference is sponsored by hundreds of schools, colleges, and educational associations. Representatives of these sponsoring institutions form an Advisory Council, which has a meeting and a luncheon at the end of each Conference.

Over the years the Conference has become the largest and most influential gathering of foreign-language teachers in the country. Some three thousand teachers from some fifty states and foreign countries now attend each annual meeting. The Northeast Conference has encouraged and aided the formation of other similar regional associations: the Southern Conference in 1965 and the Central States Conference in 1968.

The Conference has three awards: The Donald D. Walsh Foreign-Language Research Grant, the annual Stephen A. Freeman Award for a published article on teaching techniques, and the Award for Distinguished Service and Leadership in the Profession. The first seven recipients of this award have been Stephen A. Freeman of Middlebury College, Nelson Brooks of Yale University, Harry L. Levy of Fordham University, Robert G. Mead, Jr., of the University of Connecticut, Freeman Twaddell of Brown University, Emma Birkmaier of the University of Minnesota, and Donald D. Walsh of the Northeast Conference.

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NORTHEAST CONFERENCE  
ON THE TEACHING  
OF FOREIGN LANGUAGES

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**GOALS CLARIFICATION:**

**CURRICULUM  
TEACHING  
EVALUATION**

Reports of the Working Committees  
Warren C. Born, Editor

**1975**

**ADDITIONAL COPIES** of the 1975 *Reports* may be purchased at \$4.00 each in the Registration Area during the Conference. After the Conference copies of the 1975 *Reports* and of back *Reports* for the years 1954 through 1974 may be purchased at \$4.00 each plus postage and handling from the Northeast Conference, Box 623, Middlebury, VT 05753. See pp. A-2 ff. for ordering information.

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The Northeast Conference is an affiliate of the American Council on the Teaching of Foreign Languages and the National Federation of Modern Language Teachers Associations.

## Preface

For the twenty-two years that the Northeast Conference has been serving foreign language teachers, it has addressed itself to the practical aspects of theory as they related to the day-to-day task of those teachers. As the goals and interests of our students kept changing, the *Reports* and the Conference continued to reflect the efforts of the profession to meet these constantly developing demands. The Northeast Conference *Reports* for 1975 take up the theme begun in 1973 and continued in 1974. These Conferences explored techniques for enhancing the teacher's effectiveness through his familiarity with conscious interaction procedures and programs— independent of specific methodologies— which responded to the individual's various interests and abilities without sacrificing language competencies.

It is the contention of the 1975 Northeast Conference that the foreign language teacher is not only working mightily but performing in equal measure. Within the span of time that constitutes a two-, three-, or even four-year course, the student is immersed in another world; he is taught to snatch meaning from alien rhythms and sounds, express his needs, however hesitantly, using strange linguistic patterns, pull sense from odd combinations of written symbols, and often convey his own written message through those symbols. But instead of congratulating ourselves on our successes, we bemoan our failure to confer the same degree of mastery that one or two decades of total immersion in his native language have given the student.

To attain that elusive mastery, the foreign language profession has espoused one approach after another, developed methodologies, and quarreled over techniques and devices. We seek always to increase our effectiveness, but we frequently succeed in implementing one panacea only to abandon it shortly thereafter when it proves lacking and rush to adopt another and another, adding to our pantheon without ever experiencing apotheosis. The 1975 Conference suggests that we have overlooked what is perhaps the prime feature of all our striving: the goals we work toward. Too frequently we have neglected to limit them, define them, and specify them in measurable and realistic terms. We have been reaching for the ultimate without recognizing the many plateaus that lead there as worthwhile attainments in themselves. But no longer.

This year we ask the profession to take a respite. We ask you not to look at what is left to be done, but at what we are doing and doing well—at all levels of our profession and in all the languages we teach. The mission that we have undertaken for 1975 is to point out how you, the teacher facing the class day-after-day, can take the materials—the books, the hard- and software that you prefer using—and organize them about themes of interest for the presentation and development of the linguistic and cultural goals that you and your students feel most valuable. We expect to show you how to define and limit the goals, keeping them within the boundaries of attainable reality.

genuine alignment of language goals with the broader goals of general education can only strengthen the position of the foreign language teaching profession as a whole.

### **THE GOALS CLARIFICATION PROCESS: ESTABLISHING A LIST OF INTEGRATED SUBJECT-AREA GOALS**

The process of clarifying goals for foreign language programs has to be ongoing in the sense that goals and objectives must be reviewed, analyzed, and challenged at frequent intervals. The process has to be carried out on the departmental, institutional, and state levels, but, inevitably, the individual teacher must come to grips with the task of personal goals clarification if classroom teaching and learning are to have direction and meaning.

The following suggestions will be useful in the process of goals clarification:

- (1) Study the general educational goals of the state, local school system, and post-secondary institutions;
- (2) Study the existing foreign language goals of the state, school system, post-secondary institution, or department;
- (3) Examine materials used in several other states and educational institutions;
- (4) Reconcile foreign language goals with general educational goals;
- (5) Study the goals of other subject-matter areas to find the points of similarity and overlap;
- (6) Disseminate and discuss the results of your goals clarification efforts as widely as possible, obtaining as many reactions as you can;
- (7) Revise your goals as needed.

### **SELECTING A REALISTIC WORKING SET OF GOALS**

Once again, the process of selecting goals must be continuous. Students, teachers, the wishes of the community, societal conditions—all change with great rapidity. The process is both a group and an individual one; the individual teacher must select goals for a particular level, class, or group. The following are suggestions for the process of goals selection:

- (1) Involve as many people as possible in the process of goals selection: students, recent graduates, administrators, teachers, counselors, representatives from the community, business, and industry;
- (2) Indicate the available resources and constraints of existing foreign language programs: staffing, funding, scheduling, in-service programs, community resources, volunteer services, etc.
- (3) Select goals based on (2) and rank them in terms of priorities. Major emphasis may be on communication skills followed by cross-cultural understanding and career education. In other instances, the consensus may be that first priority be given to cross-cultural understanding and human relations. Where resources are more extensive and interests diversified, interdisciplinary programs may be stressed.

## FORMULATING SUB-GOALS

After having established a list of integrated subject-area goals and having selected a working set, it would seem logical to formulate sub-goals. In his text, *Goal Analysis*, Robert Mager presents a sequence of five steps which are pertinent to this activity.

Step One:

Write down the goal.

Step Two:

Jot down, in words and phrases, the performances that, if achieved, would cause you to agree the goal is achieved.

goal?" When you can answer yes, the analysis is finished.<sup>12</sup>

For a detailed description of each step, the reader is urged to read Mager's complete text.

*Measurement Contributions to Effective  
Foreign Language Learning:  
Possibilities and Current Practices*

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#### INTRODUCTION

It has recently become fashionable for teachers and supervisors to look somewhat askance at 'measurement' or 'testing and evaluation' activities in foreign language learning on the grounds that the newer approaches to language instruction—emphasizing continuous student progress on an individualized basis—have made anachronistic and counterproductive such concepts as 'grading' students or 'passing' or 'failing' them on the basis of test results. This criticism might be justified if the term 'testing and evaluation' were considered to refer only to the mid-term and final examinations or other formal procedures by which students have traditionally been sorted into categories of success, mediocrity, or failure within a fixed instructional system.

It is the view of the Committee on Evaluation that the term 'testing and evaluation' can and should be interpreted in a much wider sense to include *any information-gathering procedures which teachers or administrators use*

language program at which particular kinds of information about the student or his language learning performance become relevant and need to be obtained.

We will use the term 'before-information' to refer to information which administrators and individual classroom teachers need to have before the student enters the language course or other instructional sequence. This includes information about the student's background, if any, in the language; the degree of facility with which he would tend to learn a language; the extent of his motivation to learn a particular foreign language; his personal reasons for studying the language; etc. In all cases, the attempt is to learn as much as possible about the student and his language background, aptitude, and interests, in order to arrange an appropriate program for him before the instruction actually takes place.

'During-information' relates to how broadly and thoroughly individual students or entire classes are acquiring specific elements of instruction—in the course of that instruction. Tests designed to obtain this kind of information have been variously referred to as 'diagnostic tests,' 'classroom progress tests,' 'criterion-referenced tests,' and 'feedback tests.' Regardless of nomenclature, tests which provide during-information are addressed to the real-time measurement of the student's acquisition or lack of acquisition of specific aspects of course content. On the basis of this information, the teacher is able to modify the classroom presentation, prescribe additional learning experiences for individual students, or make other suitable alterations in the instructional program.

'After-information' refers to data obtained at the completion of a course or at the end of some other meaningfully long unit of instruction. The intent of after-testing is to provide some benchmark assessment of the teaching results on a more general basis than that provided by the more highly specific during-tests. This assessment can be either in terms of the local learning experience itself—answering questions such as "To what extent did the students master the total content of the course?"—or in terms of some outside criterion—answering questions such as "How do the students who took the course compare to students in generally similar courses across the

ments for individual students; not taking maximum advantage of personal interests of the students in certain areas of language study; and, in general, mis-structuring the learning experience because the language learning interests and capacities of the students are not clearly known in advance.

Without during-information, there is no opportunity to determine whether students are progressing satisfactorily on a day-to-day or unit-to-unit basis. By the time a mid-term examination or other general test is given, it may be too late to make up for any observed deficiencies, either on the part of individual students or the class as a whole. The motivational value of frequent, diagnostically-oriented testing is also lost when during-evaluation is slighted or missing.

Without after-information, both students and teachers run an appreciable risk of self-delusion as to the amount and quality of end-of-course achievement. Some sort of arm's-length testing on the totality of course content or against outside standards of accomplishment is needed to provide a sufficiently objective appraisal of the language learning results.

**Structure of the Testing Report.** The section immediately below presents a more thorough discussion of the principles and procedures at issue within the three broad categories of before-, during-, and after-measurement. Taken as a whole, these three categories may be viewed as comprising an overall system of possible measurement activities which, if implemented fully in a given school setting, would provide the greatest amount of information about the language learning program that the state of the measurement art now permits.

Following this description of measurement *possibilities* in the foreign language field is an account of current measurement *practices* at the elementary and secondary school levels, based on the results of a questionnaire on testing completed by over 200 foreign language department chairmen and supervisors throughout the country. A comparison of the type and scope of measurement activities being carried out in representative schools with the kinds of activities implied by a comprehensive program of measurement and evaluation reveals both areas of effective measurement use and areas in which greater attention by local school staff, test development organizations,

probable performance in a given language learning program. Among the various types of before-information that might be obtained for a particular student is a measure of his *language learning aptitude*.

*Language Aptitude Tests.* Detailed experimental support for the concept of a particular innate ability or capacity to learn a second language easily and effectively derives in large part from the work of John B. Carroll and his associates, who in the mid-1950's developed a series of experimental tests which were found highly effective in predicting the degree of language learning success for students in intensive language courses at the U.S. Army Language School and other government training centers. These tests, published for general use as the *Modern Language Aptitude Test (MLAT)* battery,<sup>13</sup> consist of a number of language-related tasks, such as deciphering the meaning of phonetically spelled words and memorizing various groups of numbers in an artificial language. An aptitude test based on generally similar principles has also been developed by Paul Pimsleur and published as the *Language Aptitude Battery (LAB)*<sup>14</sup>.

Development of the *MLAT* was in large part inspired by the need to provide an efficient and inexpensive means of selecting, from among a large group of student applicants, those who had the best chance of succeeding in the rigorous, extremely fast-paced instruction offered at the government language schools. Students who did not have a very high level of facility in dealing with a new language (i.e., a high language aptitude as measured by the *MLAT*) were found, in general, to do poorly in or fail the intensive courses, even though their general intelligence, educational background, and other qualifications did not vary from those of the successful language students who, in addition, showed a high measured level of language aptitude.

Most present-day foreign language courses in secondary schools and colleges operate on principles which differ considerably from those of the government service context. First, emphasis is placed on accommodating all students who wish to learn a language, regardless of their level of 'aptitude' for this task. In this context, tests such as the *MLAT* would appropriately be used not as a means of selecting students for language study but as an aid in placing them into faster or slower courses. Second, the relatively

sured aptitude through his own perseverance and the additional help of the classroom teacher and special study aids.

*Other Needed Information.* What is needed in the before-measurement of student background and abilities is not simply a measure of language aptitude, but a measure of language aptitude together with a number of *other elements of information* about the student which will also have an influence, and in many cases a significant one, on his performance in the language course. Armed with such a 'pre-instructional profile,' the teacher would be able to adapt the student's learning program to maximize the 'fit' between the student's own abilities and interests and the instructional activities which he undergoes.

*The Carroll Model of School Learning.* The theoretical basis for such an approach was suggested by John Carroll in the early 1960's in connection with what he called a "model of school learning."<sup>15</sup> According to the Carroll model, the student's success in accomplishing a given learning task can be expressed as a mathematical function which takes into account not only his 'aptitude' for the task in question but also his 'ability to understand instruction' (related to his general intelligence and verbal ability), his 'perseverance' (as indicated by the amount of time he is willing to spend in active study), the 'time available for learning,' and the 'quality of instruction' (including such variables as the clarity and conciseness of the textbook or other media, the teacher's ability to present the material in an organized way, and so forth).

The important contribution of this model lies in the fact that it combines these basically common-sense notions about the way a student learns into a system of related and interdependent elements. For example, according to the Carroll model, a student with a relatively low level of language aptitude as measured by the *MLAT* or other suitable instrument could nonetheless reach an acceptable level of language mastery if other elements of the equation were suitably adjusted (for example, if more time were made available for learning or better-prepared teaching materials were used, such as programmed lessons on given topics). Also, on the basis of the Carroll model, a student with a high degree of perseverance could overcome to at

aptitude, and the standard I.Q. tests and verbal ability tests can supply an indication of ability to understand instruction. The degree of perseverance which the student would bring to the language learning task could be estimated to a reasonable degree from his answers to various questions in the *Foreign Language Attitude Questionnaire (FLAQ)* prepared by Leon Jakobovits for the *1970 Northeast Conference Reports*.<sup>16</sup> This questionnaire contains several sections directly aimed at measuring the student's motivation to learn a foreign language and the probable diligence with which he would approach homework assignments and other learning tasks. The student's answers to the applicable questions in the *FLAQ* (or analogous items from some other source) could serve as a measure of motivation or perseverance in language learning which the teacher could use in conjunction with the aptitude test data.

In addition to measures of student aptitude and motivation for foreign language study, descriptive information on the reasons for which individual students would like to study the language and the specific skills which they would most like to develop (a good reading knowledge, conversational proficiency, writing ability sufficient to correspond with a pen pal, etc.) would provide very useful insights for course planning and individual assistance. A series of descriptive questions of this type is included in the *FLAQ*, and similar instruments could easily be developed and used by local school staff.

**During-Measurement.** The major purpose of during-measurement is to provide information about student acquisition of specific elements of course content, so that any needed changes can be made in the learning sequence for individual students or an entire class. In order to serve this function, during-tests must be highly specific, in the sense that they must cover particular language points or learning elements in a direct and unambiguous way. Alternatively stated, each of the questions in a during-test must be written so that the student's success in answering the question will depend solely on his ability or lack of ability to handle the particular linguistic feature at issue. This important aspect can be more clearly seen by means of a hypothetical example of the testing of an instructional unit on the future tense of regular French verbs.

*An Example During-Test.* A during-test on the French future tense would

-ir verb; question 15 might deal with the third person plural of an -re verb; and so forth. The essential point is that each test question would be based on a specific learning element and would serve as a diagnostic tool in determining whether or not the student had acquired the particular element involved.

During-tests can of course be scored on a whole-test basis, but the more important question is that of the student's response to the individual test questions. Indeed, each of the questions in the test can be thought of as a miniature test in its own right, covering the particular linguistic point on which the question is based. Detailed records of responses to each of these single-item tests can provide a diagnostic profile of student performance on each of the elements tested and help the teacher determine whether additional instruction is needed on certain of these elements, either on an individual-student or whole-group basis.

*Problems in Diagnostic During-Testing.* The concept of diagnostically-oriented during-testing—to be carried out in close and continuing support of the instructional program—would probably receive the enthusiastic endorsement of virtually every conscientious language teacher. In practice, however, a number of considerations make wide-scale implementation of this type of testing is difficult but by no means impossible.

One area of concern involves the writing of the test questions themselves. Multiple-choice questions can be generally ruled out for diagnostically-oriented testing, since it is impossible to determine in any given case whether a correct response reflects genuine knowledge of the point tested or simply a fortuitous guess on the student's part. Although free-response techniques (fill-in-the-blank exercises, oral responses to specific questions, and so forth) avoid the chance response problem, they must be very carefully written to insure that there are no extraneous problems within the question that would affect the student's ability to answer, over and above his knowledge of the linguistic point tested. For example, unfamiliar vocabulary in a question ostensibly testing a particular item of grammar may keep a student from responding properly, even though he could respond correctly to an analogous question which used familiar vocabulary. Although test questions aimed at testing specific language elements may on the surface appear easy or even simple-minded to prepare, close examination of the matter will reveal numer-

Another problem in implementing a comprehensive program of during-testing in the average school setting is the sheer amount of labor involved for both teachers and other language staff. The initial preparation of the tests is in itself an arduous matter. Following this, there are the considerations of time required to administer the tests and, even more crucially, to score them and provide the necessary feedback information. For example, if weekly 30-item diagnostic tests were to be administered to 30 students over a 15-week language course, a total of 13,500 individual items of information on student performance would be generated. Each of these would have to be tabulated to provide the necessary learning profile for each student and also analyzed on a group basis to determine which particular learning points had not been effectively conveyed to the class as a whole. For teachers already struggling with the other planning and record-keeping aspects of an individualized language course, the additional work required to administer and process diagnostically-oriented tests could probably not be accommodated within any reasonable 'school day.'

*Alternative Approaches.* If during-testing for diagnostic purposes is to be realistically employed within the typical school setting, it will probably be necessary to make certain compromises or accommodations which would reduce the scope of the operation somewhat and provide somewhat less complete information than would be possible in theory. In this regard, one useful strategy might be to abandon the individual test question as the smallest single unit of information and concentrate instead on the student's performance on broader categories of questions. For example, in the previously-discussed French future tense situation, all the questions dealing with *-er* verbs could be considered a single subtest and similarly for the other two conjugations. The teacher would tally and report only three scores, one for each conjugation. The individual item data that could reveal which personal forms within the conjugation were being answered correctly or missed would no longer be available, but the student and teacher would at least have enough diagnostic information to point out a particular conjugation as requiring additional work.

It might also be necessary to reduce the frequency of diagnostic testing, say, to a biweekly schedule. The danger here, of course, is that the classroom instruction would have progressed so far that it would be difficult or impossible to implement the necessary review sessions.

*Student Self-Scoring.* Another possibility which deserves serious consideration is that of having the student himself assume much of the responsibility for scoring the test and tabulating and analyzing the test results. To the extent that the correct answers can be listed on a scoring key, the student should be as capable as the teacher—and perhaps more painstaking and accurate—in scoring his own test questions, adding up scores, and tabulating the results as required. There might be some concern that the student would be tempted to cheat under such an arrangement, but if there is sufficient teacher-student rapport and if it is clearly understood that the purpose of the testing is to help the student identify his own areas of strength and weakness so that proper learning steps can be taken (rather than to 'grade' him), the problem of test misuse could be minimized. In any event, the presence in the classroom of some thirty students who would be able, willing, and perhaps even eager to help score and analyze a series of during-tests would suggest that the teacher's own workload could be considerably lightened by adopting such an approach. An additional psychological benefit would be to make the student a valued partner in the learning and evaluation process, rather than the passive recipient of measurement data.<sup>18</sup>

*After-Measurement.* After a language course or other instructional sequence has been completed, there is a legitimate interest in determining the overall results of the learning activity, both in terms of individual student accomplishment and with respect to whole-class or even entire-school performance. Whereas during-testing focuses attention on the individual 'trees' comprising the various linguistic elements covered during the course of instruction, after-testing provides a broader view of the language forest.

*Locally-Developed Tests.* After-tests developed on a local basis can be used to determine the extent to which students have mastered a particular course content as it is defined within the individual school or school system. Since the teachers or other staff preparing a local after-test have a detailed knowledge of the vocabulary, grammatical structures, and other content areas of the course, they can develop a test that is tailor-made for that particular course and that can validly indicate the degree to which the local course goals have been met.

*Standardized Tests.* The major drawback of locally-developed after-tests

by the use of externally developed standardized tests such as the *MLA-Cooperative Achievement Tests*<sup>19</sup> or the *Pimsleur Language Proficiency Tests*.<sup>20</sup> These test batteries, which include listening, speaking, reading, and writing subtests, are not intended to coincide with the content of any single textbook or teaching program but instead to reflect a general synthesis or composite of content across a number of typical courses at a given level. The content of the standardized test thus serves as a generalized criterion against which the performance of the local students can be compared to that of large groups of students from different school systems and geographic areas (the so-called norming groups). With the aid of percentile ranks and other interpretive data, both individual students and entire classes can be measured against their peers in the norming group.

Standardized tests thus serve an important verification function which cannot be accomplished by the use of local tests alone. When students at a given school consistently score higher on an accepted standardized test than do students in many comparable schools across the country, the local system may have some basis for pride in its language program. On the other hand, if an appreciable number of local students are found to perform rather poorly, this may be a useful stimulus to the local staff to examine their language teaching program critically as to possible reasons for the results. This comment is certainly not meant to imply that local programs should be slavishly bound to standardized test results as the sole (or even the most significant) indicator of effective instruction, but simply to suggest that most school programs would find it useful to obtain periodic indications of their students' general level of language performance vis-à-vis the performance of other school groups.

*Direct Proficiency Tests.* There is a further category of after-measurement which can be usefully referred to as direct proficiency testing. The major distinguishing characteristic of a direct proficiency test is that it does not attempt to measure the student's command of specific linguistic elements—vocabulary knowledge, ability to manipulate specific structural patterns, and so forth—but instead to determine the extent to which the student is able to use the language effectively for pragmatic, real-life purposes. In the area of reading comprehension, for example, a direct proficiency test would present the student with a number of real-life reading materials—such as unaltered selections from foreign language newspapers, magazines, novels, and expository works—and would determine the extent to which he

the reduced sound quality typical of actual telephone transmission), radio broadcasts, motion picture soundtracks, and so forth—and again would test for accuracy of comprehension. A proficiency test of speaking would set up one or more situations in which speech is required in real life, notably face-to-face conversations, and would focus on the student's ability to convey information in an accurate and effective way to a native interlocutor. A proficiency test of writing ability would involve written communications typical of everyday activities, including notes, personal and business letters, and other types of documents.

At present, very few tests are available which are specifically designed to measure language proficiency in the sense discussed here. The *Graduate School Foreign Language Tests (GSFLT)*<sup>21</sup> can be considered proficiency tests of reading comprehension in that they present verbatim excerpts from professional journals which the student is likely to encounter in the course of his graduate or postgraduate work.

*The FSI Interview.* In the speaking area, the most widely-known proficiency test is the "Absolute Proficiency Rating" system developed by the U.S. Foreign Service Institute and commonly referred to as the FSI interview.<sup>22</sup> In this test, the student sits and converses with a trained interviewer for a period of up to 30 minutes, during which the interviewer carefully appraises the student's ability to communicate effectively in a wide number of topical areas at varying levels of sophistication. At the completion of the interview, the student receives a score ranging from a minimum of 0 to a maximum of 5;<sup>23</sup> the meaning of each score is expressed by a short descriptive paragraph. For example, the description of 'level 2' performance is:

*Able to satisfy routine social demands and limited work requirements.*  
Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e., topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

The major theoretical and practical contribution of direct proficiency tests such as the FSI interview is their ability to relate the student's level of language accomplishment to criteria of real-life effectiveness or, in other words, to determine the extent to which he is able to *use* the language for some purpose or purposes that would actually be at issue in real-life, extra-scholastic settings. Since foreign languages are presumably taught not for their own sake, but instead to develop the student's capability to use the foreign language in real-life activities, the administration of direct proficiency tests serves, in a very real sense, as a quality control on the entire language teaching process.

Unfortunately, with the exception of the FSI interview and certain other experimental tests, very little developmental work has been carried out in the proficiency testing area.<sup>24</sup> As a consequence, there is little empirical evidence on the extent to which secondary school or college foreign language programs develop a useful level of language proficiency among their students.

*Unique Contribution of Direct Proficiency Tests.* Because it offers real-life criterion data on student language performance, direct proficiency testing can be of real interest to and a powerful motivating factor for language students themselves. Although locally-developed achievement tests and standardized achievement tests reveal the level of student performance with reference to the content of the course or the performance of other students in generally comparable courses, proficiency tests are the only kind of after-measures which give information about the ultimate goals of language study in terms of pragmatically useful competence. As such, they can serve as a powerful incentive both to individual students and to teachers and course planners.

#### SURVEY OF CURRENT MEASUREMENT PRACTICES

The preceding section has outlined the various evaluation instruments and techniques which can provide school systems, teachers, and students with the many different types of information about language learning needed to realize fully the instructional potential of the foreign language program. Against this background of a comprehensive measurement system of before-, during-, and after-testing—with each component having its own rationale and its own unique contribution to the total evaluation picture—it will be interesting to consider the results of a nationwide survey of language testing practices which was conducted as part of the work of the Committee on Evaluation. A comparison of the theoretically possible and conceptually

tions of these test batteries. Once the standardized test results have been obtained, it would easily be possible to increase the informational value of the results by making them available to language students and their parents as well as to school staff.

(6) Some questionable applications of standardized test data were identified, notably the use of test results to measure teacher effectiveness, which can properly be evaluated only through the careful, simultaneous consideration of a number of other instructional variables which do not yield readily to quantification. Standardized tests may in some instances provide an appropriate means of grading or partially grading the student on his course performance, but this use of external test results should be considered valid only to the extent that the tests reflect the specific instructional aims of the course.

(7) With only thirteen of 207 schools reporting current activity in the area of direct proficiency measurement, it is not possible at this time to suggest more than a hopeful beginning of interest in the direct, benchmark evaluation of the student's ability to use the foreign language effectively in real-life communicative situations. In view of the importance which both members of the language teaching profession and students themselves accord this language learning goal, it would seem appropriate to urge that teachers, supervisors, test developers, and other interested individuals and groups carry forward this hopeful beginning to a point at which the direct measurement of real-life language proficiency can be readily and meaningfully accomplished in any teaching/learning situation which sets such proficiency as an essential goal.

## *Goals Clarification: Implementation*

### *The Four Skills and Culture*

We view each of the language skills as being interrelated and as a continuum in the totality of the language program. Language, as a living phenomenon, must provide the student with the facility to express himself in real-life situations. A thematic approach to curriculum facilitates this premise and makes it applicable at all levels of instruction. It is our conviction that the student, at every moment of his language career, must be involved in situations and activities which constantly demonstrate to him his acquired proficiency in the language. We will take a sample unit that creates the learning environment of 'shopping' and show the development of language skills within this context. Techniques, activities, and suggested procedures will be presented. Culture, in its cognitive and affective aspects, will be an integral part of the curriculum.

#### **PLANNING A THEMATIC UNIT**

The development of a thematic unit requires that the following curriculum components be developed systematically—key ideas, including cultural, cross-cultural, and linguistic; listening comprehension; speaking, including pronunciation, intonation, and stress; reading; writing; vocabulary. Each succeeding curriculum unit serves to develop further these components

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in order to provide review, reinforcement, and recombination of the language skills, information, and cross-cultural understanding with new learnings.

The selection of a theme or thematic approach allows for the systematic growth of the basic skills in the foreign language through a unit which simultaneously develops cultural knowledge and understanding. In this way the components of a thematic unit can be integrated and progressively developed. The thematic units can be developed on specific content sources which lead the student to identify more and more with the language and the culture of the speakers of that language. Examples of specific content sources which may serve as thematic units are courtesy patterns, family living, daily living (the school, eating, marketing, etc.), clothing, holidays and recreation, leisure-time activities, travel and vacation, transportation, careers, etc. Inherent in this approach is the maximum opportunity for creating a truly interdisciplinary and integrated curriculum.

The framework of a thematic unit includes key ideas, concepts, expression of skill development, performance objectives, suggestions for measurement and evaluation, and suggested procedures and enrichment activities. In no way does the thematic unit mandate a particular methodology nor does it limit itself to any particular level of instruction. It serves to unify a body of knowledge which the student should master. It is not based on a single textbook nor does it restrict the use of varied and multiple sources. On the contrary, it recommends flexibility, diversity, and creativity in the types of activities and materials employed in the learning process. Any textbook series or supplementary materials can be employed in a thematic approach because the topics or themes selected by the teacher already exist within the text he is using.

### CONSTRUCTING A THEMATIC UNIT

Certain questions must be asked before committing oneself to the selected theme—Will this theme increase the number of situations in which the student can perform actively in the foreign ambience? Will this theme broaden the student's knowledge of the foreign culture and of his own culture? Will it enhance the student's ability to use the four basic skills in the foreign language? Will the thematic unit afford the student direct involvement in a variety of learning activities? Will the thematic unit provide a multi-sensory presentation of the content? Will the thematic unit stimulate interdisciplinary activities?

After establishing the desirability of the theme in the light of these considerations, the overall purpose of the unit should be stated briefly. The next step in the process of developing a thematic unit is to select the key cultural and linguistic ideas that the unit will contain. The key ideas will form the substance of the learning experience. They also serve to synthesize learning by providing wholeness and meaning; the key ideas give the

learning process a sense of totality. They also provide the basis for the choice of objectives and content.

Performance objectives are of equal importance to the teacher and the learner. They provide direction and the basis for evaluation to see whether learning has taken place. A performance objective describes the action the learner will be expected to perform at the end of a particular unit. It also states the conditions under which the student will be expected to perform, and it specifies the level or degree of proficiency required. The performance objective guides the student and the teacher in their work and is tested.

Suggested procedures and enrichment activities are also listed for the teacher to offer him support in giving the thematic unit a point of direction. They also serve to familiarize the teacher with the material available that is related to the particular unit. These procedures and activities help stimulate the creation of real-life situations within the classroom.

The sample thematic unit on shopping which follows is part of a pilot, experimental, curriculum revision project of the Board of Education of the City of New York.<sup>1</sup> The units in Spanish, German, and Italian will be found in the Appendices.

1. This preliminary, experimental edition of the unit was developed by the Bureau of Curriculum Development of the Board of Education of the City of New York through the Bureau of Foreign Languages (Project 3040, October 1974). Pearl M. Warner (Hillcrest High School, Jamaica, N.Y.) served as principal writer for the project.

**SAMPLE CULTURALLY-ORIENTED THEMATIC UNIT  
SITUATIONAL THEME NO. 4: FRENCH LEVEL I**

**Allons Faire des Courses**

**Rationale**

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother?"

**Introduction**

These suggestions are designed to explore a more meaningful, effective, and relevant approach to acquiring ability to communicate in French. The focus here is a life situation in which the student is taught to function in the foreign language.

**Basic Objectives of This Unit**

- (1) To familiarize the students with the necessary French vocabulary and expressions to enable them to make a variety of purchases with ease.
  - (a) To acquaint students with the various types of stores.
  - (b) To enable students to handle monetary transactions.
  - (c) To acquaint students with the different systems of designating clothing sizes.
  - (d) To equip students with the necessary vocabulary to discuss the differences and similarities in dress and hairstyles appropriate to various social occasions.
- (2) To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

**Methods and Materials**

The suggested procedures and enrichment activities outlined here are points of departure for the teacher, who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests, and capabilities of his students. All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance, and enrich the thematic units according to the interests and ability of the class.

The participation of students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models, or bringing in pictures from magazines. It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated **WITHIN THE CONTEXT OF THE UNIT.**

**Time Sequence**

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each thematic unit when Level I is covered in one year.

abines téléphoniques (phone booths). *Jetons* (tokens) are sometimes necessary to make local calls.

The French traditionally shop for groceries at the *épicerie du quartier*, but the *supermarché*, and *le libre-service* in general, have become very popular.

Purchases at *la boulangerie* (the bakery), *la pâtisserie* (pastry shop), *la charcuterie* (pork delicacies), and *la boucherie* (butcher shop) enhance the *diner de famille*. Cigarettes can only be bought at the *bureau de tabac* (tobacco shop) which is licensed by the state. *Les allumettes* (matches), which in France must be paid for, and *le tabac* are government monopolies.

A typical shopping trip may include visits to *le marchand de journaux* (for periodicals), *la librairie-papeterie* (stationery store), and *la pharmacie* (which sells only pharmaceutical products and toilet articles).

*Monoprix*, *Prisunic* are the French equivalents of the dime store.

Representative of the *grands magasins* are *Les Galeries Lafayette*, *Au Printemps*, and *La Samaritaine*. Some have *succursales* (branches) outside Paris.

In France the floor above the *rez-de-chaussée* is the *premier étage*, thus the third floor in New York is the *deuxième* in Paris.

Paris is an important center of *haute couture*. In addition to their regular collection, some *couturiers* (fashion designers), such as Saint Laurent and Cardin, make up a less expensive line of *prêt-à-porter* (ready-to-wear clothing), perfumes, and linens. The French chic is largely due to insistence on *qualité* not *quantité*. One chooses each item carefully so that it is *de bon goût* (in good taste) and appropriate to the wearer's needs.

The difference between American sizes and French *taille* and *pointure* should be explained.

## Les Tailles

## (A) Dames

(1) Manteaux et robes							
Etats-Unis	8	10	12	14	16	18	20
France	38	40	42	44	46	48	50
(2) Chaussures							
Etats-Unis	4	5	6	7	8	9	
France	35	36	37	38	39	40	
(3) Corsages, chandails et combinaisons							
Etats-Unis	32	34	36	38	40	42	
France	38	40	42	44	46	48	

## (B) Messieurs

(1) Pardessus et complets							
Etats-Unis	36	38	40	42	44	46	
France	46	48	51	54	56	59	
(2) Chaussures et pantoufles							
Etats-Unis	8	8½	9½	10	10½		
France	41	42	43	44	45		
(3) Chemises							
Etats-Unis	14½	15	15½	16	16½		
France	37	38	39	40	41		

- (14) Politeness and formality characterize the *client-vendeur* (customer-salesman) relationship. One may have a friendly chat with the *propriétaire* (owner) of a neighborhood *boutique*, but the *formules de politesse* are preserved.
- (15) In rural France, especially in the *Midi* (South), stores and offices usually close for lunch from noon to three o'clock; this time is made up by staying open later in the evening.
- (16) As a rule, men go *chez le coiffeur* (barber shop) for a haircut and women go to the *salon de coiffure*, but many shops now cater to both *dames et messieurs*.

## Vocabulary and Useful Expressions

le vêtement	la robe	la pantoufle	le bracelet
le complet	la ceinture	le cuir	l'or (m)
le manteau	le bouton	le caoutchouc	l'argent (m)
le pardessus	la manche	la sandale	le coiffeur
un imperméable (un imper)	le col	la chaussette	la banque
le costume	la poche	le collant	la boutique
le pantalon	la chemise de nuit	le sac (à main)	le magasin
le gilet	le pyjama	le porte-monnaie	le rayon
la chemise	le tissu	la portefeuille	la vitrine
la cravate	la laine	le chapeau	le prix
les jeans	le coton	le beret	le solde
le pull-over (le pull)	la soie	une écharpe	la caisse
le chandail	le gant	la casquette	la monnaie
la jaquette	les lunettes	le bijou	le franc
la jupe	le soulier	la bague	le centime
la blouse	la chaussure	la boucle d'oreille	le chèque
	la botte	le collier	le vendeur

la vendeuse	essayer	long, longue	vieux, vieille
la glace	trouver	mettre	tout(e)
la bas	décider	boutonner	peu de
un étage	détester	ôter	beaucoup de
le rez-de-chaussée	choisir	acheter	trop de
un ascenseur	regarder	payer	à votre service
un escalier (roulant)	beau, bel, belle	dépenser	cela me plaît
en ville	laid(e)	coûter	madame désire?
l'entrée (f)	à la mode	vendre	Je voudrais . . .
la sortie	chic	chercher	avoir besoin de
pousser	cher, chère	autre	faire des courses
tirer	bon marché	nouveau, nouvel,	défense de fumer
porter	court(e)	nouvelle	ne touchez pas

## Developmental Questions

N.B. In preparing these units around a specific theme, it has been necessary at times to use some structures which would normally be taught at a later time. When you encounter these structures in the Developmental Questions, please note that they are to be taught *in context only* and *only as needed* in the particular situation. They will be thoroughly treated at the appropriate time.

## Question

## Grammatical and/or Cultural References

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|--|---|
| (1) De quelle couleur est la cravate de Paul?  | (a) Colors—placement, agreement; shades—light, dark |
|  | (b) Use of <i>quel</i> —agreement                   |
|  | (c) Review <i>être</i>                              |
|  | (d) Irregular feminine— <i>blanc/blanche, rouge</i> |
|  | (e) Review <i>de</i> with possessives               |
| (2) Combien coûte le . . . ? Quel est le prix de . . . ?   | (a) Use of <i>combien</i>                           |
|  | (b) Cardinal numbers 1 to 1000                      |
|  | (c) Value of <i>franc</i> (5 to \$1)                |
|  | (d) Use of <i>de, du, de la, de l'</i>              |
| (3) Que portez-vous quand il pleut?  | (a) Use of <i>que</i>                               |
|  | (b) Articles of clothing                            |
|  | (c) <i>er</i> verbs                                 |
|  | (d) Review weather                                  |
| (4) Qui coupe les cheveux, le couturier ou le coiffeur?  | (a) Use of <i>qui</i>                               |
|  | (b) Discuss names of <i>couturiers</i>              |
|  | (c) Discuss new <i>Dames-Messieurs coiffeur</i>     |
| (5) Quel vin préférez-vous, le blanc ou le rouge? Quelle jupe aimez-vous mieux, la verte ou la rose? | (a) Use of <i>quel</i> —agreement                   |
|  | (b) Orthographic changing verb <i>préférer</i>      |
|  | (c) Expression <i>aimer mieux</i>                   |
|  | (d) Irregular plurals— <i>bas</i>                   |
|  | (e) Colors—agreement, placement                     |
| (6) Voici les souliers noirs. Les aimez-vous?  | (a) Object pronouns                                 |
|  | (b) Position of adjectives                          |

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|  | (c) | Agreement of adjectives                         |
|  | (d) | Colors—placement, agreement                     |
| (7) Mettez-vous vos lunettes pour regarder le journal?           | (a) | <i>Mettre</i> —present tense                    |
|  | (b) | Review use of <i>pour</i> + infinitive          |
|  | (c) | Possessive adjectives                           |
| (8) Vous ne voulez rien à la charcuterie? ...au bureau de tabac? | (a) | <i>Ne...rien</i>                                |
|  | (b) | Discuss different types of shops                |
|  | (c) | Use of <i>à la, au, aux</i>                     |
| (9) Pour aller du rez-de-chaussée au troisième étage on prend... | (a) | Ordinal numbers                                 |
|  | (b) | Discuss <i>rez-de-chaussée</i>                  |
|  | (c) | Use of <i>on</i>                                |
| (10) Prenez-vous les gants de laine ou de cuir?                  | (a) | <i>Prendre</i> —present tense                   |
|  | (b) | Fabrics—with <i>de</i>                          |
| (11) Est-ce-que cette pointure me va bien? ...mieux?             | (a) | Expression <i>me va bien</i>                    |
|  | (b) | <i>Pointure</i> —discuss sizes                  |
|  | (c) | <i>Bien, mieux</i>                              |
| (12) Ceci est bon marché, n'est-ce pas?                          | (a) | Use of <i>ceci, cela, ça</i>                    |
|  | (b) | Expression <i>bon marché</i>                    |
|  | (c) | Irregular adjectives— <i>cher/chère</i>         |
| (13) Achetez-vous le journal à l'épicerie?                       | (a) | Orthographic changing verb <i>acheter</i>       |
|  | (b) | Discuss <i>librairie—papeterie</i>              |
|  | (c) | Use of <i>ne...pas</i>                          |
| (14) Qu'est-ce que vous trouvez au Monoprix?                     | (a) | Review use of <i>qu'est-ce que</i>              |
|  | (b) | Discuss <i>Monoprix, Prisunic</i>               |
| (15) Faites-vous des courses au super-marché?                    | (a) | Expression <i>faire des courses</i>             |
|  | (b) | Discuss adoption of <i>super-marché</i>         |
|  | (c) | Review <i>faire</i>                             |
| (16) Avez-vous besoin d'un jeton pour le téléphone?              | (a) | Expression <i>avoir besoin de</i>               |
|  | (b) | Use of <i>jeton</i> —discuss where it is bought |
| (17) Que désirez-vous acheter pour la fête?                      | (a) | Vocabulary building                             |
|  | (b) | Use of infinitive after <i>désirer</i>          |
| (18) Portez-vous un imperméable quand il fait du soleil?         | (a) | Review weather expressions                      |
|  | (b) | Practice negative expressions                   |
| (19) Où allez-vous pour acheter...?                              | (a) | Vocabulary building                             |
|  | (b) | <i>Pour</i> + infinitive                        |
| (20) Qu'est-ce que vous achetez à la librairie?                  | (a) | Practice use of <i>qu'est-ce que</i>            |
|  | (b) | Vocabulary building—names of shops              |
| (21) Qui fait les courses chez vous?                             | (a) | Idiomatic expression <i>faire des courses</i>   |
|  | (b) | Use of <i>chez</i>                              |
| (22) Combien de blouses y a-t-il dans la classe?                 | (a) | Vocabulary drill                                |
|  | (b) | Interrogative form of <i>il y a</i>             |
| (23) Si...coûte(nt)...francs, combien coûtent...?                | (a) | Review of cardinal numbers                      |
|  | (b) | Use of <i>combien</i>                           |

## Grammatical Structures

Level I has been divided into six culturally-oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a *sine qua non*. The teacher should be selective in the choice of structures which he develops within this thematic unit, basing his decision on those structures already mastered by his students.

It is suggested that the teacher give classroom directions in French at all times.

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| <p>(1) Articles—Review of <i>de</i> to show possession</p> <p>(2) Nouns</p> <p>(a) Review formation of regular plurals</p> <p>(b) Formation of irregular plurals: nouns ending in <i>-al, -eau, -s, -x, -z</i> as they occur</p> <p>(3) Pronouns</p> <p>(a) Review <i>qu'est-ce que, qui, and que</i></p> <p>(b) <i>Ceci, cela, ça</i></p> <p>(c) Direct object: <i>le, la, les</i></p> <p>(4) Adjectives</p> <p>(a) Position of adjectives (colors) after the noun</p> <p>(b) Adjectives relative to this unit which precede the noun</p> <p>(c) Review of simple agreement: <i>grand(s), grande(s)</i></p> <p>(d) Irregular feminine forms, including adjectives ending in <i>-e, -f,</i></p> | <p><i>-x, -an, -en, -er, -el, -et</i>, particularly as they occur in colors</p> <p>(e) <i>Quel(s), quelle(s)</i></p> <p>(f) Review of possessive adjectives</p> <p>(5) Negative</p> <p>(a) Review <i>ne... pas</i></p> <p>(b) <i>Ne... rien</i></p> <p>(6) Verb Structures</p> <p>(a) Review present tense of three regular conjugations: affirmative, negative, interrogative</p> <p>(b) <i>Mettre, prendre</i></p> <p>(c) Orthographic changing verbs: <i>préférer, acheter</i></p> <p>(d) <i>Vouloir</i> (recognition only)</p> <p>(7) Numerals</p> <p>(a) Review 1-100 for use in computing money transactions</p> <p>(b) Teach 101-1000</p> <p>(c) Ordinal numbers (in relation to <i>étage</i>)—1st to 20th</p> |
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## Suggested Procedures

- (1) Introduce and drill clothing vocabulary using various forms of realia.
 

<p>(a) Magazine clippings, preferably from French fashion magazines to give clothing the "French touch"</p>	<p>(b) Overhead projector transparencies</p> <p>(c) Bring in actual items of clothing</p> <p>(d) Pictures created by students</p> <p>(e) Sketches on the board</p> <p>(f) Puppets and marionettes</p>
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- (2) Ask students to describe what they are wearing, using colors and other adjectives such as *beau, long, court*. Students may enjoy describing what fellow classmates are wearing.
- (3) Collect from magazines (or have students bring in) large, colorful pictures of people. You might use a picture of Santa Claus, a movie star, or a cartoon character. Have students describe the attire of the characters in the picture.
- (4) Have students read variations of a basic 'shopping' dialogue, substituting different colors, clothing articles, sizes, and prices.
- (5) Role-playing: Have students act out various scenes in a French department store.

Use props and money. Some possibilities are:

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|--|---|
| (a) Going shopping for a birthday gift   | (d) Trying too hard to make a sale        |
| (b) Trying to get service in a crowded store during the holiday rush                               | (e) Window-shopping                       |
| (c) Making up one's mind about which outfit to buy, to the dismay of the <i>vendeur/vendeuse</i> . | (f) TV commercial                         |
|  | (g) Placing an order by telephone         |
|  | (h) Returning items in a department store |
- (6) Show and Tell: Students will bring in, show, and describe to the class clothing ads from French publications containing familiar words and expressions. Students can then create their own ads in French using familiar vocabulary.
- (7) Games
- (a) *Qui porte...?* Have a student describe three items worn by a classmate, without revealing the person chosen. The first student to give the name of the person being described wins the round.
- (b) Money transaction game: The teacher says: "*La robe coûte 80 francs. Je donne au vendeur 100 francs.*" Students must compute and give the correct change. Students may be divided into teams for this game. After several demonstrations, students may play the teacher's role.
- (8) Bulletin boards
- (a) Have students bring in pictures of interesting or amusing characters, mount their pictures on construction paper, and add the following descriptive information:  
*Il/Elle s'appelle... .*  
*Il/Elle a... ans.*  
*Il/Elle porte... ,... et... (articles of clothing with descriptives).*  
 Encourage students to use their imagination. They might want to design them as 'wanted' (*Recherché par la police*) posters, with a reward for the capture of the character described.
- (b) Design a bulletin board to look like the *vitrine* of a French department store or boutique. Include prices and other relevant information.
- (9) Have students make up a shopping list for a day at a *grand magasin*.
- (10) Have students write a guided composition using the following questions as suggestions for content:
- Qu'est-ce que vous allez acheter?*  
*Pour qui?*  
*Combien d'argent voulez-vous dépenser?*  
*Où allez-vous pour acheter...?*  
*Est-ce un grand magasin ou un petit magasin?*  
*A quel étage se trouve...?*  
*Combien coûte...?*
- As a listening-writing exercise, the teacher would give these questions orally and allow time for the students to write the appropriate statement.

### Reading

It is suggested that the teacher choose, from the texts he is using, appropriate selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles, or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

## Enrichment

- (1) Teach songs related to the clothing theme: *Le Cordonnier, J'ai du bon tabac, Alouette, Savez-vous planter les choux?*
- (2) Have students practice tongue-twisters related to the theme. For example: *Les chaussettes de l'archiduchesse, sont-elles sèches archi-sèches.*
- (3) Discuss with students the cultural implications of the following proverbs and sayings.
 

<i>L'habit ne fait pas le moine.</i>	<i>Tout nouveau, tout beau.</i>
<i>Des goûts et des couleurs il ne faut pas disputer.</i>	<i>A chacun son goût.</i>
<i>Tout ce qui brille n'est pas or.</i>	<i>En avril, n'ôtez pas un fil.</i>
- (4) Anecdote: *Peux-tu me prêter quatre mille neuf cent quatre-vingt quinze francs? demande le petit garçon à un copain.*  
*Hein? Pourquoi pas cinq mille?*  
*Parce que j'ai déjà cinq francs.*
- (5) Have students plan a seasonal wardrobe.
- (6) Audio-visual aids
  - (a) *Parlons français*—15-minute film lessons available through the Bureau of Audio-visual Instruction. The films relevant to this unit are:
    - #13-14 Introduction of colors
    - #26 Various items of clothing
    - #27 Song *Promenons-nous*; articles of clothing
  - (b) Select commercially sold films, filmstrips, and slide series related to this theme.

## Suggestions for Testing

- (1) Picture test (requiring oral or written answers).
  - (a) *Vrai/Faux*
  - (b) *Qu'est-ce que c'est?*
  - (c) *De quelle couleur...?*
  - (d) Multiple Choice (visual cue with printed options).
- (2) Oral questions requiring oral answers.  
*Une blouse coûte 16NF; combien coûtent trois blouses?*
- (3) Oral questions requiring short written answers. For example: *Qui suis-je?*
  - (a) *Je porte une jupe.* garçon fille
  - (b) *Je porte une cravate de soie.* garçon fille
- (4) Oral or written statements to test specific vocabulary and general comprehension.
  - (a) *Vrai/Faux*
  - (b) Questions: *Que portez-vous quand il pleut?*
  - (c) Multiple Choice: *On porte... sur la tête.*
    - (i) *un soulier rouge*
    - (ii) *des gants*
    - (iii) *un chapeau de paille*
    - (iv) *des caoutchoucs*
  - (d) *A qui parlez-vous?*  
 Teacher gives a line of conversation, asking students to indicate to whom it is addressed: *Les vêtements sont trop chers. N'entrons pas dans ce magasin.*
    - (i) *au vendeur*
    - (ii) *à un(e) ami(e)*
- (5) The teacher or a student reads a line of a dialogue, and students give appropriate oral or written rejoinders.
- (6) Picture stimulus test. Student selects a picture and prepares five oral or written sentences to describe it.

- (7) Describe cued response test.
- (8) Sentence expansion (oral or written) by addition of adjective to test adjective placement or agreement.  
*Voici un manteau. (beau) Voici un beau manteau.*
- (9) Written tests based on readings, structural items, and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences, or fill-in blanks.

**CULTURE: ALL LEVELS**

Language is the primary expression of a culture. Language and culture are so closely related that classroom attempts to separate them breed artificiality. Culture reflects the specific behavioral patterns, customs, and life styles of a society. It also includes the contributions people have made to civilization in the areas of art, music, literature, science, government, etc.; however, the anthropological description of culture contains more meaning for the foreign language curriculum today. Therefore, it is a means of blending the affective and cognitive aspects of language learning.

The goal of presenting language by means of a culturally-oriented thematic unit is to show the close interrelationship between language and culture. It is also a means of familiarizing the student with the daily customs and life styles of the speakers of the target language.

The foreign language teacher in today's educational scene has a complex and difficult task. While teaching the student to communicate in the target language, the teacher is also responsible for leading the student to a knowledgeable understanding of the speakers of the language. In the process of doing this, the teacher is also trying to change the attitude of the student toward foreign language ways which are inherent in the language and toward the speakers of the target language. Providing the student with knowledge is not the more difficult task, for it is easily evaluated through a variety of activities which lend themselves to measuring the cognitive gains of the learner. These activities are applicable at all levels of the instructional program.

The student will be able to:

- (1) Identify the names of streets, shops, newspapers, magazines, etc.;
- (2) Transfer his clothing sizes into the measurements used in the country of the target language;
- (3) Answer true-false, multiple-choice, and matching questions based on specific cultural data contained throughout the unit;
- (4) Write a composition explaining the meaning of *le pain* in French life;
- (5) Compare customs peculiar to the people of the language studied with American customs;
- (6) Enact a scene, either from a memorized dialogue or extemporaneously, depicting a business transaction in a shop, *le Bureau de Poste*, or *le Bureau de Tabac*.

It is the evaluation of the student's attitude toward the language and the speakers of the language that is more difficult to measure. Valette and Disick have prepared a taxonomy based on the affective domain.<sup>2</sup> By

2. Rebecca M. Valette and Renée S. Disick, *Modern Language Performance Objectives and Individualization* (New York: Harcourt Brace Jovanovich, 1972), pp. 43-54.

- (B) isolates appropriate points of cultural difference and similarity in patterns of daily living for explanation, discussion, and cross-cultural comparison.
  - (C) reinforces and expands basic cultural points discussed, depending upon the level and ability of the class, uses films, filmstrips, slides, recordings, mini-dramas, native speakers, pen pals.
  - (D) encourages the individual or small-group exploration of cultural topics through the use of culture capsules, cultural assimilators, learning stations, learning activity packets, resource centers, independent study.
- (VI) Teaching for more creative use of the foreign language.  
The teacher...
- (A) demonstrates how old and new materials can be combined for further development of the four skills.
  - (B) encourages the student to use the foreign language outside the classroom.
  - (C) encourages the student to find out more, on his own, about the cultural points raised in class.
  - (D) shows by attitude and example that language is a lively means of communication rather than a set of abstract rules in a textbook.

**Involvement Questions for the Reader**

- (1) Using this analysis as a model, can you list some activities for the teaching of meaning at the intermediate levels where the vocabulary is more abstract?
- (2) What are some effective ways of helping the problem listener? The problem reader?
- (3) What further activities have you found effective in developing more creative use of foreign language?
- (4) In evaluating your own teaching, what questions do you ask yourself?

guage teacher might well take advantage of these inclinations by launching the unit with an American classroom fashion show, commented by himself in the target language, building it through a series of mini-skits on shopping, and culminating it with a foreign fashion show, commented again in the target language, but this time by the students.

Each show or skit would constitute a central activity, around which would be grouped culture capsules in either English or the foreign language, vocabulary learning and conversation practice, structure drills and dialogue writing, reading about the topic in books and magazines, and listening to taped dramatizations or commentaries on related subjects.

The language teacher who prefers a more tempered and temperate approach than the one described above might move his class through the unit in a somewhat deliberate way. A review of grammatical structures might be followed by intensive work with the essential vocabulary. As the students' ability to express themselves correctly in the target language grew, culture could be introduced gradually and discussed at length. The culminating activity for such a class might be the creation of its own 'fashion report' a collection of articles written by the students. It could be inviting a native speaker to the class to discuss fashion and finance; it could even be an excursion to a large city where foreign shops are found, or, in a very ambitious vein, a one- to two-week trip abroad to do some on-site shopping if this coincided with a school vacation, if pocket money was permitted, and if students were mature enough for such an undertaking.

Still another teacher might find his students too unsophisticated, perhaps too young, for either of the above approaches. He might prefer to begin study of the unit with visuals: magazine pictures, bulletin boards, chalkboard drawings, transparencies, student sketches, etc. Through these visuals the teacher would present as much of the vocabulary and as much of the cultural information as he deemed desirable. Frequent question-and-answer periods could provide oral practice, and dictations could provide comprehension-writing practice for reinforcement of basic structures. Appropriate songs and games might be included daily for the excellent training they offer in various skills, as well as the motivation they inspire.

Finally, there may be a foreign language teacher who finds that moving this first-year class along as a group presents dismal prospects because of a high degree of heterogeneity or some other factor. Although it holds still greater challenges, not the least of which are hard work in class and multiple preparations outside, individualized instruction seems to this teacher to be the only way to hold the promise of success for all. It will

assistant, a student teacher, or a community volunteer would be a great benefit to this teacher, because more attention could then be given to individuals.

Different approaches to teaching can most often be stimulated and nourished by group planning and the pooling of resources. The involvement of teachers in other subject-matter areas can sometimes provide a totally new perspective, an interdisciplinary approach. In line with this belief, as well as with the theme of goals clarification, members of the Committee on Teaching worked with teachers on ways of using the unit on shopping to further the objectives of their programs. The persons interviewed were asked to keep in mind "Foreign languages for *what?*" within the broad educational goals of their schools or institutions. The following outlines represent only some of the many suggestions provided. The format in which these approaches is presented illustrates the various clarification and planning stages which are needed for effective and meaningful teaching.

**Supplementing or Enriching a Regular Program: An Interdisciplinary Approach.** Although their regular textbook material usually dealt with shopping, several of the foreign language teachers who reviewed the curriculum unit on shopping saw possibilities of blending it into their own programs for enrichment. They were interested in the interdisciplinary aspects of the unit as well as the opportunities it afforded for individualization within their classes. Some of the teachers interviewed serve on interdisciplinary teams in middle and junior high schools and were planning to involve their colleagues in mathematics and English language arts to reinforce or extend such concepts in the unit as the metric system and word derivations. Others, because of the more traditional organization of their schools or institutions, were planning to work on these interdisciplinary aspects themselves as part of foreign language classes. The following outline, which describes one approach to the implementation of the curriculum unit on shopping, blends the skills and culture goals of foreign language programs with the general curriculum goals of the school.

#### General Goals (Total School)

- (1) To ensure the student's ability to communicate effectively in various types of situations (school, work, social) by developing his skills in listening, speaking, reading, and writing. *Note:* This general goal includes foreign and second languages.
- (2) To develop the student's understanding of basic mathematical con-

lection of content and implementation. The following items were selected for review, extension, and, in a few cases, initial teaching.

## (A) Language

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| <ul style="list-style-type: none"> <li>(1) Question, answer, statement forms (positive and negative) involving: (a) location, i.e., where an item can be found, (b) availability of items, (c) cost, (d) size, (e) color, (f) decision as to purchase, (g) verifying amount owed, (h) method of payment.</li> <li>(2) Numbers 1 - 100.</li> <li>(3) Names of foreign monetary units (e.g., <i>franc</i> and <i>centime</i> in French).</li> <li>(4) Names of basic units of measurement: size, weight, length.</li> </ul> | <ul style="list-style-type: none"> <li>(5) Names of specific items in the following categories: (a) clothing, (b) grocery and food, (c) everyday objects (newspapers, ballpoint pens, etc.).</li> <li>(6) Names of the following types of stores or places where items can be purchased: (a) supermarket, (b) open-air market, (c) equivalent of variety or 'dime' store, (d) department store, (e) specialized shops (bakery, pharmacy, shoe store, etc.), (f) miscellaneous (newspaper stands, street vendors, etc.).</li> </ul> |
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## (B) Concepts: Cultural, Linguistic, Mathematical

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|--|--|
| <ul style="list-style-type: none"> <li>(1) Currency exchange and its fluctuations.</li> <li>(2) Basics of the metric system.</li> <li>(3) Shopping patterns: supermarket and department store vs. specialized shops, the role of the open air market.</li> </ul> | <ul style="list-style-type: none"> <li>(4) Characteristics of salesman-client relationships: levels of politeness.</li> <li>(5) Shared word derivations and word families across languages (cent-, mill-, -gram, -grade, etc.).</li> </ul> |
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## Planning Sheet

Topic: Shopping in a Foreign Country.

Purpose: Review, extension, and enrichment of topic, interdisciplinary facets include English language arts and mathematics.

Student Level: Beginning or elementary foreign language, includes students from grades 6-9

**Materials:** Charts for bulletin board on metric system and on sizes (Mathematics Department); charts on currency exchange (developed and maintained daily by students); samples of foreign currency, checks, credit cards, international department of local bank; 'fake' money from commercial source; pictures of foreign checks, credit cards, etc., 'blown up' by photography or art class; pictures and slides of types of stores, clothing, and food items; realia (cereal boxes, newspapers, etc.); tape: *A Word in Your Ear* (for English Language Arts).

Instructional Objectives (See Goals 1,2,3)	Activities	Evaluation
<p>Students will be able to:</p> <p>(1) understand questions, statements, and responses with regard to location, price, size, color, availability of a variety of clothing, food, and everyday items.</p> <p>(2) ask for specific items of clothing, food, and everyday needs as well as locations, availability, size, etc.</p> <p>(3) do at least two of the following tasks</p> <ul style="list-style-type: none"> <li>•take dictation on shopping, converting prices, sizes, etc.</li> </ul>	<p><i>Large Group</i></p> <ul style="list-style-type: none"> <li>•Introduction, explanation, 'live' drilling of all new material.</li> <li>•Reinforcement, summary, and generalization of all key material and concepts.</li> <li>•General question-answer sessions.</li> </ul> <p><i>Small Group</i></p> <ul style="list-style-type: none"> <li>•Warm-up, review of old material.</li> <li>•Listening practice at centers.</li> <li>•Drill sessions.</li> <li>•Practice and usage sessions (speaking).</li> <li>•Choral reading.</li> <li>•Dictation practice.</li> <li>•Group projects.</li> </ul>	<p><i>Listening</i></p> <p>True/false and multiple choice 20 items Criterion: 18 right</p> <p><i>Speaking</i></p> <p>Question-answer Role-playing (dialogue) Problem situations Criterion: minimum rating of 3 on 5-point scale</p> <p><i>Reading</i></p> <p>True/false and multiple choice 20 items Criterion: 18 right</p> <p><i>Writing</i></p> <p>Question-answer, dictation, shopping list.</p>

<ul style="list-style-type: none"> <li>•write a short diary entry describing a shopping trip.</li> <li>•prepare a letter, skit, or narrative on the theme of shopping.</li> </ul> <p>(4) find and follow foreign currency fluctuations in the daily newspaper; compare U.S. currency to the foreign and vice versa.</p> <p>(5) demonstrate a basic knowledge of the metric system: size, length, weight.</p> <p>(6) Demonstrate an awareness of the differences in types of shopping facilities in the foreign country.</p> <p>(7) demonstrate an awareness of the level of politeness called for in the client-salesman relationship in the foreign culture.</p> <p>(8) be able to trace common word derivations and word families from such roots as <i>cent-</i>, <i>mill-</i>, etc.</p> <p>(9) demonstrate an awareness that lan-</p>	<ul style="list-style-type: none"> <li>•Writing practice: packets, worksheets, compositions.</li> <li>•Special remedial or review work with tutors or at listening center.</li> <li>•Quest activities for rapid learners: research at resource center or in school library; developing games, materials and projects: preparing skits, dialogues, monologues; special projects involving foreign languages and other subject-matter areas.</li> </ul>	<p><i>Cultural Concepts</i></p> <p>Factual: Short-answers on currency conversation, sizes, basic metrics, types of stores, customer-salesperson relationships</p> <p>Attitudinal: Situational problems—What would you do if...? Teacher observation of student behavior:</p> <ul style="list-style-type: none"> <li>•interest</li> <li>•voluntary participation and work</li> </ul> <p>Criterion: For factual: on 15-item test, 100%</p> <p>For attitudinal: rating of 'acceptable'</p> <p>Student and teacher evaluation of unit as implemented.</p>
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## Teacher's Daily Log

## Preparatory Stages:

- (1) Talk to math teacher about (a) background materials on metric system, (b) charts and posters, (c) available learning stations, (d) names of good math students who are also in my foreign language class.
- (2) Talk to English Language Arts teacher about (a) list of roots to be handled in English Language Arts for derivation and word family study, (b) suggestions for quest activities for rapid learners, (c) arrange for playing tape *A Word in Your Ear* and discussion.
- (3) Ask students in foreign language classes to search foreign language magazines for pictures of foreign checks and credit cards, additional items of clothing, foods.
- (4) Ask assigned committees to prepare two displays for the unit: one on shopping with foreign currency, the other on basic metrics.
- (5) Talk to group leaders and aides about assignments during unit.

## Day 1

- (1) With large group, briefly review old material on the topic of shopping. This will serve as a warm-up session.
- (2) Expand into the area of foreign currency and rates of exchange. Introduce and drill names of the major monetary units. Use charts, pictures, and samples of money as cues.
- (3) Ask the prices of various familiar items (pencil, pen, paper, etc.) in U.S. currency. Have student aides show where rates of exchange can be found in daily newspaper. Convert the price of items from U.S. to foreign currency.
- (4) Introduce and drill question-answer forms for price.
- (5) From large-group session, have students break into small groups with leaders. Give students a choice of the following groups according to individual needs:
  - Review of numbers, colors, items of clothing. Group leader conducts review with pictures and realia.
  - Listening practice exercise on question-answer-statement forms: location, price, colors. Put group leader in charge of material and tape recorder at the listening center.
  - Speaking practice on asking and answering questions, role-playing: location, price, colors, availability of articles. Begin session but allow group leaders to continue.

**Basic Assignment:** Clip ads from an American newspaper with at least six items of clothing. Caption each item in the foreign language, including the equivalent price in the foreign currency.

**Alternate Assignment:** Do practice cassette on currency price conversions, question-answer practice on price; do worksheet exercises which go with cassette.

**Quest Assignments (additional):** (1) Find out what determines rates of exchange. Why are they posted daily? Find the rates of exchange for three other foreign currencies and convert the prices in your ads to them. (2) Try a game of 'Monopoly' using the foreign currency. Suggest some other money games where this could be done. (3) Think up a game based on the foreign currency and using foreign language material that you know other than food, clothing, and everyday objects.

**Day 2:**

- (1) With the large group, review and briefly redrill new material from previous day. This will serve as a warm-up activity.
- (2) Ask three students to show their assignment ads and captions to the class. Check captions and currency conversions for accuracy. Collect all ads after asking students to recheck them. Save the best ones for display and reading practice.
- (3) From currency and price of clothing, begin a discussion of sizes, foreign and American. Work from bulletin-board display and charts. Ask everyone to find equivalent sizes for themselves for shoes, shirts, blouses.
- (4) Introduce and drill question-answer-statement forms on size: What size? Do you have size...? Yes, we.... No, we....
- (5) Break into small-group sessions with group leaders. Students have a choice of the following groups according to their individual needs:
  - Listening practice on question-answer-statement forms dealing with the availability of items, color, price, size. Put a group leader in charge of the material and the tape recorder at the listening center.
  - Speaking practice on asking and answering questions, volunteering statements, role-playing, etc. on the location of items, their availability, color, price, and size. Begin session with group leaders continuing.
  - Choral and silent reading (shopping lists, price tags, sample diary entries, sample letters) at two learning centers (basic and advanced). Put group leaders in charge of tape recorders and duplicated material. Choral reading is paced by tape recorder.

material to go to another group, particularly the reading and resource centers.

- (7) Recall students into a large group for a summary session, brief drill on errors spotted in small-group sessions, explanation of difficult points, review of the assignment in greater detail.
- (8) Check on quest activities. Ask students to give progress reports or to share findings with the total group.

*Basic Assignment:* Prepare a personal shopping list of at least six items. Include some special notes or reminders to yourself as to particular stores, departments, etc.

*Alternate Assignment:* Do the practice cassette on sizes, size conversions, question-answer practice on sizes; do the worksheets exercises which go with the cassette.

*Quest Assignments:* (1) Prepare a shopping list for your family. Include all the necessary information as well as notes to yourself. Total the shopping list to find out how much money you spent in different currencies. (2) Prepare a short script for a fashion show. Be sure to include prices, size ranges, and additional colors. (3) Find or think up a number game on metrics and adapt it to the foreign language. (4) Find out if sizes are really standardized. If so, how are they standardized?

#### Involvement Questions for the Reader

- (1) What steps in planning were followed by this teacher?
- (2) Performance objectives have not been stated for days 1 and 2 but are implicit in the activities. What are these performance objectives? Should they be discussed daily with the students? If not, when?
- (3) What activities would you plan for the large-group sessions for days 3 and 4?
- (4) Suggest the types of small-group and individual activities which will be most needed on days 3 and 4.
- (5) Quest activities may be fine for the student who learns easily, but what more can be done in this unit for the student who learns slowly?
- (6) Where, when, and how would you begin evaluating the students?
- (7) How would you modify this teacher's use of the unit to fit your own situation? To meet the general goals of your school?

A Unit Approach for Review Sessions. The systematic review or re-entry of previously learned material is a perennial concern of foreign language teachers, particularly at level 2 and beyond. The structured, sequential nature of foreign language learning seems to dictate this concern as well as the fallibility of human memory. Each September, teachers are appalled by the amount of foreign language material that their students have forgotten over the summer. Students at the intermediate and advanced levels who are working with more abstract topics in the foreign language often voice concern about forgetting the functional or everyday use of the language.

Organization of review around a theme, such as that used in the basic curriculum unit on shopping, avoids a scattered, 'hit-or-miss' re-entry of structure, vocabulary, and cultural concepts. Review, deliberately organized as a unit or mini-course, affords added opportunities for creativity in the use of the four language skills. Cultural concepts, as well as facets of the language itself, can be expanded and enriched. For the teacher interested in experimentation and innovation, the review unit offers opportunities to try an individualized approach, to explore interdisciplinary avenues, and to focus more closely on reinforcing one or more of the general goals of the school. The following case history grew out of suggestions by teachers of foreign languages in several senior high schools where career education programs are being implemented for the first time. The teachers suggested using the unit for review and as a starting point for career awareness in foreign languages at level 2 and beyond. Although the general teaching approach chosen includes large- and small-group instruction, it was recommended that efforts be made to individualize as much as possible. It was felt that an individualized approach is more consistent with the goals and objectives of review sessions: close analysis of the needs of the individual student, reinforcement and remediation of learned material, expansion and enrichment based on material learned. In line with the goal of expansion in the four language skills and cultural concepts, a career education component was blended into the unit on shopping used for review sessions. The following general goals of the school were clarified in terms of foreign languages.

#### General Goals of Career Education

- (1) To ensure that students are aware of a broad range of career options in relation to specific subject-matter areas (in relation to foreign languages).
- (2) To assist students in exploring a range of possible options (which in-

## Selected Content

## (A) For Review

Although the content selected by the teachers interviewed ranged from the entire unit to some of the cultural concepts outlined to blend in with the particular textbook series used, it was agreed that re-entry of the following items was essential and should receive special emphasis.

- |  |  |
|--|--|
| <p>(1) Question-answer-statement forms dealing with: who, what, where, when, how much.</p> <p>(2) Verb structures: regular forms in the tenses previously mastered: a maximum of</p> | <p>5-7 irregular verbs in the tenses previously mastered.</p> <p>(3) Pronouns: demonstrative, direct object, interrogative.</p> <p>(4) Vocabulary: adjectives, verbs, idiomatic expressions.</p> |
|--|--|

## (B) For Career Education

The following content in the foreign language was selected in line with the goals outlined for career education.

- |   |  |
|---|--|
| <p>(1) Names of various types of sales occupations in the foreign language.</p> <p>(2) Names of selected occupations which are related to sales, e.g., cashier, manager, buyer, dress designer, etc.</p> <p>(3) Names of selected types of businesses which employ sales personnel, e.g., department stores, various kinds of specialty shops, export-import houses, wholesale business, etc.</p> <p>(4) Question-answer-statement forms which allow students to describe or explore further various types of sales or related sales occupations.</p> <p>(5) Basic cultural information dealing with aspects of the world of work in sales in the U.S. and the foreign country. Basic information should be concise and, as</p> | <p>(a) Conditions of work, i.e., the advantages and disadvantages in terms of hours, surroundings, pay, dealing with people, etc.</p> <p>(b) Types of job opportunities in sales for people who speak one or more foreign languages.</p> <p>(c) Type and amount of training needed for sales occupations in the U.S. and the foreign country.</p> <p>(d) Client-customer relationships and employer-employee relationships in the U.S. and the foreign country.</p> <p>(e) Qualifications and personal traits needed in sales.</p> <p>(f) Self-evaluation by the student as a preliminary step to considering or rejecting sales as a possible</p> |
|---|--|

## Planning Sheet (Career Education Component Only)

Topic: "Why would a salesperson ever want to study a foreign language?"

Purpose: Introduction of the above topic as part of a review unit on shopping.

Student Levels: Levels 2-4; grades 10-12.

Time Required: Approximately 5-15 minutes from a total of 5-7 class periods of 50 minutes each.

Types of teaching/ learning activities: Large group, small group (4-6 students), individual: projects only.

Performance Objectives	Activities	Evaluation
Students will be able to: (1) identify and describe the following sales and related occupations in the foreign language: salesperson, cashier, manager, designer, grocer, delicatessen owner, importer, customs officer.	(1) Regular large- and small-group activities for review: listening exercises, question-answer practice, role-playing. Individual: silent reading, writing practice.	(1) Paper-and-pencil tests for listening, reading, writing, as part of total review. Oral production and usage as part of review.
(2) describe how foreign languages could be of use in sales and related occupations.	(2) Small-group discussions, summary report to large group.	(2) Observation by teacher. Oral or written statements by students.
(3) compare and contrast life as a salesperson in the U.S. and the foreign country.	(3) Lecture by teacher or visitor to large group; individual reading and research by students; reports to large groups by students	(3) True/false and multiple-choice questionnaire. 15 items. Criterion: 12 acceptable.

(4) reach a tentative personal decision with regard to sales work: be able to say in the foreign language whether sales as a career is attractive or not. Note: At more advanced levels, be able to explain <i>why</i> it is or is not attractive.	(4) Small-group discussion; individual statement in oral or written form; question-answer in oral or written form.	(4) Teacher observation (attitudinal). Short-answer exercises in oral or written form.
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### Teacher's Daily Log

#### Preparatory Stages:

- (1) Check (or have the students check) the following for materials on careers in sales and retailing to be used for bulletin-board displays and the classroom resource center: guidance counselor, career exploration laboratory, coordinator of career education in school district, head of retailing program at local community college, local stores and businesses, director of work-study program in school.
- (2) Arrange a talk to the class by a store employee in the area who has worked in a Spanish-speaking community in the U.S. as well as in Mexico.
- (3) Arrange, through the counselor, for interested students to visit evening classes in retailing at the community college.
- (4) Have advanced-level students prepare rough translations of capsule descriptions of sales occupations. Review and correct these as needed. Have foreign language students in business education classes type and duplicate these materials.
- (5) Have students in all foreign language classes search the picture and pamphlet files in the library and the guidance office for materials on retailing, sales occupations, and related fields for use in the classroom resource center on career education.

#### Days 1-4 (5-15 minutes per day):

- (1) Review the names of sales and related occupations; add new ones for listening recognition, speaking, reading recognition, and writing.
- (2) Role-play simple situations which arise in sales: the undecided customer; the 'foreign' client who needs special help; the grouchy customer with a long list of complaints.
- (3) On days 3-4, stress career education vocabulary and structures in warm-

- (4) Have small groups choose career education projects as assignments: bulletin-board displays; article for the newspaper on the visit by the store employee and visits by students to retailing classes at the community college; interviews of sales personnel in local stores; interviews of local Volkswagen, Toyota, and Peugeot dealers and salespersons.
- (5) Have individual students select quest activities: development of minipaks or learning activity packets, writing of mini-dramas, research on aspects of the world of sales in the foreign country.

Days 5-7 (10-15 minutes per day):

- (1) Visit of local store employee to class to describe personal experiences and to answer questions. Have small groups interview her after class.
- (2) Have students who visited retailing classes at the community college report briefly to the entire group.
- (3) Have students at lower levels try out materials (word games, crossword puzzles, etc.) prepared by more advanced students. Have the latter revise their materials as needed.
- (4) Hold a final summary session on the role of foreign languages in sales and related fields: try to indicate sources of continued help for students who are highly motivated, e.g., the director of the work-study program in the school or community college, the career exploration counselor, etc. Discuss continued training in foreign languages.

**Involvement Questions for the Reader**

- (1) How would you suggest handling the career education part of this unit for the slower student who is already having problems with review of the content on shopping?
- (2) Examine the general goals of your school, school system, or institution and suggest other points of focus for units of this type.
- (3) What types of quest activities could you suggest for the advanced student who needs little or no review?
- (4) If you had just completed this unit in your classroom, how would you evaluate your performance as a teacher? What questions would you ask yourself?
- (5) What activities and materials have worked particularly well for you in review, both as a teacher and as a student of foreign languages?

**Exploratory Programs.** Consistent with the philosophy of the middle and senior high school, which is to provide the student with as wide a range of subject-matter experiences as possible before definite choices and commitments to any program are made, many departments of foreign languages throughout the country have recently revived the concept of the exploratory program. The Stratford (Connecticut) Public Schools have this year instituted a program in exploratory language and culture for grade 7. This program, which is required of all students, makes extensive use of the community's rich and varied ethnic resources. Volunteers from the community, representing many different ethnic groups, come into the classroom to introduce their language and culture and to answer questions.

An adaptation of the FLEX program,<sup>6</sup> suggested by teachers of French and Spanish at the middle and junior-high school levels, would include a maximum of three languages and cultural systems. Parallel concepts and content would be introduced through three units using a thematic approach: "Family and Friends," "Let's Eat!," and "Shopping." Thus, key content from the unit on shopping, such as numbers, colors, question-answer structures, shopping customs, etc., would be reinforced in parallel fashion through three languages (French, German, Spanish) and three geographic areas (Quebec, Germany, Mexico). The following are the goals and sample instructional objectives for the exploratory program which determine the selection of content and concepts from the entire unit. Once the content and the concepts have been outlined, activities can be selected or designed to implement the goals and objectives of the exploratory program effectively.

#### **Foreign Language Goals**

- (1) To help each student reach a personal decision with regard to continued study of foreign languages.
- (2) To enable students to understand, say, and read 'survival' material in three foreign languages: French, German, Spanish.
- (3) To make students aware of selected cultural concepts relating to the family, the school, and the community in three geographic areas: Quebec, Germany, Mexico.

#### **Sample Instructional Objectives**

- (1) To ensure that each student is informed about foreign language offerings and programs at the senior high level.
- (2) To ensure that each student is aware of the role that foreign languages can play in one's career and avocational interests.

- (3) To enable students to understand, say, and read statements, questions, and answers related to location of a store, availability of an item, price of an item.
- (4) To enable students to 'read' the following items: street signs, price tags, store signs, labels.
- (5) To help students explore some culturally defined roles within the family with regard to shopping, e.g., who shops for what? How much shopping are teenagers allowed to do in Quebec, Germany, and Mexico?
- (6) To assist students to compare and contrast the types of shopping needed for school (clothes, textbooks, school supplies) in the U.S. and in the three geographic areas specified.

**Involvement Questions for the Reader**

- (1) What general goals of the school do the three foreign language goals listed above reinforce and extend?
- (2) What types of activities could you suggest for instructional objectives (1) and (2)?
- (3) How would you obtain background material for instructional objectives (5) and (6)? What type of approach would you use: large group? small group? individual projects?
- (4) Instructional objective (4) implies that 'reading' a foreign language includes more than novels, short stories, or plays. Do you agree with this? What does the term 'functional reading' mean to you?
- (5) In line with the three goals proposed for this exploratory program, how would you measure or evaluate the outcomes in terms of student choice, language competency, and cultural awareness?

Foreign Language for Travelers. These courses, which stress one foreign language (French, German, Italian, Portuguese, Spanish) are generally non-sequential, although they may be extended to as many as three semesters depending upon student demand. At whatever level they are taught—college, adult education, or secondary—"Foreign Language for Travelers" programs can be highly interdisciplinary in the sense that they may incorporate language, culture, geography, architecture, music, art, gourmet cooking—not to mention travel to the foreign country itself as a culminating activity in the

**General Goals of 'Foreign Language for Travelers' Programs**

- (1) To help each student derive maximum enjoyment from travel (either real or vicarious) to a foreign country.
- (2) To ensure that students know or are familiar with essential facts and concepts regarding French culture, geography, history, and civilization.
- (3) To enable students to understand, say, read, and write 'survival' material in the foreign language related to getting from one place to another, sightseeing, eating out, shopping, meeting people.

**Involvement Questions for the Reader**

- (1) You have requested funds for a 'Foreign Language for Travelers' course next September. The administrative staff of your institution or school feels that there are already enough courses in French, Italian, and Spanish. A few of your colleagues are muttering about a 'watered-down' course and problems with articulation. At the secondary level, parents worry about college entrance. What would you say in answer to all of these objections? How can you justify such a program?
- (2) What is meant by the term 'survival' material in the foreign language? Give some samples of this type of material from the curriculum unit on shopping.
- (3) What types of instructional objectives would you develop for goal (2)?
- (4) Which types of materials would be most useful in a course of this type? What types of activities?
- (5) What types of evaluation measures would be most useful to you in measuring student achievement for all three of these goals?

A Problems Approach for Advanced Levels. The curriculum unit on shopping may be expanded and enriched to meet the needs and interests of students at more advanced levels of foreign language study. The problems approach, which usually involves an in-depth study of specific social concerns across two cultures and two languages, is an interesting way to implement this particular unit because it permits a wide range of interdisciplinary activities. To the teachers interviewed for this *Report*, the unit on shopping suggested a social problem which is worldwide and current: inflation and its effects

trast. The roles in history of the producer and the consumer may be traced by students interested in the antecedents or roots of the problem. How vendors and their clients in a particular culture are viewed by its writers and artists may be of particular interest to other students. In a unit of this type, at advanced levels, most of the background research and even searching for materials should be done by the students. A unit of this type lends itself particularly well to a combined independent study-seminar format where students and teacher discuss, share, and evaluate the results of this work. Another possibility is the workshop approach where teams of students work on various projects which can then be shared with the whole group in general discussion sessions. Whatever the format chosen, it should provide maximum opportunities for oral discussion in the foreign language.

The following are the goals, sample instructional objectives, and suggested activities for a problems approach to the unit on shopping.

#### **General Goal**

To ensure that the student has acquired skills in planning, implementing, summarizing, and evaluating his own research.

#### **Foreign Language Goals**

- (1) To maintain and further develop the four skills in the foreign language.
- (2) To study the major social problems which currently affect the society and culture of the foreign country.
- (3) To explore, in line with the individual student's abilities, needs, and interests, various facets of the culture and civilization of the foreign country: history, art, music, architecture, etc.

#### **Sample Instructional Objectives**

- (1) To ensure that the student has acquired the structures and specialized vocabulary in the foreign language needed for oral and written discussion of this topic.
- (2) To enable the student to comprehend short lectures, discussions, and project reports on the topic in the foreign language.
- (3) To enable the student to read and understand newspaper and personal articles on the topic in the foreign language.
- (4) To enable the student to define and describe the problem under study in the foreign language.
- (5) To enable the student to describe the impact of the problem on society, culture, and individuals in the foreign country.
- (6) To enable the student, when challenged, to back up or refute assertions, statements, claims, etc.
- (7) To ensure that each student has the basic research skills needed to

**Sample Activities**

- (1) As a preparatory or preview exercise, ask students to read newspaper articles on the topic and to list the structures and vocabulary which they do not understand. Using the composite list as a basis, plan and implement any or all of the following activities: large-group instruction, small-group drill and practice, individual work at listening and resource centers or with LAPs.
- (2) Have students survey current newspapers and periodicals from the foreign country and the U.S. for articles, interviews, and cartoons which help to define the problem of inflation and its impact on society in both countries. Form small working groups to study and discuss the material, and to prepare oral and written descriptions of the problem and its social ramifications. Have each group present its findings to the entire seminar for discussion and consensus. Publish the results as an article in the foreign language newspaper.
- (3) Organize a debate or panel discussion in the foreign language on the pros and cons of advertising and its effects on society.
- (4) Demonstrate or have a student demonstrate techniques of efficient note-taking in the foreign language. Have students practice in class on material pertinent to the problem. Critique samples using the overhead projector.

**Involvement Questions for the Reader**

- (1) What other general goals of your school or institution do advanced level programs in foreign languages serve to implement?
- (2) How would you answer the teacher who says, "Problems and interdisciplinary approaches for the more advanced levels are fine in theory, but I do not have the time to do all that reading in history, economics, art, etc."?
- (3) In what ways could the problems approach suggested for this unit enforce and extend the concepts of career education? Suggest some activities for group and independent work.
- (4) Can a problems approach be used in studying literature, art, and music? How?

### *Some Considerations in Preparing Test Questions*

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In earlier sections, the Committee on Curriculum has presented a sample learning unit based on the theme of shopping in a foreign country, and the Committee on Teaching has described instructional principles and techniques which the teacher can apply in teaching the language behaviors and other aspects of student knowledge and performance which are established as goals for the learning unit.

The one remaining element in the curriculum-teaching-evaluation cycle stressed throughout the *Report* is the measurement of the obtained results—the assessment of the extent to which the students have acquired the competencies or knowledge specified in the curriculum and presented by the teacher, the textbook, and other instructional aids. This evaluation process is carried out not for its own sake but for the very important purpose of providing feedback both to the student—for information, encouragement, and motivation—and to the teacher—for analysis of the teaching results and implementation of needed changes in the curriculum or the teaching process.

It is not possible within the scope of this section to provide a comprehensive guidebook for the preparation of test questions. It is feasible, however, to outline certain basic principles, with examples, which the teacher can apply in preparing and using tests in a classroom situation, with the hope that readers will follow up the brief suggestions made here by attending the measurement workshops at the 1975 Northeast Conference, by consulting available textbooks and other materials on foreign language testing, and by planning and participating in locally-based workshops on measurement topics. It should be emphasized that *informal evaluation* of student performance in the course of the regular classroom sessions, although not discussed in detail here, is an important aspect of the overall evaluation process which can usefully supplement and reinforce the more formally structured testing techniques under consideration below.

#### **BASIC QUESTIONS IN TEST PREPARATION**

Effective test preparation and use requires close attention to three basic

*What is to be tested?* refers to the specific student behavior or ability that the teacher wishes to assess, as developed through the goals-clarification process previously discussed. In the foreign language teaching context, a major concern is, of course, the student's *linguistic behavior*—whether he can speak and write selected target language elements or combinations of elements, and whether he can understand specified kinds of utterances or printed materials. Another area of student accomplishment to be examined (assuming, of course, that this is a part of the initially established curriculum goals) is the student's *knowledge of facts* about the culture of the people whose native language is being learned—including not only historical data and 'fine arts' cultural details but also information on the day-to-day activities of native residents of the country and the similarity or lack of similarity of these activities to those of the student's own culture.

Other possible measurement areas, again assuming that they are part of the stated curriculum, include analysis of the student's *opinions and feelings* about the target language culture and the native speakers of the language, and his level of interest and motivation in learning a foreign language. It should be noted that in the last two areas the emphasis is on measuring the student's progress along a continuum of increasing empathy and involvement rather than on obtaining diagnostic information on the attainment or lack of attainment of specified facts or competencies.

*How is it to be tested?* refers to the actual testing procedures selected. This includes consideration of (1) the particular linguistic modalities (listening, speaking, reading, writing) involved in the test stimuli and in the student's response, (2) the question types used (multiple-choice questions, fill-in-the-blanks, short free response, 'matching,' guided essay, etc.), and (3) the overall test format, including the instructions to the student.

Since these technical features—as manifested in chalkboard quiz and test booklet—are the most highly visible aspects of the testing operation, there is a common tendency to consider test formats and question types the central and controlling factors in the measurement process. To the extent that these and other operational considerations are allowed to pre-empt the fundamental question of test content, the entire process becomes distorted and the likelihood of validly measuring the student's acquisition of the intended course goals is correspondingly reduced. By contrast, if the matter of content—the "What is to be tested?" question—is broached in detail as the first step in test development, the appropriate measurement techniques fall into place almost of their own accord.

*How are the results to be used?* refers to the specific informational purposes which the testing activity is intended to serve. A major consideration in this regard is whether highly diagnostic information about the student's

is to be put before deciding on question types and formats, there is a serious risk of developing and administering tests which cannot validly provide the kinds of information sought. One example would be the use of true-false questions to check the student's knowledge of particular facts. Since in the true-false format there is a 50 percent chance of answering any given question correctly simply through random guessing, the teacher cannot be confident that a student whose marked answer agrees with the key actually 'knows' the point of information involved. If the question of use and interpretation of results had been addressed before selecting the true-false technique, a technique more appropriate to highly diagnostic testing could have been chosen, e.g., a completion exercise in which the student must actively supply the correct answer from memory.

#### DIAGNOSTIC VS. GLOBAL TESTING

In the next few pages, a number of possible question types in the broad area of language skills testing is presented and discussed, not primarily as examples of format and technique but as indications of the general processes involved in developing test questions and interpreting the information they provide. Techniques involved in measuring the student's factual knowledge of cultural or other topics and in evaluating affective components of his involvement in language study are described more briefly following the discussion of skills testing.

Within the broad expanse of available procedures for testing foreign language skills, a touchstone question is whether the teacher wishes to use the results for detailed diagnosis of individual learning points, as contrasted with a more general appraisal of language performance. If diagnostic information is desired, the teacher must be careful to avoid certain pitfalls of question format and procedure which can make questionable or completely invalidate the obtained results for diagnostic purposes. A major problem, already referred to, is the chance-success factor inherent in multiple-choice formats. Even in 4- or 5-choice questions there is a 25 percent or 20 percent probability, respectively, of answering any single question by chance, and this seriously reduces the usefulness of the individual test question as a reliable indicator of student achievement of the language aspect presumably tested. For all practical purposes, therefore, attempts at diagnostic testing should be based on question types which require the student to make an active (spoken or written) response rather than to choose among presented options.

A less apparent but nonetheless troublesome problem involves the intermingling of two or more language skills within questions ostensibly testing

ance or to his inability to formulate the answer correctly in writing. In the latter case, a 'parasite' language problem introduced by the testing format itself would make the results invalid as a diagnostic measure of listening comprehension ability *per se*.

### EXAMPLES OF DIAGNOSTICALLY-ORIENTED QUESTIONS

These two major problem areas notwithstanding, it is possible to identify several different types of test questions which are capable of providing diagnostic information about the student's mastery of individual vocabulary items, his use of specified grammatical patterns, etc., all within the context of a given instructional setting such as the model shopping unit. The following examples are based on some of the teaching goals of the unit and can be only broadly suggestive of the many different testing procedures that might be developed for these or other unit objectives. To show that a given testing technique can often be used at different stages of language-learning accomplishment, the examples are intentionally varied as to the instructional level represented.

**Skill Area:** Listening Comprehension

**Testing Purpose:** To determine the student's ability to understand spoken cardinal numbers from 101-1000.

**Procedure:** Various numbers between 101-1000 are spoken aloud by the teacher or on a tape recording. Each number is followed by a short pause, during which the student writes the spoken number in Arabic numerals.

**Example:**

Spoken Stimulus	Written Response
<i>deux cent quatre-vingt</i>	280
<i>cent soixante-douze</i>	172
<i>neuf cent quatorze</i>	914

**Scoring—Interpretation—Discussion:** Each question is scored right-wrong, based on the correct writing of the spoken number. Some teachers may be tempted to give partial credit, on the grounds that a student who writes 940 to the *neuf cent quatorze* stimulus should at least be given credit for properly understanding the *neuf cent* portion of the utterance. While there is no technical problem in awarding partial credit in these and analogous situations, the additional scoring time and complexity involved should be kept in mind. If partial credit is indeed an issue, it would probably be better to redesign the test so that the student's comprehension of 'hundreds' could be tested directly, i.e., by making certain of the test questions *neuf cents*,

ing to the test questions. If the teacher is concerned about the artificiality of pronouncing isolated numbers, the numbers could be worked into short sentences such as *Dans son bureau, Pierre a rangé deux cent quatre-vingt livres.* (The student would continue to write only the numbers.) When numbers are used in a sentence context, the teacher should be careful to keep the context as simple as possible so that it will not pose a listening problem in its own right.

Comprehension of spoken numbers is an important aspect of real-life language use, and the same question type can be expanded to include spoken street numbers in addresses, telephone numbers, etc.

**Skill Area:** Speaking

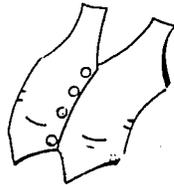
**Testing Purpose:** To determine the student's ability to produce appropriate names for specified articles of clothing.

**Procedure:** Student looks at line drawings of articles of clothing and says the correct noun equivalent to the examiner (or records it on tape).

**Example:**

Pictured Stimulus

Spoken Response



*(le/un) gilet*



*(le/un) collier*

**Scoring—Interpretation—Discussion:** Each question is scored on a right-wrong basis. A definite or indefinite article (if given by the student) is not considered in scoring, since the testing emphasis is on production of the noun itself. This is a highly diagnostic question type using a single target language modality. The test corresponds to a real-life situation in which the student would see certain articles in a store and inquire about them.

the instruction to write out the name of the object in each case. This format lends itself to the lexicon of physical objects and readily-picturable actions (running, swimming, sleeping, etc.), provided that the drawings are very clear and unambiguous as to the action represented.

**Skill Area: Speaking**

**Testing Purpose:** To determine the student's ability to produce appropriate masculine/feminine, singular/plural forms of common descriptive adjectives.

**Procedure:** Student sees printed sentences containing an adjective/noun combination, followed by a second noun in parentheses. Student says the sentence aloud, substituting the new noun and making any necessary changes in the form of the adjective.

**Example:**

Printed Stimulus

*Marie vient d'acheter des bas neufs. (une robe)*

Spoken Response

*Marie vient d'acheter une robe neuve.*

**Scoring—Interpretation—Discussion:** Scoring is right-wrong based on phonemically acceptable pronunciation of the adjective form; other portions of the spoken sentence are ignored.

This question type can be considered diagnostic of the proper spoken forms of descriptive adjectives, provided that the student has no problem understanding the printed sentence. It should be noted that adjective *position* is not tested by this format. One possibility for testing correct positioning would be to present scrambled sentences such as *vient d'acheter/Marie/neuve/une robe*. Note that the correct form of the adjective is provided in this case, because word order is the single aspect receiving diagnostic attention.

**Skill Area: Reading**

**Testing Purpose:** To determine the student's ability to understand the meaning of conventional signs and announcements typically found in shopping contexts.

**Procedure:** Student sees printed signs or announcements and is asked to write the English equivalents.

**Example:**

Printed Stimulus

*Défense de fumer.*

Written Response

No smoking. (Or: smoking prohibited, no smoking allowed, smoking forbidden, etc.)

*Grande vente de chandails!*

Big sweater sale! (or equivalent response)

**Scoring—Interpretation—Discussion:** Right-wrong scoring is used, based on the student's rendering of the basic message. Since slightly differing acceptable responses are possible, a predetermined single-answer key is not possible, and indeed the use of an arbitrary key would violate the overall purpose of the test as a measure of general comprehension rather than the ability to provide a specified English equivalent.

This question type presents real-life reading situations at a useful diagnostic level. The same technique can be used to check the student's comprehension of various conventions involved in personal and business correspondence (*bien à vous, nous vous accusons réception de votre commande du 20 mai, etc.*).

Some teachers may be concerned over the use of English in these and other types of test questions. It is of course desirable to use the target language to the greatest extent practicable in both teaching and testing contexts. However, there are certain situations in which use of the student's native language, either as a stimulus or as a response modality, greatly simplifies the testing process and allows for a higher precision of measurement. For example, if the use of English were not considered a valid technique, testing the student's comprehension of *Défense de fumer* would require relatively complicated or roundabout procedures such as selecting one of a series of pictures (including, for example, a man snuffing out a cigarette) or having the student write out or speak—in the target language—a paraphrase of the original text (for example, *Il n'est pas permis de fumer.*). In the former case, the problem of chance correct response would be present, and, in the latter, the student's inability to formulate an acceptable paraphrase in the target language—even though he knew the meaning of the printed text and could easily explain it in English—would prevent him from demonstrating the *comprehension* which is the point at issue.

If the teacher scrupulously avoids such misapplications of the procedure as requiring single-word target language/native language 'equivalents' or using the native language in situations where an all-target-language procedure is readily and appropriately available, there may be some justification for occasional recourse to the native language where its use would result in greatly improved efficiency or accuracy of testing.

**Skill Area:** Writing

**Testing Purpose:** To determine the student's ability to select and to spell correctly the various present tense forms of orthographic changing verbs.

**Procedure:** Student sees incomplete printed sentences preceded by an in-

his or her class that there would appear to be little problem in having the students identify their own responses. However, such a situation would be much more the exception than the rule, and rather than running the risk of having the students give falsely positive answers to various affective questions, it would appear preferable to arrange for anonymous responses and to work from the class profile as a whole in interpreting the results.

A large number of questionnaire items and sets of items dealing with affective variables in foreign language learning have been developed, experimentally administered, and published in connection with a continuing research program carried out at McGill University by Wallace Lambert and his associates. Portions of these materials have been excerpted or adapted for use in the *Foreign Language Attitude Questionnaire (FLAQ)* available through the Northeast Conference. They are fully reproduced as Appendix A of an integrated review of the Lambert studies entitled *Attitudes and Motivation in Second-Language Learning*.<sup>9</sup>

Teachers are encouraged to consult these sources as a first step in the planning of affective testing procedures for local use. The *FLAQ* contains separate sections for students beginning language study and those who have taken one or more foreign language courses; topics treated in the questionnaire include the student's reasons for studying a foreign language, his feelings toward native speakers of the language, anticipated personal benefits of foreign language study, and his generalized reactions to cultural situations other than his own. The entire questionnaire may be found appropriate, or selected portions might be used, supplemented by locally-developed questions.

A useful technique in preparing questions on affective topics is to cast them in terms of specific student *behaviors* (or envisioned future behaviors) rather than subjective 'feelings' or 'opinions' on the student's part. For example, in measuring the student's general level of motivation, a questionnaire item such as

How interested are you in studying a foreign language?

- (A) Extremely interested
- (B) Quite interested
- (C) Somewhat interested
- (D) Not very interested

is subject to diverse interpretations by the students. A preferable approach would be to describe a number of behaviors considered indicative of a high level of motivation and to ask the student to indicate whether each of these behaviors is true of him, for example: "If the school administration announced that it was planning to drop all foreign language courses in the school,

9. Robert C. Gardner and Wallace E. Lambert (Rowley, Mass.: Newbury House, 1972.)

I would speak to the principal or take other steps to urge them to reconsider." [Student marks 'yes' or 'no'.]

This same principle of describing actual behaviors or potential behaviors would also apply to questionnaire items dealing with student attitudes toward the culture of the foreign language country and its inhabitants. For example, instead of "I like French people a lot," it would be more suitable to present a series of possible activities or situations indicative of an empathetic orientation, such as: "I would like to have a French person my age living next door."

In addition to evaluating affective variables through the medium of questionnaires, the teacher can obtain useful, although less readily quantifiable, information through observation of the students' classroom behavior and their approach to other aspects of the language program, especially the opportunities for voluntary additional language contacts (listening practice in the language laboratory, attendance at foreign language films and plays, participation in language clubs, etc.). Observational judgments by the teacher can usefully be compared to the more formal questionnaire information; general agreement between the two would provide additional support to the assumption that affective dimensions of the student's language involvement are being measured in a reasonably effective way.

### *Coda*

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Whatever the approach used, it must be evaluated on the basis of objectives reached. Whether or not a teacher has achieved his goals often remains a secret, even from him. He has only a sense of having followed the right path, a fleeting sensation of satisfaction as he listens to his students speak or reads what they have written. Yet he must have those goals, and he must perceive them clearly.

Objectives provide more guidelines, fortunately. We can measure a student's progress toward achieving them. What we find out tells us what we should do in the future, if we know how to interpret our own test results. Since there is some danger of misinterpretation, let's find out what the experts say. There are two kinds of experts to consult: (1) the professional who provides us with standardized tests by which we may measure a student's ability in the four skills against a national norm, and (2) the student himself. His evaluation tells us much that is significant.

However, in the final analysis, neither objective test nor subjective evaluation will tell the teacher all he needs to know to guide him, especially in the area of teaching intercultural communication and understanding. For this, he must rely on his best instincts. He must learn to evaluate his own efforts honestly and be certain that he himself 'communicates' and 'understands.'

## *Appendix A—General Educational Goals and Student Objectives in Foreign Languages*

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Welcoming foreign visitors to the community.

Learning about the lives of great civic leaders in another linguistic area and noting their possible contributions to American life.

Learning how another linguistic society views history and current events and why their thinking may differ from ours.

Respecting the rights of other linguistic ethnic groups.



Understanding the civic responsibilities of people in other countries.

Determining the need for foreign language competency in government and politics.

Learning how to behave in another society with empathy and tolerance.

Learning to understand American society better through understanding another language and culture.

Studying how another linguistic society is handling selected current social and environmental problems like those faced by the U.S.

Exhibiting proper classroom and school citizenship.

Understanding myself better by learning to understand other people and other cultures.

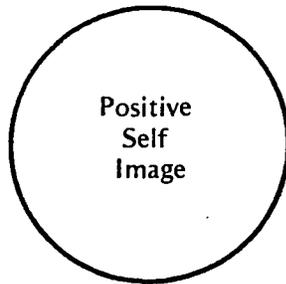
Learning about occupations where a second language is useful.

Looking forward to traveling in a foreign country.

Understanding more clearly how my own language operates.

Learning how to learn another language.

Expressing my thoughts and feelings in a second language.



Enjoying foreign language study.

Learning to behave appropriately and sensitively in a second culture.

Learning another subject through a foreign language.

Being able to understand, speak, read, and write a second language.

Being responsible for learning a second language at my own pace.

Learning how young people in a foreign country make their vocational and occupational choices.

Learning how to get around in another country and in another language.

Learning the names of occupations, professions, and trades in the foreign language.



Learning about vocational, technical, and professional schools in foreign countries.

Finding out about job opportunities where foreign languages are useful or necessary.

Learning about the vocations and occupations of people in the foreign country, and their attitude toward work.

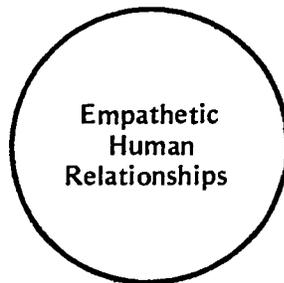
Finding out about business and industrial opportunities in the foreign country.

Valuing peoples and societies that are different from ours.

Becoming acquainted with different linguistic groups in our own society.

Understanding life in my own country better by comparing and contrasting it with that of another society.

Gaining tolerance for others.



Finding out how other people live, work, and play.

Learning how to get along with others in a second language and in a second culture.

Learning what has been achieved in other countries in the sciences and in the arts and their influence on our institutions and thought.

Working cooperatively with classmates in classroom and out-of-class activities.

## *Appendix B—Foreign Languages, Levels I-VI: Goals and Sub-Goals*

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The students:

- (I) use the four foreign language skills actively and creatively for communication, learning, and personal enrichment;
  - (1) understand native speakers of the foreign language in predictable and unexpected situations within the scope of their level;
  - (2) speak the foreign language fluently in a variety of predictable and unexpected situations;
  - (3) perceive and understand the foreign language in written or printed form;
  - (4) write the foreign language correctly and appropriately in a variety of situations, within the scope of the level;
  
- (II) understand basic behavioral and cultural patterns of the language community (speakers of a common language, wherever they may be);
  - (1) recognize and describe typical ways of behaving in a variety of situations at different social levels in the foreign culture;
  - (2) describe basic patterns of daily living in the foreign culture;
  - (3) describe the most characteristic aspects of selected contemporary social institutions in the foreign language community: family, school, church, political and economic structure, etc.;
  - (4) develop an understanding of the value system of the foreign language community: attitude toward time, toward work, etc.;
  
- (III) know about major human achievements of the language community in the arts and sciences;
  - (1) gain and increase their knowledge and understanding of the foreign civilization and its contributions to the advancement of humankind;
  - (2) demonstrate knowledge and understanding of the foreign language community in the arts and humanities;
  - (3) demonstrate knowledge and understanding of the major achievements of the foreign language community in the sciences;

- (IV) develop appreciation of other languages, cultures, and civilizations as they are manifested abroad and in their own society;
  - (1) demonstrate awareness and appreciation of the diversity of languages and cultures in their own community, in American society, and in the world at large;
  - (2) seek out opportunities to use the foreign language in the community;
  - (3) demonstrate understanding and appreciation of the nature and role of language as a unique human phenomenon;
  
- (V) integrate foreign languages with other disciplines (art, music, drama, history, home economics, etc.) to expand their personal interests, creative talents, and communications skills;
  - (1) increase their knowledge of vocational opportunities involving foreign languages;
  - (2) increase their knowledge of avocational opportunities;
  - (3) seek opportunities to integrate their personal interests and talents with the foreign language.

## *Appendix C—Culturally-Oriented Situational Theme for the German Class\**

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### UNIT NO. 4: GERMAN LEVEL I Wir gehen einkaufen

#### Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother?"

#### Introduction

These suggestions are designed to explore a more meaningful, effective, and relevant approach to acquiring ability to communicate in German. The focus here is a life situation in which the student is taught to function in the foreign language.

#### Basic Objectives of This Unit

- (1) To familiarize the students with the necessary German vocabulary and expressions to enable them to make a variety of purchases with ease.
  - (a) To acquaint students with the various types of stores.
  - (b) To enable students to handle monetary transactions.
  - (c) To acquaint students with the different systems of designating clothing sizes.
  - (d) To equip students with the necessary vocabulary to discuss the differences and similarities in dress and hairstyles appropriate to various social occasions.
- (2) To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

#### Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher, who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests, and capabilities of his students. All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance, and enrich the thematic units according to the interests and ability of the class.

\*A translation of a preliminary, experimental edition of a unit developed by the Bureau of Curriculum Development of the Board of Education of the City of New York through the Bureau of Foreign Languages (Project 3040, October 1974).

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models, or bringing in pictures from magazines. It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

#### Time Sequence

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each thematic unit when Level I is covered in one year.

If Level I is covered in two years, as is the case in the 7th and 8th grades, then eight to ten weeks should be the appropriate time span. In the intermediate schools, where Level I is covered in three years, then twelve to fourteen weeks should be allocated for this unit.

#### Culture

Cultural information that is relevant to the situational themes should be presented within each unit. The suggested topics to be treated in this unit are:

- (1) The German *Mark* (DM) is divided into 100 *Pfennig*. Although current rates of exchange fluctuate, there are approximately 2.5 *Mark* to the dollar.
- (2) Withdrawing money from the *Sparkonto* (savings account) is generally done judiciously. It is preferable that the *Sparbuch* (bank book) show only deposits in the *Sparkasse* (savings bank). *Schecks* (checks), however, are used as well as the *Postscheckkonto* (postal checking account) for paying monthly bills. Credit cards are becoming somewhat popular in German-speaking countries.
- (3) At the *Postamt* (post office), *Briefe* (letters) are weighed and *Briefmarken* (stamps) and *Postanweisungen* (money orders) are purchased. Germany has instituted a system similar to our ZIP code called *Postleitzahl*. *Telefongespräche* (telephone calls) are made and received from the *Telefonzelle*, *Telefonhäuschen*, and the *Fernsprechzelle* (telephone booth). *Telegramme* (telegrams) are sent from the post office as well, and everyone owning a *Radio* (radio) or *Fernsehapparat* (TV) pays a monthly *Gebühr* (fee) to the *Post* for their possession.
- (4) The Germans, especially in smaller towns, traditionally shop for groceries at several different *Geschäfte* or *Läden* (stores or shops), but the *Supermarkt* (supermarket), and *Selbstbedienung* (self-service) in general, have become very popular.
- (5) *Die Spezialitäten* (specialities) of *die Bäckerei* (the bakery), *die Konditorei* (pastry shop), *die Metzgerei* and *der Fleischer* (butcher shop), and *der Gemüseladen* (produce store) will enhance *das Mittagessen* (midday meal). Also, many Germans buy fresh products at the weekly market, *der Wochenmarkt*.
- (6) *Zigaretten* (cigarettes) can be bought at the *Tabakwarengeschäft* (tobacco shop) which is licensed by the state. *Streichhölzer* (matches), which in Germany must be paid for, and *Tabak* (tobacco) are government monopolies.
- (7) A typical shopping trip may include visits to *der Buchladen* (bookstore), *die Reinigung* (dry cleaners), and *der Schuster* (the shoemaker).
- (8) Representative of the *Kaufhäuser* are *Kaufhof* and *Hertie*, and all have *Zweigstellen*

- (branches) outside the larger cities.
- (9) In Germany, the floor above the *Parterre* (ground floor) is *der erste Stock*; thus, the third floor in New York is *der zweite Stock* in Frankfurt.
- (10) The differences between American sizes and German *Größen* should be explained.

## Größen

## (A.) Damen

## (1) Kleider und Mäntel

USA	8	10	12	14	16	18	20
Deutschland	36	38	40	42	44	46	48

## (2) Schuhe

USA	4	5	6	7	8	9	10
Deutschland	35	36	37	38	39	40	41

## (3) Blusen, Pullover, Unterröcke

USA	30	32	34	36	38	40
Deutschland	38	40	42	44	46	48

## (B) Herren

## (1) Mäntel und Anzüge

USA	36	38	40	42	44	46
Deutschland	46	48	50	52	54	56

## (2) Schuhe und Pantoffeln

USA	8	8½	9½	10	10½
Deutschland	41	42	43	44	45

## (3) Hemden

USA	14½	15	15½	16	16½
Deutschland	37	38	39	40	41

## (4) Hüte

USA	7	7½	7¼	7¾	7½
Deutschland	57	58	59	60	61

- (11) Politeness and formality characterize the *Kunde/Verkäufer* (customer-salesman) relationship. One may have a friendly chat with the *Besitzer* (owner) of the neighborhood *Laden* (store), but the *Höflichkeitsformen* (expressions of courtesy) are preserved.

## Vocabulary and Useful Expressions

die Kleidung (Herrenkleidung, Damenkleidung, Kinderkleidung)	die Weste	das Gold	der Gummischuh
der Anzug	der Mantel	der Pantoffel (der Hausschuh)	das Portemonnaie
die Jacke	das Hemd	das Silber	der Tennisschuh
die Krawatte (der Schlips)	der Regenmantel	der Strumpf/die Strümpfe	die Brille
die Strickjacke	die Jeans	die Aktentasche	der Stiefel
die Hose	der Anorak	die Socken	die Tasche
der Pullover	der Gürtel	die Briefftasche	der Ärmel
	das Armband	der Überschuh	der Bademantel
	der Schlafanzug	der Geldbeutel	die Manschetten
	die Armbanduhr		das Kleid
	der Schuh/die Schuhe		

der Knopf	der Taft	die Rolltreppe	suchen
das Kostüm	die Halskette	der Eingang	Nicht anfassen
der Reißverschluss	das Leder	der Ausgang	gehen
der Rock	der Ohrring	ziehen	Ich brauche...
der Kragen	der Friseur	drücken	entschliessen (ent-
die Bluse	die Bäckerei	tragen	scheiden)
das Material (der Stoff)	das Geschäft	anprobieren	hassen/nicht mögen
das Halstuch	der Laden	anziehen	auswählen
das Leinen	die Abteilung	ausziehen	anschauen
die Handtasche	das Schaufenster	all, ganz	finden
die Wolle	der Preis	umziehen	schön
die Sandalen	der Ausverkauf	wenig	hübsch
die Baumwolle	das Geld	knöpfen	hässlich
der Kassierer	das Kleingeld	viel	flott
der Hut	das Wechselgeld	kaufen	flink
die Seide	die Mark	zuviel	teuer
die Mütze	der Pfennig	nehmen	billig
das Cord	der Scheck	Es gefällt mir.	kurz
der Schal	der Verkäufer	zählen	lang
der Samt	die Verkäuferin	Ich möchte...	ander-
der Schirm	der Spiegel	ausgeben	neu
der Batist	der Stock	inkaufen gehen	alt
der Schmuck	das Parterre	verkaufen	
	der Aufzug	Rauchen verboten	

## Developmental Questions

N.B. In preparing these units around a specific theme, it has been necessary at times to use some structures which would normally be taught at a later time. When you encounter these structures in the Developmental Questions, please note that they are to be taught *in context only* and *only as needed* in the particular situation. They will be thoroughly treated at the appropriate time.

## Question

## Grammatical and/or Cultural References

- |                                     |   |
|-------------------------------------|---|
| (1) Welche Farbe hat Pauls Schlips? | (a) Colors—placement; shades—light, dark                      |
|                                     | (b) Genitive with proper nouns                                |
|                                     | (c) Review of <i>sein</i>                                     |
|                                     | (d) Agreement of <i>der</i> -word ( <i>welch</i> -) with noun |
|                                     | (e) Nominative case review                                    |
| (2) Wieviel kostet...?              | (a) Use of <i>wieviel</i>                                     |
|                                     | (b) Cardinal numbers 1-1000                                   |
|                                     | (c) Value of <i>Mark</i> —2.5 to \$1.00                       |
|                                     | (d) Present tense of weak verbs having “t” stem               |
| (3) Was tragen Sie, wenn es regnet? | (a) Present tense of irregular verb <i>tragen</i>             |
|                                     | (b) Review weather expressions                                |
|                                     | (c) Review articles of clothing                               |
|                                     | (d) Use of <i>was</i> in questions                            |
|                                     | (e) Use of <i>wenn</i>  |
|                                     | (f) Use of the accusative case                                |

- (4) Wer schneidet Ihnen die Haare, der Schneider oder der Friseur? (a) Use of *wer* in questions  
(b) Present tense of verb having "d" stem  
(c) Use of dative for possession  
(d) Use of definite article with parts of the body and clothing  
(e) Discuss barbershops/beauty shops in German-speaking areas  
(f) Use of nominative case
- (5) Welchen Wein haben Sie lieber, roten oder weissen? (a) Agreement of *der* word (*welch-*) with noun  
(b) Use of accusative case  
(c) Agreement of adjectives and nouns  
(d) Use of *gern*, *lieber*, to like, to prefer and verb  
(e) Present tense of verb *haben*
- (6) Hier sind die Schuhe. Haben Sie sie gern? Gefallen sie Ihnen? Mögen Sie sie? (a) Review *sein*  
(b) Use of *gern* with verb—to like
- (7) Tragen Sie eine Brille, um die Zeitung zu lesen? Brauchen Sie eine Brille zum Lesen? (a) Review of *tragen* in present tense  
(b) Use of *um...zu* with infinitive
- (8) Wollen Sie nichts aus der Bäckerei, aus der Metzgerei? (a) Negatives: *nicht*, *nichts*  
(b) *Wollen* in present tense  
(c) Discuss different shops
- (9) Um vom Parterre in den dritten Stock zu kommen, benutzt man... (a) Use of *um...zu* with infinitive  
(b) Prepositional contraction *vom*, *zum*  
(c) Discuss concept of *Parterre*  
(d) Use of impersonal *man*  
(e) Inverted word order after *um* clause
- (10) Nehmen Sie die Handschuhe aus Leder oder aus Wolle? (a) Present tense of verb *nehmen*  
(b) Plural of noun *Handschuh*  
(c) Use of preposition *aus* to indicate what material an object contains
- (11) Passt mir diese Grösse gut (besser)? (a) Expression *Es passt mir*—It's fine with me.  
(b) Discuss size differences  
(c) *Gut*, *besser*
- (12) Kaufen Sie die Zeitung in der Konditorei? (a) Present tense of *kaufen*  
(b) Discuss *die Konditorei*, *die Bäckerei*  
(c) Position of *nicht*  
(d) Preposition *in* with dative/accusative  
(e) Use of accusative case
- (13) Was finden Sie im Kaufhaus? (a) Use of *was* as an interrogative  
(b) Present tense of *finden*  
(c) Discuss concept of the *Kaufhaus*
- (14) Kaufen Sie im Supermarkt ein? (a) Separable prefix in present tense of *einkaufen*  
(b) Discuss adoption of *Supermarkt* in German-speaking countries

- |  |   |
|--|---|
| (15) Brauchen Sie Kleingeld für das Telefon?               | (a) Present tense of <i>brauchen</i><br>(b) Discuss use of telephone in German-speaking countries   |
| (16) Was möchten Sie für die Party kaufen?                 | (a) Preposition <i>für</i> and accusative   |
| (17) Tragen Sie den Regenmantel, wenn die Sonne scheint?   | (a) Present tense of <i>tragen</i><br>(b) Accusative case of masculine noun<br>(c) Use of <i>wenn</i><br>(d) Transposed word order<br>(e) Position of <i>nicht</i>  |
| (18) Wohin gehen Sie, um...zu kaufen?                      | (a) Use of <i>wohin</i> (where to?)<br>(b) Present tense of <i>gehen</i><br>(c) <i>Um...zu</i> with infinitive  |
| (19) Was kaufen Sie im Bücherladen?                        | (a) Present tense of <i>kaufen</i><br>(b) Vocabulary building: different shops  |
| (20) Wer kauft bei Ihnen ein?                              | (a) Use of <i>wer</i> as question word<br>(b) <i>Einkaufen</i> , present tense of separable prefix verb<br>(c) Preposition <i>bei</i> with dative<br>(d) Dative object preposition <i>Ihnen</i><br>(e) Discuss shopping customs |
| (21) Wie viele Mädchen in der Klasse tragen eine Bluse?    | (a) Use of <i>wieviel</i> in plural<br>(b) Plural of <i>Bluse</i><br>(c) Preposition <i>in</i> with dative<br>(d) Vocabulary drill with articles of clothing  |
| (22) Wenn eine Sache. . .Mark kostet, wieviel kosten. . .? | (a) <i>Wenn</i> used as "if"<br>(b) Transposed word order after <i>wenn</i><br>(c) Present tense of <i>kosten</i><br>(d) Use of <i>wieviel</i><br>(e) Review of cardinal numbers  |

#### Grammatical Structures

Level I has been divided into six culturally-oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a *sine qua non*. The teacher should be selective in the choice of structures which he develops within this thematic unit, basing his decision on those structures already mastered by his students.

It is suggested that the teacher give classroom directions in German at all times.

- |  |   |
|--|---|
| (1) Articles—Review of <i>der, die, das</i> in all forms                 | (3) Pronouns—Personal in nominative and dative  |
| (2) Nouns  | (4) Adjectives                                  |
| (a) Uses of nominative, dative, accusative, genitive (with proper names) | (a) Position of adjectives (colors) before noun |
| (b) Review of formation of plurals                                       | (b) Review of demonstrative adjectives          |
|  | (c) Strong adjective endings                    |

## Las Tallas y los Números

## (A) Señoras

(1) Abrigos y vestidos							
Estados Unidos	8	10	12	14	16	18	20
España	38	40	42	44	46	48	50
(2) Zapatos							
Estados Unidos	4	5	6	7	8	9	
España	35	36	37	38	39	40	
(3) Blusas, suéteres y combinaciones							
Estados Unidos	32	34	36	38	40	42	
España	38	40	42	44	46	48	

## (B) Señores

(1) Sobretodos y trajes completos						
Estados Unidos	36	38	40	42	44	46
España	46	48	51	54	56	59
(2) Zapatos y zapatillas						
Estados Unidos	8	8½	9½	10	10½	
España	41	42	43	44	45	
(3) Camisas						
Estados Unidos	14½	15	15½	16	16½	
España	37	38	39	40	41	

- (9) Politeness and formality characterize the *cliente-dependiente* (customer-salesman) relationship.
- (10) In Spain, many stores and offices may close for lunch from two to four o'clock. This time is made up by staying open later in the evening.
- (11) As a rule, men go to *la peluquería* (barber shop) for a haircut (*corte de pelo*), and women go to the *salón de belleza*.

## Vocabulary and Useful Expressions

la ropa	el algodón	el sombrero	la barbería
el traje	el nilón	la joya	el salón de belleza
el abrigo	la seda	los aretes	hacerse cortar el pelo
el sobretodo	el oro	el brazaíete	la carnicería
el impermeable	la plata	el collar	la farmacia
los pantalones	los guantes	la peluquería	la lechería
el chaleco	los anteojos	el banco	la panadería
el vestido	las gafas	la tienda	la librería
la blusa	los zapatos	el escaparate	la biblioteca
la corbata	la ropa interior	el precio	la florería
el suéter	los calcetines	la caja	el supermercado
la chaqueta	las botas	la moneda	el carnicero
la falda	las pantuflas	el dinerola	el panadero
el cinturón	el cuero	la peseta	el lechero
el botón	las sandalias	el dependiente	el librero
la manga	las medias	el cliente	el centavo
el cuello	la cartera	el comprador	el peso
el bolsillo	la bolsa	el peluquero	el cheque
la lana	la gorra	el barbero	el vendedor

el piso	probar	odiar	nuevo, -a
la planta baja	ponerse	escoger	viejo, -a
el ascensor	atar	mirar	todo, -a
la escalera	comprar	bonito, -a	un poco de
(eléctrica)	pagar	feo, -a	mucho, -a
el centro	costar	estar de moda	demasiado
la entrada	vender	caro, -a	¿En qué puedo servirle a Ud.?
la salida	buscar	barato, -a	Quisiera...
empujar	encontrar	la ganga	ir de compras
tirar	hallar	largo, -a	se prohíbe fumar
llevar	decidir	otro, -a	Favor de no tocar.
			quedarle bien a alguien

## Developmental Questions

N.B. In preparing these units around a specific theme, it has been necessary at times to use some structures which normally would be taught at a later time. When you encounter these structures in the Developmental Questions, please note that they are to be taught *in context only* and *only as needed* in the particular situation. They will be thoroughly treated at the appropriate time.

<i>Question</i>	<i>Grammatical and/or Cultural Reference</i>
(1) ¿De qué color es la corbata de Pablo?	(a) Colors—placement, agreement; shades—light, dark (b) Use of interrogative <i>de qué</i> (c) <i>Ser</i> (d) <i>De</i> with possessives
(2) ¿Cuánto cuesta...? ¿Cuánto vale...? ¿Cuál es el precio de...?	(a) Use of <i>cuánto</i> (b) Cardinal numbers 1-1000 (c) Value of <i>peseta</i> (d) Use of <i>del, de la, de, etc.</i>
(3) ¿Qué lleva Ud. cuando llueve?	(a) Use of <i>qué</i> (b) Articles of clothing (c) - <i>ar</i> verbs (d) Weather expressions
(4) ¿Qué vino prefiere Ud., el blanco o el tinto? ¿Qué falda le gusta más, la roja o la azul?	(a) Use of <i>qué</i> (b) Stem changing verb <i>preferir</i> (c) Expression <i>gustar más</i> (d) Colors—agreement, placement
(5) Aquí tiene los zapatos pardos. ¿Le gustan?	(a) <i>Gustar</i> (b) Position of adjectives (c) Agreement of adjectives (d) Colors
(6) ¿Usa Ud. anteojos para leer el periódico?	(a) Use of <i>para</i> + infinitive (b) - <i>ar</i> verbs
(7) ¿Desea (necesita) Ud. algo en la carnicería? ¿...en la tienda de comes- tibles?	(a) Discuss different types of shops (b) - <i>ar</i> verbs

- |   |  |
|---|--|
| (8) Para ir de la planta baja al segundo piso uno usa. . .  | (a) Ordinal numbers<br>(b) Discuss <i>planta baja</i><br>(c) Use of <i>uno</i>   |
| (9) ¿Lleva Ud. guantes de lana o de piel?                   | (a) Fabrics—with <i>de</i><br>(b) - <i>ar</i> verbs  |
| (10) ¿Me queda bien este traje? ¿Me queda mejor este traje? | (a) <i>Quedarle</i><br>(b) Adverbs <i>bien</i> and <i>mal</i><br>(c) Demonstrative adjectives<br>(d) Comparatives <i>mejor</i> and <i>peor</i> |
| (11) Esto es una ganga, ¿verdad?                            | (a) Use of <i>esto</i><br>(b) Tag question <i>¿verdad?</i>   |
| (12) ¿Compramos el pan en la carnicería?                    | (a) - <i>ar</i> verbs<br>(b) Vocabulary—names of shops and articles sold in them   |
| (13) ¿Va Ud. de compras a Galerías Preciados?               | (a) Verb <i>ir</i><br>(b) Idiom <i>ir de compras</i><br>(c) Discuss Spanish department stores  |
| (14) ¿Qué compra Ud. en el supermercado?                    | (a) <i>Qué</i><br>(b) - <i>ar</i> verbs<br>(c) Vocabulary—items in supermarket   |
| (15) ¿Tienes una ficha para el teléfono?                    | (a) Verb <i>tener</i><br>(b) Use of <i>ficha</i> in Spain<br>(c) Use of <i>para</i> to express purpose   |
| (16) ¿Qué tienes que comprar para la fiesta?                | (a) Verb <i>tener</i><br>(b) Idiom <i>tener qué</i> + infinitive<br>(c) Use of <i>para</i> to express purpose                                  |
| (17) ¿Qué lleva Ud. cuando hace calor?                      | (a) Use of <i>qué</i><br>(b) - <i>ar</i> verbs<br>(c) Weather expressions  |
| (18) ¿Usa Ud. impermeable cuando hace sol?                  | (a) - <i>ar</i> verbs<br>(b) Weather expressions<br>(c) Clothing vocabulary  |
| (19) ¿Qué compra Ud. en una librería?                       | (a) Use of <i>qué</i><br>(b) Vocabulary—names of stores and articles sold in them  |
| (20) ¿Qué quiere Ud. comprar para la fiesta?                | (a) Use of <i>qué</i><br>(b) <i>Querer</i> + infinitive<br>(c) Use of <i>para</i><br>(d) Vocabulary—party foods and beverages                  |
| (21) ¿A dónde va Ud. para comprar. . .?                     | (a) Use of <i>a dónde</i><br>(b) Vocabulary—names of stores and articles sold in them  |
| (22) ¿Quién va de compras en su familia?                    | (a) Use of <i>quién</i> , <i>quiénes</i><br>(b) Verb <i>ir</i><br>(c) Idiom <i>ir de compras</i><br>(d) Possessive adjectives                  |

- (23) ¿Cuántos. . . hay en la clase? (a) Use of *cuántos*, -as  
(b) Numbers  
(c) Use of *hay*
- (24) Si. . . cuesta(n). . . pesetas, ¿cuánto (a) Use of *cuánto*  
cuesta(n). . . ? (b) Numbers  
(c) Stem changing verb *costar*

### Grammatical Structures

Level I has been divided into six culturally-oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a *sine qua non*. The teacher should be selective in the choice of structures which he develops within this thematic unit, basing his decision on those structures already mastered by his students.

It is suggested that the teacher give classroom directions in Spanish at all times.

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|---|--|
| <p>(1) Articles</p> <p>(a) Definite and indefinite articles, singular and plural</p> <p>(b) Contraction with <i>a</i> and <i>de</i></p> <p>(c) Omission with unmodified nouns of occupation</p> <p>(2) Numerals</p> <p>(a) Cardinal numbers 1-1000</p> <p>(b) Use of <i>uno</i> (<i>Para ir de la planta baja al segundo piso, uno usa</i>)</p> <p>(3) Nouns</p> <p>(a) Number and gender</p> <p>(b) Used as adjectives with <i>de</i> (i.e., <i>de seda, de algodón</i>)</p> <p>(4) Adjectives</p> <p>(a) Number and gender</p> <p>(b) Agreement</p> <p>(c) Position following the noun</p> <p>(d) Limiting adjectives (numbers, <i>otro, mucho, poco</i>)</p> <p>(e) Exclamatory and interrogative <i>qué</i></p> <p>(f) Possessive adjectives (<i>mi, tu, su</i>, etc.)</p> <p>(g) Shortened forms of <i>bueno, malo, primero, uno, tercero</i></p> <p>(5) Interrogatives—<i>dónde, a dónde, cuánto, qué, cuál, quién, de qué, por qué, cuándo</i></p> | <p>(6) Verb Structures</p> <p>(a) Present tense of regular verbs in three conjugations</p> <p>(b) Present tense of irregular verbs <i>estar, hacer, ir, querer, tener, ver, dar, oír, saber, salir, traer, venir, ser</i></p> <p>(c) Preterite of regular verbs</p> <p>(d) Use of <i>ser</i> and <i>estar</i></p> <p>(e) Use of <i>hay</i> and <i>había</i></p> <p>(f) Complementary infinitive (with <i>desear, querer, saber, necesitar</i>)</p> <p>(g) <i>Ir a</i> to express near future</p> <p>(h) <i>Para</i> + infinitive in response to <i>¿para qué?</i></p> <p>(i) <i>¿Te gusta(n)? ¿Le gusta(n) a Ud.?</i> <i>Me gusta(n)</i> followed by noun and infinitive</p> <p>(j) Stem changing verbs <i>preferir</i> and <i>costar</i></p> <p>(7) Adverbs</p> <p>(a) <i>Más, menos</i></p> <p>(b) <i>Mejor, peor</i></p> <p>(8) Pronouns—indirect object pronouns used in expressions such as <i>me gusta, le queda</i></p> |
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### Reading

It is suggested that the teacher choose, from the texts he is using, appropriate reading selections related to the situational theme. Appropriate readings may include dialogues, short passages, newspaper and magazine articles, or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

## Suggested Procedures

- (1) Introduce and drill clothing vocabulary using various forms of realia.
 

<ol style="list-style-type: none"> <li>(a) Magazine clippings, preferably from Spanish fashion magazines to give clothing the look of fashion in contemporary Spain</li> <li>(b) Overhead projector transparencies</li> </ol>	<ol style="list-style-type: none"> <li>(c) Bring in actual items of clothing</li> <li>(d) Pictures created by students</li> <li>(e) Sketches on the board</li> <li>(f) Puppets or marionettes</li> </ol>
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- (2) Ask students to describe what they are wearing, using colors and other adjectives such as *bonito*, *largo*, *corto*. Students may enjoy describing what fellow classmates are wearing.
- (3) Collect from magazines (or have students bring in) colorful pictures of people. You might use a picture of Santa Claus, a movie star, or a cartoon character. Have students describe the attire of the characters in the picture.
- (4) Have students read variations of a basic 'shopping' dialogue, substituting different colors, clothing articles, sizes, and prices.
- (5) Role-playing: Have students act out various scenes in a Spanish department store. Use props and money. Some possibilities are:
 

<ol style="list-style-type: none"> <li>(a) Going shopping for a birthday gift</li> <li>(b) Trying to get service in a crowded store during the holiday rush</li> <li>(c) Making up one's mind about which outfit to buy, to the</li> </ol>	<ol style="list-style-type: none"> <li>(d) dismay of the <i>dependiente</i></li> <li>(e) Trying too hard to make a sale</li> <li>(f) Window-shopping</li> <li>(g) TV commercial</li> <li>(g) Exchanging an article of clothing.</li> </ol>
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- (6) Students will bring in, show, and describe to the class clothing ads from Spanish publications containing familiar words and expressions. Students can then create their own ads in Spanish using familiar vocabulary.
- (7) Games
  - (a) *¿Quién lleva...?* Have a student describe three items worn by a classmate, without revealing the person chosen. The first student to give the name of the person being described wins the round.
  - (b) Money transaction game: The teacher says, *La blusa cuesta noventa pesetas. Yo doy cien pesetas al dependiente.* Students must compute and give the correct change. Students may be divided into teams for this game. After several demonstrations, students may play the teacher's role.
- (8) Bulletin boards
  - (a) Have students bring in pictures of interesting or amusing characters, mount their pictures on construction paper, and add the following descriptive information:
 

*El (ella) se llama...*  
*El (ella) tiene... años.*  
*El (ella) lleva...,... y...* (articles of clothing with descriptions).

 Encourage students to use their imagination. They might want to design them as 'Wanted' (*Se busca*) posters, with a reward for the capture of the character described.
  - (b) Design a bulletin board to look like the *escaparate* of a Spanish department store or boutique. Include prices and other relevant information.
- (9) Have students make up a shopping list for a day at an *almacén*.
- (10) Have students write a guided composition using the following questions as suggestions for content.
 

*¿Qué va Ud. a comprar?*

- ¿Por qué?*  
*¿Cuánto dinero quiere Ud. gastar?*  
*¿A dónde va Ud. para comprar...?*  
*¿Es una tienda grande o pequeña?*  
*¿En qué piso se halla...?*  
*¿Cuánto cuesta (vale)...?*

As a listening-writing exercise, the teacher would give these questions orally and allow time for the students to write the appropriate statement.

#### Enrichment

- (1) Discuss with students the cultural implications of the following proverbs and sayings.
 

*El hábito hace al monje.*  
*Todo lo que reluce no es de oro.*  
*La ropa sucia se lava en la casa.*
- (2) Have students plan a seasonal wardrobe.
- (3) Audio-visual aids: Film available through BAVI—*De compras* (Juan y María Series) 1 reel, 11 minutes, color. Juan and María go shopping in a department store where many varied items are available. They also visit a modern market for meat, vegetables, and fruit.
- (4) Create songs based on Spanish melodies. For example: Based on *La Cucaracha* (coro)
 

<i>La ropa tuya</i>	<i>Una cosa me da risa</i>
<i>La ropa tuya</i>	<i>Tu barriga en la camisa</i>
<i>Ya no la puedes usar</i>	<i>Dos helados en el almuerzo</i>
<i>Porque es chica</i>	<i>No te hace ser esbelto</i>
<i>Ya no te queda</i>	(coro)
<i>Tienes que adelgazar.</i>	<i>Otra cosa me da risa</i>
	<i>Tu abrigo en la brisa</i>
	<i>Ya no cierran los botones</i>
	<i>Tendrás gran frío en los pulmones.</i>

(Encourage students to add verses)

#### Suggestions for Testing

- (1) Picture test (requiring oral or written answers).
 

(a) <i>Cierto/Falso</i>	(d) Multiple choice (visual cue with printed options)
(b) <i>¿Qué es esto?</i>	(e) <i>Déme el número en español</i>
(c) <i>¿De qué color...?</i>	
- (2) Oral questions requiring oral answers.
 

*Una blusa cuesta noventa pesetas, ¿cuánto cuestan tres blusas?*
- (3) Oral questions requiring short written answers. (Example: *¿Quién soy yo?*)
 

(a) <i>Yo llevo una falda.</i>	<i>muchacho</i>	<i>muchacha</i>
(b) <i>Yo llevo una corbata de seda.</i>	<i>muchacho</i>	<i>muchacha</i>
- (4) Oral or written statements to test specific vocabulary and general comprehension.
 

(a) <i>Cierto/Falso</i>	
(b) Questions: <i>¿Qué lleva Ud. cuándo llueve?</i>	
(c) Multiple Choice. <i>Yo llevo... en la cabeza.</i>	
(i) <i>zapatos negros</i>	(iii) <i>un sombrero de paja</i>
(ii) <i>guantes</i>	(iv) <i>una corbata</i>

(d) *¿A quién habla Ud.?*

Teacher gives a line of conversation, asking students to indicate to whom it is addressed. For example: *La ropa es muy cara. No debemos entrar en esta tienda.*

(i) *al dependiente*

(ii) *a un(a) amigo(a)*

- (5) The teacher or student reads a line of dialogue and students give appropriate oral or written rejoinders.
- (6) Picture stimulus test. Student selects a picture and prepares five oral or written sentences to describe it.
- (7) Cued response test.  
 Model: *Cuando llueve llevamos impermeable.*  
 Teacher: *(Cuando hace frío.)*  
 Student: *Cuando hace frío llevamos abrigo.*
- (8) Sentence expansion (oral or written) by addition of adjective to test adjective placement and agreement.  
*Es un sombrero. (rojo) Es un sombrero rojo.*
- (9) Written tests based on readings, structural items, and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences, or fill-in blanks.

## Appendix F—Questionnaire on Foreign Language Testing

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### BASIC INFORMATION

- (1) What is the *current student enrollment* in your school? (Here and throughout the questionnaire, please consider “your school” to include a single high school, plus any and all elementary and junior high schools which send students to it.) Please write the total number of students in each of the three categories below:

Grades:	K-6	7-8	9-12
No. of Students:	_____	_____	_____

- (2) What is the current student enrollment in *modern foreign languages*?

Grades:	K-6	7-8	9-12
No. of Students:	_____	_____	_____

- (3) Other comments on the organizational structure of your school or the modern language enrollment?
- 

- (4) Type of school: (please check *one*)  
 Public                       Private                       Parochial
- (5) Area in which school is located: (check *one*)  
 Urban                       Suburban                       Rural
- (6) Which of the following best describes the degree of financial support that your foreign language program receives? (check *one*)  
 The language program has a very satisfactory level of financial support; budgetary matters are of no real concern.  
 The language program has an adequate level of financial support, but additional support in certain areas would be highly desirable.  
 The language program has a low level of financial support, making an effective program difficult.
- (7) For *each* of the modern languages listed below, please place check marks to indicate which languages are offered in which grades (i.e., make a check mark for each language and grade combination). Write in additional language names if necessary.

	Prior to 3rd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
FRENCH											
SPANISH											
GERMAN											
ITALIAN											
RUSSIAN											

The remainder of the questionnaire consists of questions about foreign language testing and evaluation practices at your school, categorized into a number of broad areas denoted by bold face headings. Below each heading is a short description of the area. If, after carefully reading the description, you find that the area *does not apply* to your school's modern language program, mark "no" to the question immediately below the description and go on to the next area. If the area *does apply*, please mark "yes" and continue with the remaining questions in that section.

### LANGUAGE APTITUDE TESTS

Language aptitude tests are special tests designed to measure the ease with which individual students will probably be able to learn a modern foreign language. These include the *MLAT (Modern Language Aptitude Test)* and the *LAB (Pimsleur Language Aptitude Battery)*. Students do not need to know any foreign language at the time they take the test.

- (8) Does your school foreign language program currently make any use of *language aptitude tests* in any of the grades K-12?  
 No. (If "no," please go on to question 13.)  
 Yes. (If "yes," please answer the questions below.)
- (9) For which language(s) are the language aptitude tests used? (check all that apply)  
 French  Spanish  German  Italian  Russian  Other (name)\_\_\_\_\_
- (10) Which language aptitude tests are used? (check all that apply)  
 *EMLAT* (an elementary version of the *Modern Language Aptitude Test* for grades 3-6)  
 *MLAT (Modern Language Aptitude Test)* by Carroll and Sapon, 1959  
 *LAB (Language Aptitude Battery)* by Pimsleur, 1966  
 Other published language aptitude test (name)\_\_\_\_\_  
 Locally-developed language aptitude test (describe)\_\_\_\_\_
- (11) Are language aptitude tests *routinely* administered to beginning language students (or prospective students), as opposed to infrequent or special-purpose administration?  
 Yes, language aptitude tests are routinely administered at the following levels (check all that apply)  
 Elementary  
 At grade 7  
 At grade 9  
 No, language aptitude tests are not administered routinely, but they are occasionally administered for special purposes. (please describe)

- (12) How are the language aptitude test scores used? (check all that apply)
- To select those students who will be allowed to study a foreign language. Students who do not score high enough on the aptitude test are not permitted to enroll in a language course.
- To place students into "faster" or "slower" language courses or some other differentiated language courses, but *not* to exclude them from language study.
- For some other use or combination of uses. (please describe) \_\_\_\_\_

### ATTITUDE AND MOTIVATION MEASURES

Attitude and motivation measures refer to inventories or questionnaires which ask the student to give such information as: his level of interest in studying a foreign language, his reasons for wanting to learn a foreign language, his opinions and feelings about persons who speak the language natively, and so forth. A good example of this type of measure is the *Foreign Language Attitude Questionnaire* prepared by Leon Jakobovits for the 1970 Northeast Conference. Some schools may have prepared attitude and motivation measures within their own language programs.

- (13) Does your school foreign language program currently make any use of *attitude or motivation measures* in any of the grades K-12?
- No. (If "no," please go on to question 18.)
- Yes. (If "yes," please answer the questions below.)
- (14) For which language(s) are the attitude or motivation measures used? (check all that apply)
- French  Spanish  German  Italian  Russian  Other(name)\_\_\_\_\_
- (15) Which attitude or motivation measures are used? (check all that apply)
- The *Foreign Language Attitude Questionnaire*
- Some other published attitude or motivation measure (name)\_\_\_\_\_
- A locally-developed measure (please describe)\_\_\_\_\_
- (16) How is information obtained from the attitude or motivation measures used? (please describe)
- \_\_\_\_\_
- (17) Other comments on attitude or motivation measures?\_\_\_\_\_
- \_\_\_\_\_

### STANDARDIZED ACHIEVEMENT TESTS

Standardized achievement tests are published language tests, accompanied by norms tables and other interpretative information. Typical standardized achievement tests include the *MLA-Cooperative Foreign Language Achievement Tests* (published by Educational Testing Service) and the *Pimsleur Language Proficiency Tests* (published by Harcourt, Brace).

- (18) Does your school foreign language program currently make any use of *standardized achievement tests* in any of the grades K-12 (either entire test batteries or individualized tests)?  
 No. (If "no," please go on to question 30.)  
 Yes. (If "yes," please answer the questions below.)
- (19) For which language(s) are the standardized achievement tests used? (check *all that apply*)  
 French  Spanish  German  Italian  Russian  Other (name)\_\_\_\_\_
- (20) Which standardized achievement tests are used? (check *all that apply*)  
 *MLA-Cooperative Foreign Language Achievement Tests*. These are listening, speaking, reading, and writing tests at two levels ('L' and 'M') published by Educational Testing Service in 1963, *not* the earlier paper-and-pencil-only tests of reading, vocabulary, and grammar published in 1939-41 and also called "Cooperative" tests.  
 *Pimsleur Modern Foreign Language Proficiency Tests*. These are listening, speaking, reading, and writing tests published by Harcourt, Brace in 1967.  
 Other standardized achievement test(s) (name)\_\_\_\_\_
- (21) Is the standardized testing program at your school *identical across languages*, in the sense that tests from a *single* source (MLA-Cooperative, Pimsleur, etc.) are administered at similar times and for similar purposes in all of the modern languages at your school?  
 Yes.  
 No.  
 If "yes," please answer questions 22-29 on the basis of the single uniform testing program.  
 If "no," please base your answers on the language(s) having the most well-organized and extensive standardized testing program at your school, and *identify* the language(s) below. (If more than one language is checked, all of those checked are considered to share an identical testing program.)  
 French  Spanish  German  Italian  Russian  Other\_\_\_\_\_
- (22) (Please remember that this and the following questions refer either to a uniform testing program across languages OR to the language(s) most extensively using standardized testing at your school.)  
 When are the standardized achievement tests administered? (check *all that apply*)  
 At the beginning of the school year.  
 At a mid-term period during the year.  
 At the end of the school year.  
 At some other time(s) (please specify)\_\_\_\_\_
- (23) For what *purposes* are the testing results used? (check *all that apply*)  
 To determine which students will or will not be allowed to take a higher-level language course.  
 To place students into appropriate language courses at the beginning of the school year.  
 To make up part or all of the student's final grade for the course.  
 To judge student performance in a course but not to constitute an element in grading.  
 To assess the relative effectiveness of individual teachers.

- To compare the local language program to some outside standard (for example, national norms).
- To analyze local language program results on a year-to-year comparative basis.
- To accomplish some other purpose(s). (please describe)\_\_\_\_\_
- 
- (24) Who receives information about the *results* of the testing? (check *all that apply*)
- The classroom teacher receives a score report for his own students.
- The foreign language chairman and/or language coordinator receive(s) a score report for all the students tested.
- The student receives a report of his scores.
- The student's parents are sent a report of his scores.
- School administrators other than the language staff receive a score report (for example, guidance director, school principal, superintendent).
- Other distribution of results. (please describe)\_\_\_\_\_
- (25) Is the *speaking test* portion of a standardized achievement battery administered at any time during the school year?
- No. (If "no," please go on to question 28.)
- Yes. (If "yes," please answer the questions below.)
- (26) How is the speaking test *administered*? (check *one*)
- In a language laboratory equipped for student recording.
- By using two portable tape recorders, one to play the master test tape and the other to record the student's responses (only one student tested at a time).
- Through some other procedure. (please describe)\_\_\_\_\_
- (27) How is the speaking test *scored*? (check *one*)
- Each teacher scores the tests for his students.
- The teachers score on a cooperative basis (for example, by exchanging tapes, scoring as a group, etc.).
- Locally-hired persons (other than the school teachers) are used.
- An outside scoring service is used.
- (28) Is the *writing test* portion of a standardized achievement battery administered at any time during the school year?
- No. (If "no," please go on to question 30.)
- Yes. (If "yes," please answer the question below.)
- (29) How is the writing test *scored*? (check *one*)
- Each teacher scores the tests for his students.
- The teachers score on a cooperative basis (for example, by exchanging test booklets, scoring as a group, etc.).
- Locally-hired persons (other than the school teachers) are used.
- An outside scoring service is used.

## PROFICIENCY TESTS

Proficiency tests are intended to measure the extent to which the student is able to use the foreign language successfully in "real-life" language use contexts. For example, a proficiency test in *reading comprehension* would present the student with a number of

genuine, unmodified texts such as newspaper reports and magazine articles and then measure the extent to which he is able to understand these "real-life" reading materials.

A proficiency test of *listening comprehension* would present typical listening situations encountered in real life, such as: conversations between two or more people at normal speed and with the usual background noises; communication by telephone, including the reduced frequency response typical of telephone transmission; and so forth.

A proficiency test of *writing* might ask the student to produce various kinds of notes, memos, personal letters, business letters, and other types of writing that a person would do in the course of his day-to-day living.

A proficiency test of *speaking* would involve measuring the extent to which the student is able to "get information across" in typical conversational situations, including the psychological effect which his speech has on his listener. (For example, does the speaker come across as a fumbling, obviously non-native speaker, or does his speech approach the smoothness and unobtrusiveness of a native's?) The so-called "FSI" (Foreign Service Institute) conversational interview test is one example of a proficiency test in the speaking area.

In all cases, proficiency tests measure what the student can *do* with the language in *pragmatic real-life situations*.

- (30) Does your school foreign language program currently make any use of *proficiency tests* in any of the grades K-12? (Note: This question refers to proficiency tests as defined above, *not* to certain standardized achievement tests sometimes referred to as "proficiency" tests.)  
 No. (If "no," please go on to question 33.)  
 Yes. (If "yes," please answer the questions below.)
- (31) For which language(s) are the proficiency tests used? (check *all that apply*)  
 French  Spanish  German  Italian  Russian  Other(name)\_\_\_\_\_
- (32) Please describe the proficiency tests used, including how the tests were obtained or developed, the specific skill(s) tested, and how the tests are administered and used within your program.

## LOCALLY-DEVELOPED TESTS

Locally-developed tests are tests which are *systematically planned and produced* by teachers or other staff associated with the school language program. This category does *not* refer to chalkboard quizzes or other tests which individual teachers prepare and administer on their own, but instead to tests or series of tests which the language staff have developed on a cooperative basis as an integral part of the language teaching program.

Locally-developed tests can include both "diagnostic" or "feedback" tests administered at frequent intervals during the course, and tests of general achievement administered at the end of the course or at other significant points in the language program.

- (33) Does your school foreign language program currently make any use of *locally-developed tests* (as defined above) in any of the grades K-12?
- No. (If "no," please go on to question 41.)
- Yes. (If "yes," please answer the questions below.)

Note: For questions 34-40, please base your answers on the language(s) having the most well-organized and extensive locally-developed tests, and *identify* the language(s) below.

French  Spanish  German  Italian  Russian  Other (name)\_\_\_\_\_

- (34) Which language skills are tested by the locally-developed tests? (check *all that apply*)
- Listening (Student hears spoken material and marks or writes his response.)
- Reading (Student reads printed material and is tested on his comprehension of the text.)
- Writing (Student must write out an answer; include here fill-in-the-blank exercises for vocabulary or structure.)
- Speaking (Student must speak aloud.) If this box is checked, please also indicate whether the student's responses are:
- Scored on the spot      OR       Tape recorded for later scoring
- (35) How frequently are locally-developed tests administered for "*diagnostic*" or "*feedback*" purposes so that the student or teacher can make proper learning/teaching adjustments during the course? (check *one*)
- At some point in almost every class period
- At the end of each topical unit
- About once every two weeks
- About once a month
- On some other schedule (please describe)\_\_\_\_\_
- Locally-developed tests are not used for this purpose.
- (36) How frequently are locally-developed tests administered for *general achievement testing or grading purposes*? (check *one*)
- At some point in almost every class period
- At the end of each topical unit
- About once every two weeks
- About once a month
- On some other schedule (please describe)\_\_\_\_\_
- Locally-developed tests are not used for this purpose.
- (37) About what proportion of the questions in the locally-developed tests are *multiple-choice* (i.e., 3-, 4-, or 5- option; do not count "true-false")? (Check *one*)
- Most of the questions are multiple-choice.
- There is a combination of multiple-choice questions and other types of questions.
- All or virtually all of the questions are *other than* multiple-choice.
- (38) Do teachers or other language staff keep records of student responses to *individual test questions* (as distinguished from total test scores)?
- No.
- Yes. If "yes," please describe the use made of this information\_\_\_\_\_

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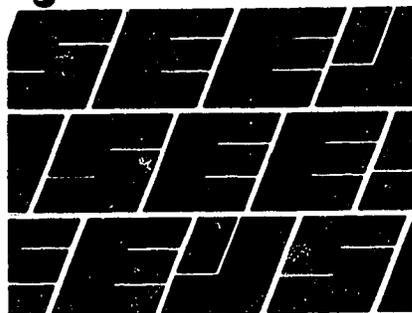
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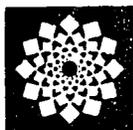
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ABSTRACT

This study examined bilingual children's performance in reading Persian and English at grades one, three and six. Two types of programs, one an immersion curriculum and the other a split curriculum where half the daily instruction is in one language and the remaining half is in the other, were compared with monolingual control groups. The results showed the bilingual children performing not quite as well as either of their monolingual peer groups, although the difference was more striking for Persian than for English children. A parallel processing theory of reading for bilinguals is proposed to account for the overall trend.  
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READING PERFORMANCE OF BILINGUAL CHILDREN  
ACCORDING TO TYPE OF SCHOOL AND HOME LANGUAGE

J. Ronayne Cowan      Zohreh Sarmed  
University of Illinois    Tehran University

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READING PERFORMANCE OF BILINGUAL CHILDREN  
 ACCORDING TO TYPE OF SCHOOL AND HOME LANGUAGE<sup>1</sup>

J Ronayne Cowan                      Zohreh Sarmed  
 University of Illinois                  Tehran University

In the course of the past two decades, various linguistic, sociological, and psychological aspects of bilingualism have been revealed, largely as a result of carefully controlled experiments with adults and adolescents. These studies, most of which have been carried out by Wallace Lambert and his colleagues at McGill University, have yielded a fairly comprehensive picture of the effect of the language acquisition context on bilingual performance, e.g., Lambert, Havelka and Crosby (1958), the attitudinal and motivational variables relevant to the attainment of bilingualism, e.g., Gardner and Lambert (1959), Anisfeld and Lambert (1961), Lambert (1967), and the relationship of bilingualism to intelligence, e.g., Peal and Lambert (1962), Lambert and Anisfeld (1969). More recently the focus of investigation has shifted to the educational setting. Four longitudinal studies deserve mention here, all of which have the same goal: to assess the effect of bilingualism on academic performance, linguistic and cognitive development from the time the child enters school.

The St. Lambert experiment, directed by Wallace Lambert and Richard Tucker (1972) (1973) serves as the basic model for these investigations. Here, two groups of Canadian children, whose native

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<sup>1</sup>The authors gratefully acknowledge the grant from Tehran University which made possible the completion of this study.

language is English, were placed in an elementary school where the language of instruction was exclusively French in kindergarten and the first grade, and entirely in French from grades II through IV, with the exception of two half-hour periods in English per day. By the fifth grade, the curriculum was altered so that the students were receiving instruction in both English and French from bilingual rather than monolingual teachers, as had been the case in the previous grades. From grade V on, there was a continual decrease in the amount of English Arts instruction. At grade VII, the bilingual children were receiving 380 minutes of French a week to 350 minutes of English. The students' academic performance in French and English was assessed on a yearly basis by a battery of tests which measured linguistic skills such as listening comprehension, pronunciation, verbal production, academic subjects like reading and arithmetic, and intelligence and creativity.

The Allenby French immersion program in Toronto described by Barik, Swain and McTavish (1974) differs slightly from the St. Lambert experiment in that although the children involved are native speakers of English being taught entirely in French, the Allenby school is located in a monolingual English environment as opposed to the largely bilingual English-French environment of the St. Lambert district in Montreal. The curriculum at the Allenby school also differs from the St. Lambert project; the instruction is totally in French up to grade II, where the English language arts are then introduced for only one hour each day. One of the interesting consequences of the "immersion" curriculum is that the children <sup>initially</sup> begin reading and writing in their second language, French. Barik,

Swain and McTavish describe an evaluation of kindergarten and grade I classes which was carried out in the Spring of 1973. As in the St. Lambert experiment, the researchers compared the Allenby children--samples from both grades were used (12 from kindergarten, 15 from grade I) rather than entire classes--with control classes from the same school.

The Culver City Spanish immersion program is another replication of the St. Lambert model. Andrew Cohen (1974) reports that in the fall of 1972, fifteen English-speaking children who had received instruction entirely in Spanish in kindergarten at Linwood Howe School in Culver City, California, continued this pattern in grade II. Six monolingual and near-monolingual children were added to this class to assist in promoting a favorable attitude toward Spanish on the part of the Anglo students, and to provide a rationale for maintaining the policy of using Spanish as the sole medium of instruction. Cohen and his colleague Broadbent collected data on the experimental group's performance at the end of their first two years in this program and measured this against monolingual English and Spanish control groups. Linguistic measures like the Berko English Morphology Test, an English Story telling test, a grammar test and academic tests, the Inter-American Puebla de Lectura (Reading Test), and the Cooperative Primary Test of Math were employed.

In contrast to these three "immersion" programs, the Elgin County Ontario bilingual project divides instruction in the two languages according to the time of day and subject matter. In this 50-50 program, begun in 1970, Mathematics, Music and French

Language Arts are taught in French in the morning, and English Language Arts, Physical Education and other subjects are instructed in English in the afternoon. An evaluation carried out for grades one through three in the Spring of 1973 is reported by Barik and Swain (1974). Intelligence, academic performance in reading and math, and aural comprehension were measured in English, and the children's scores compared with those of an English monolingual control group. In grades two and three, the Elgin children were given a French comprehension Test and the IEA Listening Test of French as a foreign language (Population I Level); their performance was evaluated in terms of established norms for these tests.

Of particular interest is the acquisition of reading skills by the children in all of these studies, since their performance would provide support for or refutation of the relatively old notion that reading should be begun in the vernacular. This thesis, which draws some support from studies like Berra-Vasquez (1953), Burns (1968), Modiano (1966) and Österberg (1961), is presumably based on the following rationale: the child should first learn to make the symbol-sound-meaning amalgamations, which constitute the earliest step in reading, in the language he is most proficient in, his own. Once a firm basis for reading has been established in the first language, transfer of reading skills to the second language may occur.

With regard to the development of reading competence in the native language, English, the four studies show differing results. The St. Lambert children lag behind their monolingual English

counterparts until the end of grade III where they attain equivalence and maintain it for the ensuing four years. At the end of the first grade, the Allenby children are significantly lower than the first grade monolingual English control group, but the Culver City children outperform the monolingual English children, although not significantly. The Elgin study shows a fluctuation. No significant difference from the control group is evidenced at grade I, but the experimental children score lower than the monolingual children at grade II. They regain equivalence with the English control children at grade III, a fact which led Barik and Swain to hypothesize that 50-50 programs "may cause students initial confusion as they attempt to develop linguistic skills in two languages concurrently, resulting in a negative effect on the native language skills" (Barik and Swain 1974:402).

In attempting to account for the fact that immersion programs achieve comparable or superior results to 50-50 programs when English reading is the measurement criterion, Barik and Swain hypothesize that learning French may be easier ". . . because French has a more systematic sound-symbol correspondence than . . . English." They conclude that after the child has learned the fundamentals of reading in French, a transfer to English<sup>their native language</sup> may be relatively natural consequence.

The notion that a language like French, which has a "one-to-many" sound-to-symbol correspondence, i.e., one sound has different spellings, may be easier for young children to learn to read than a language like English, which has a "many-to-many" relationship, i.e., a given sound may have different spellings and one letter or sequence of letters may stand for one or more sounds (plus the

added difficulty of silent letters) is not entirely unreasonable. One might expect transfer of elementary reading skills when the languages in question use the same alphabetical systems, have a large number of cognates and similar syntactic structures. Citing words from one of the tests used in the St. Lambert experiment, Lambert and Tucker (1972:82-83) present a fairly convincing case for the proposition that English reading skills may have been promoted via transfer from French cognates at the first grade. But what if the languages and their orthographies differed widely from one another? Under these conditions, the transfer of basic reading skills could be marginal or nonexistent. Furthermore, it is conceivable that proficiency in reading equivalent to monolingual ability might not be attained in either language.

A test case might be two languages like Persian and English, which have dissimilar syntactic structures and orthographies. Although they both have alphabetic writing systems, the differences between the two languages are many. English is written from left to right, Persian from right to left. In English, the letters of the alphabet have a constant shape regardless of where they appear in a word, in Persian each of the thirty-two symbols has three shapes depending upon whether it occurs at the beginning or end of a word, e.g., the letter "ye" has the shape  word initially, and  word medially and  word finally. Although it could be said that some lower case letters in English resemble each other, e.g., b and d, p and g, twenty-two of the Persian alphabetic letters are distinguished from one another by only the presence or absence of a dot or stroke. For example, consider the initial shape of

the three letters "jim," "che," "he," and "kne": ج , چ , ح , ک . English vowels may be pronounced differently but they are always represented by a given alphabet letter or combination of letters; in Persian three vowels /æ/, /o/ and /a/ are not represented in script. English possesses upper and lower case letters, Persian has only lower case letters. Persian has fewer rhetorical symbols and devices than English most notably: paragraph indentation, the period, the comma, the exclamation mark and the question mark. And finally, the division between words on a printed page is not as obvious in Persian as it is in English.

The first objective of the experiment reported here was to investigate the extent to which elementary school children in bilingual programs in Iran could learn to read two languages, English and Persian, which have quite different linguistic and writing systems. We were particularly interested in observing whether a pattern similar to that found by the St. Lambert researchers would be revealed. In the Canadian project, the bilingual children attained reading scores comparable to their monolingual peers in only one language, their native English. But by the end of grade VII, they were still not reading as well in French as the control group children (see Erick, Lambert & Tucker, 1975). In order to obtain a basis for comparison, it was decided to examine Iranian bilingual children's reading ability at the first, third and sixth grades.

Another goal of this study was to determine the extent to which the type of program, immersion or 50-50, would contribute to the attainment of reading competence in bilingual programs. To this end, we obtained access to Iranian schools with bilingual

programs nearly identical to those of the St. Lambert and Elgin County projects. Finally, we were interested in the contribution of a variable which did not enter into the assessments of the programs described earlier--home language environment. Some children attending Iranian bilingual programs come from homes where the parents know and speak both Persian and English, others have parents who speak exclusively one language or the other. Would this affect acquisition of reading competence in one or the other language? To assist investigation of this question, subjects were classified according to the type of home language environment--monolingual English, LE, monolingual Persian, LP, and bilingual, LB (one parent, usually the father is a native Iranian, and the mother is usually English or American).

#### METHOD

The experiment described here was a cross sectional investigation conducted over a three-week period in the latter part of May, 1974 in Tehran.

#### Subjects

The subjects were students in the first, third and sixth grades at two monolingual Persian schools, one monolingual English school and three bilingual schools. Entire classes averaging about twenty-five students were examined. The exact number of subjects in school, grade and linguistic grouping may be found in tables 1 and 5. The biographical data on all students was carefully researched with the help of the teachers and the principals. This

data, which was used to classify the students as to home linguistic environment, was double checked with the students, and, when it was deemed necessary, with the parents.

### School Types

Five types of schools were involved. Type B/Im consists of two schools with immersion programs like the St. Lambert school. All instruction is in English with the exception of one and a half hours devoted to Persian each day. Type B/1/2 contains one school with a bilingual program almost identical to the schools in the Elgin study. In the morning all subjects are taught in English; Persian is both the medium of instruction and in part the subject matter in the afternoons. With respect to time, English comes out slightly ahead, since morning sessions last three hours, while the afternoon program is two and a half hours long. Type P/up is a control group school where all subjects are taught in Persian. In order to provide a more comprehensive picture of how socioeconomic status was reflected in academic performance, two monolingual Persian control groups were chosen. Students from P/up come from the middle and upper classes, only lower class children attend school P/low. P/up offers two to three hours of English instruction each week beginning in the third grade. The same amount of English instruction is introduced at P/low in grade VI. Finally, type Eng/C represents the English control group school. This school does not, as a rule, accept any Iranians, and all instruction is in English.

### Tests

Form 1, Levels A, C and D of the Gates MacGintie (1965) reading

comprehension and vocabulary tests were used to evaluate English reading proficiency. The California Test of Mental Maturity was administered to all subjects (a Persian version was developed for the Persian control groups). This test was included in the experiment for two reasons: first, we wanted to provide a means for determining whether unusually high or low performance on any reading test might be attributed to I.Q., and, secondly, we wished to further study the effect of the bilingual experience on cognitive development, since this had been a part of every one of the previously-mentioned studies. These two standardized tests were scrutinized to detect culturally inappropriate items, which were then either deleted or, in most cases, changed. The long form of California Test of Mental Maturity was judged too long, and sections of it were accordingly deleted to bring it within a manageable length.

During the period 1972-73, the experimenters developed and pretested Persian reading tests similar to the Gates McGintie tests. A Persian word list drawn from all of the primary school primers for grades I, III and VI prescribed by the Ministry of Education was compiled. Items from this list were subsequently incorporated in the tests being designed. The final versions of the Persian tests contained two parts: vocabulary recognition and comprehension of larger stretches of prose. The vocabulary section of the grade I test examines the child's ability to pick out a word represented in a picture from a group of words with similar shapes. In the comprehension section, the child must mark a picture which represents a sentence that the child reads. Examples are shown in Figure 1.

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 Insert Figure 1 about here  
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contained therein.

Reading is, however, much more than the perception of visual forms; it results from the activation of cognitive strategies. We assume the validity of Goodman's (1967) psycholinguistic "guessing game" model of reading, which postulates an active process whereby the reader predicts the printed message from clue sampling and then confirms these predictions. Recent psycholinguistic research supports this model. Bever (1970) has demonstrated that native speakers employ various cognitive strategies to produce plausible interpretations of perceptually difficult sentences. These cognitive strategies, many of which must be language specific, incorporate knowledge of linguistic structure, e.g., clause units and the organization of the constituents of which they are composed. The decoding act which is reading takes the form of matching expectations based on these strategies with the actual message. Cowan (1976) has shown that in reading a second language, confusions often arise as a result of the reader's making predictions based on cognitive strategies in the native language.

The cognitive strategies employed by Persians to set up expectations in reading will differ markedly from English, due to the linguistic differences between the two languages. To cite but a few examples, the Persian expects the agent and the goal to be indicated in that order in the form of clitics bound to verb stems. The native speaker of English expects these concepts to be in the form of free morphemes--distinct words--in the sequence: subject, verb, object. The Persian native speaker expects attributive adjectives to follow head nouns; the English native speaker expects the reverse to be the norm. The Persian native speaker expects the definite-

indefinite distinction to be indicated by the presence or absence of three different morphemes, yek, un and ra. The use of these is dependent upon whether the definitivized form is in subject or object position and what kind of broader syntactic construction, e.g., interrogative, relative clause, is involved. English marks this distinction regardless of where it occurs by specific morphemes: a/the, this/that, these/those. In English, the reader expects the antecedent of a relative clause to be the noun phrase which appears to the immediate left of the relative pronoun. The native speaker of Persian expects the antecedent of the relative clause to appear as a clitic somewhere within the clause.

Our hypothesis is that the combination of cognitive and perceptual factors enumerated above lead to the bilingual children's developing two distinct attack strategies for reading the respective languages. The net effect of this is that the children do not read either language quite as well as their monolingual peers at any grade. We would not predict a similar outcome for languages with near identical orthographies, greater structural similarities, and a high number of cognates, as is the case with French and English. Transfer at some level, like that hypothesized by Lambert and Tucker for the St. Lambert first graders would be far more likely to occur under these conditions.

In concluding, we should stress that the parallel processing theory of reading for bilinguals is posited here as an empirically testable hypothesis. One possibility is that there is a cline ranging from maximum similarity between linguistic systems, and hence the development of greater competence in reading both

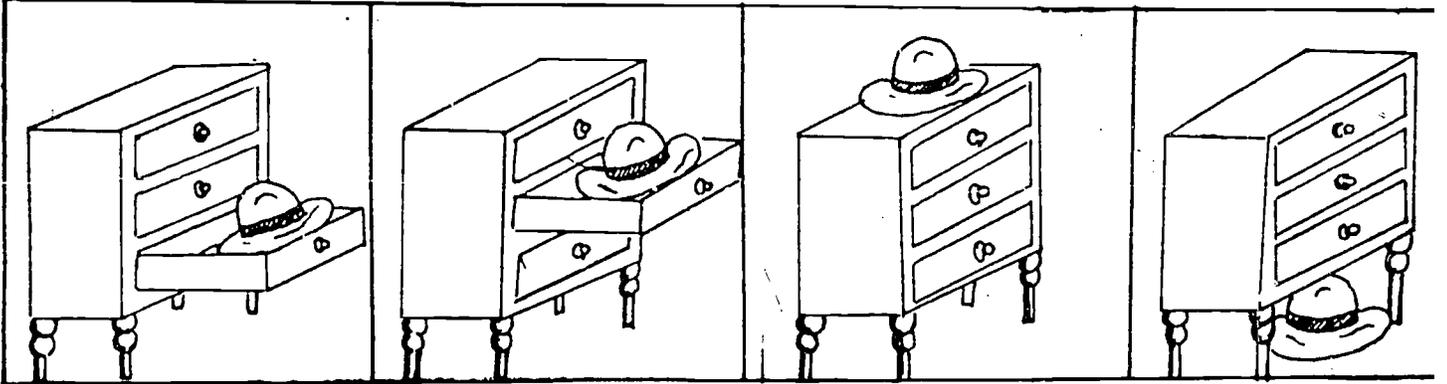
languages, to great dissimilarity between systems, which produces the need for developing two separate attack strategies for reading. Further research with different languages and different orthographies is needed to test the extent to which the aforementioned factors contribute to the development of reading competence in bilingual children.

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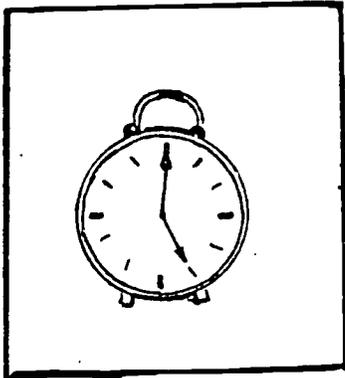
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Figure 1



۱۸- کلاه در کشوی وسطی است

The hat is in the middle drawer.



صامت

silent

ساخت

make

ساکت

quiet

- ساعت

clock

Figure 2

به آسانی می شود کاسبی را که در خیابان اجناس مختلف می فروشد حتی بدون دیدنش  
۲۷ . هر کدام از این کاسب ها ۲۸ مخصوص خود دارند که به ما میگویند چه  
 می فروشند .

دید	پرداخت	شناخت	خواند	( ۲۷ ) موافق بود
آوازی	گامی	گلی	بوئی	( ۲۸ ) لباسی

We can easily 27 a peddler on the street without looking at him. Each peddler has his distinctive 28 which announces what he is selling

27. take care (of) read recognize pay see

28. costume smell flower nace cry

Table 1

Means and Variance for Persian Reading Comprehension  
and Vocabulary According to Grade, School and Home Language

Home Language Grade and Schools	Comprehension									Vocabulary								
	LM			LB			LE			LM			LB			LE		
	N	$\bar{X}$	$S^2$	N	$\bar{X}$	$S^2$	N	$\bar{X}$	$S^2$	N	$\bar{X}$	$S^2$	N	$\bar{X}$	$S^2$	N	$\bar{X}$	$S^2$
Grade 1:																		
B/Im	24	14	37	12	16	38	9	13	19	24	35	45	12	31	57	9	30	68
B/ 1/2	18	16	44	5	14	25	21	12	15	18	38	67	5	35	34	21	32	72
P/up	25	19	51							25	41	14						
P/low	24	14	36							24	34	115						
Grade 3:																		
B/Im	35	27	64	9	20	70	9	14	60	35	37	65	9	34	81	9	30	83
B/ 1/2	18	28	28	12	26	77	12	19	63	18	37	79	12	35	57	12	28	96
P/up		33	64							30	47	13						
P/low		18	62							22	29	117						
Grade 6:																		
B/Im	29	41	44	21	39	46	13	29	237	29	28	47						
B/ 1/2	12	38	117	5	36	59	11	29	68	12	24	133						
P/up	32	49	15							32	43	26						
P/low	18	36	59							18	26	80						

N = number of subjects

LM = monolingual Persian home environment

LB = bilingual home environment (Persian and English)

LE = monolingual English home environment

ANOVA for Bilingual Schools and Monolingual Persian Control Schools

Source of Variation	Comprehension				Vocabulary			
	SS	df	MS	F	SS	df	MS	F
Grade 1: schools	385.4	3	128.5	3.1*	756.3	3	252.1	4.0*
experimental error	3654.3	87	42.0		5444.7	87	62.6	
Total	4039.7	90			6201.0	90		
Grade 3: schools	3027.2	3	1009.1	17.6*	6506.0	3	2168.8	52.5**
experimental error	5297.8	101	517.4		4172.5	101	41.3	
Total	8825.0	104			10678.9	104		
Grade 6: schools	2345.9	3	782	17**	5706.6	3	1902.2	33.4**
experimental error	3996.8	87	45.9		4954.4	87	56.95	
Total	6342.7	90			10661.0	90		

\* $P < 0.05$ , \*\*  $P < 0.001$

Table 2

Multiple Comparisons of Persian Reading Comprehensions  
And Vocabulary Means Among Schools

Comparisons	Comprehension			Vocabulary		
	$\hat{\psi}$	$\hat{\sigma}^2\hat{\psi}$	$\hat{\psi}/\hat{\sigma}\hat{\psi}$	$\hat{\psi}$	$\hat{\sigma}^2\hat{\psi}$	$\hat{\psi}/\hat{\sigma}\hat{\psi}$
<b>Grade 1</b>						
P/up - B/Im	4.8	3.4	2.6	6	2.8	3.6*
P/up - P/low	4.8	3.4	2.6	7.3	5.1	3.2*
<b>Grade 3</b>						
P/up - B/Im	5.8	3.8	2.9*	9.8	2.4	6.5*
P/up - B/ 1/2	5.4	4.6	2.6	9.3	3.4	5.2*
P/up - P/low	15.4	5.0	7 *	18.1	4.5	8.6*
B/ 1/2 - P/low	10	4.5	4.8*	8.8	9.6	2.8†
B/Im - P/low	9.6	5.0	4.6*	8.3	8.6	3.2*
<b>Grade 6</b>						
P/up - B/Im	8	1.7	6.2*	15	2.2	10 *
P/up - B/ 1/2	10.7	4.6	5.1*	18.6	6	7.7*
P/up - P/low	12.8	2.8	7.5*	17.2	3.4	*

Critical values: Grade 1  $\sqrt{3F_{.95}(3, 88)} = 2.88$

Grade 3  $\sqrt{3F_{.95}(3, 102)} = 2.88$

Grade 6  $\sqrt{3F_{.95}(3, 80)} = 2.88$

\* = significant

+ = marginally significant

Table 3

## ANOVA for Bilingual Schools (Persian Reading)

Source of Variation	Comprehension				Vocabulary			
	SS	df	MS	F	SS	df	MS	F
Grade 1: ( $\bar{n}=11.11$ )								
Bilingual schools	3.33	1	3.3	0.1	101.1	1	101.1	1.6
Home Language	132.21	2	66.1	2.1	323.3	2	161.6	2.6
Interaction	35.5	2	17.8	0.6	13.3	2	6.6	0.1
Error-Sw	2573.2	83	31		5194.6	83	62.6	
Total	2744.24	88			5632.3	88		
Grade 3: ( $\bar{n}=12.5$ )								
Bilingual schools	291.2	1	291.2	4.96*	0	1	0	0
Home language	1518.3	2	759.1	12.93***	850.5	2	425.2	5.78*
Interaction	117.5	2	58.7	1.0	37.0	2	18.5	0.25
Error-Sw	5224.7	89	58.7		6551.8	89	73.6	
Total	7110.9	94			7420.5	94		
Grade 6: ( $\bar{n}=12.24$ )								
Bilingual school	17.1	1	17.1	0.23				
Home language	1722.2	2	861.1	11.58***				
Interaction	30.6	2	15.3	0.21				
Error-Sw	7214.7	97	74.4					
Total	8984.6	102						

\*  $P < 0.05$ \*\*  $P < 0.001$

Table 4

Multiple Comparisons Among Persian Reading Comprehension and  
Vocabulary Means of Home Languages: Grades 3 and 6

Comparisons	Comprehension						Vocabulary		
	Grade 3			Grade 6			Grade 3		
	$\hat{\psi}$	$\hat{\sigma}^2_{\hat{\psi}}$	$\hat{\psi}/\hat{\sigma}_{\hat{\psi}}$	$\hat{\psi}$	$\hat{\sigma}^2_{\hat{\psi}}$	$\hat{\psi}/\hat{\sigma}_{\hat{\psi}}$	$\hat{\psi}$	$\hat{\sigma}^2_{\hat{\psi}}$	$\hat{\psi}/\hat{\sigma}_{\hat{\psi}}$
LP - LB	4	4.1	2	2.7	2.9	1.6	2.5	5.2	1.1
LP - LE	10.4	4.1	5*	11.6	4.8	5.3*	8.1	5.2	3.6*
LB - LE	6.4	5.9	2.6*	8.9	7.8	3.2*	5	7.4	2.1

Critical Value:  $\sqrt{2F_{.95}(2, 89)} = 2.49$

Table 5

Means and Variance for English Reading Comprehension  
and Vocabulary According to Grade, School and Home Language

Home Lang- uage  Grades and Schools	Comprehension									Vocabulary								
	LM			LB			LE			LM			LB			LE		
	N	$\bar{X}$	$S^2$	N	$\bar{X}$	$S^2$	N	$\bar{X}$	$S^2$	N	$\bar{X}$	$S^2$	N	$\bar{X}$	$S^2$	N	$\bar{X}$	$S^2$
Grade 1:																		
B/Im	24	18	39	11	20	65	7	19	30	24	32	48	11	33	121	7	33	17
B/ 1/2	17	24		5	28	30	21	29	13	17	38	36	5	41	22	21	41	45
Eng/C							46	19	48							46	31	97
Grade 3:																		
B/Im	34	23	54	9	27	147	9	28	72	34	28	45	9	32	73	9	37	73
B/ 1/2	18	20	58	11	29	70	10	27	111	18	25	57	11	31	69	10	34	93
Eng/C							58	28	103							58	36	81
Grade 6:																		
B/Im	30	36	81	22	41	68	13	40	72	30	27	30	22	30	38	13	32	48
B/ 1/2	25	34	67	5	38	65	1	41	29	25	19	41	5	23	67	11	29	49
Eng/C							43	42	34							43	35	28

Table 6

## ANOVA for Bilingual Schools (English Reading)

Source of Variation	Comprehension				Vocabulary			
	SS	df	MS	F	SS	df	MS	F
Grade 1: ( $\tilde{n}=10.34$ )								
Bilingual school	1009.2	1	1009.2	31.2***	849.9	1	849.9	16.8***
Home language	100.3	2	50.1	1.5	77.5	2	38.7	0.8
Interaction	24.8	2	12.4	0.4	3.1	2	1.5	0.03
Error-SW	2554.3	79	32.3		3991.5	79	50.5	
Total	3688.6	84			4922.0	84		
Grade 3: ( $\tilde{n}=12$ )								
Bilingual school	8.4	1	8.4	0.1	124.8	1	124.8	2.1
Home language	555.6	2	277.8	3.8*	843.6	2	421.8	7.0*
Interaction	91.2	2	45.6	0.6	13.2	2	6.6	0.1
Error-Sw	6220.8	85	73.2		5116.7	85	60.2	
Total	6876	90			6098.3	90		
Grade 6: ( $\tilde{n}=12.24$ )								
Bilingual school	60	1	60	0.9	624.2	1	624.2	15.8***
Home language	379.4	2	189.7	2.8	626.7	2	303.3	7.7*
Interaction	44.1	2	22.0	0.3	93.0	2	46.5	1.2
Error-Sw	6822.1	100	68.2		3956.5	100	39.6	
Total	7305.6	105			5300.4	105		

\* $p < .05$ \*\*\* $p < .001$

Table 7

Multiple Comparisons Among English Reading Comprehension and Vocabulary Means of Home Languages: Grades 3 and 6

Comparisons	Comprehension			Vocabulary		
	$\hat{\psi}$	$\hat{\sigma}^2\hat{\psi}$	$\hat{\psi}/\hat{\sigma}\hat{\psi}$	$\hat{\psi}$	$\hat{\sigma}^2\hat{\psi}$	$\hat{\psi}/\hat{\sigma}\hat{\psi}$
Grade 3						
LB - LP	5.8	5.1	2.6*	4.2	4.2	2.1
LE - LP	5.1	5.1	2.3	7.8	4.2	3.8*
Grade 6						
LB - LP				5.1	2.4	3.3*
LE - LP				6.8	2.4	4.4*

Critical Values: Grade 3  $\sqrt{2F_{.95}(2, 88)} = 2.49$ .

Grade 6  $\sqrt{2F_{.9}(2, 103)} = 2.4$

Table 8

ANOVA for Bilingual Schools and  
English Control School (English Reading)

Source of Variation	Comprehension				Vocabulary			
	SS	df	MS	F	SS	df	MS	F
<b>Grade 1:</b>								
Schools	1906.5	2	953.2	24.9 <sup>***</sup>	2104.3	2	1052.1	16.6 <sup>**</sup>
Experimental error	4922.2	129	38.2		8480.5	129	65.7	
Total	6828.7	131			10584.8	131		
<b>Grade 3:</b>								
Groups	1086.1	2	543.0	6.5	2039.3	2	1019.6	14.8 <sup>***</sup>
Experimental error	12260.9	146	84		10026.2	146	68.7	
Total	13347	148			12065.5	148		
<b>Grade 6:</b>								
Groups	1374.4	2	687	12.0 <sup>***</sup>	4313.8	4	1078.2	29.4 <sup>***</sup>
Experimental error	8376.6	142	57.4		5281.6	144	36.7	
Total	9751	144			9595.4	148		

\*P &lt; 0.01

\*\*\*P &lt; 0.001

Table 9

Multiple Comparison of English Reading  
Comprehension and Vocabulary Means Among Groups

Comparisons	Comprehension			Vocabulary		
	$\psi$	$\hat{\sigma}^2\psi$	$\psi/\hat{\sigma}\psi$	$\psi$	$\hat{\sigma}^2\psi$	$\psi/\hat{\sigma}\psi$
Grade 1:						
B/ 1/2 - B/Im	8.4	1.5	6.8*	7.7	1.9	5.6*
B/ 1/2 - Eng/C	7.7	2	5.4*	9.2	3.5	4.9*
Grade 3						
(LB + LP) - LP	5.4	3.2	3*	6	2.7	3.6*
Eng/C - LP	5.9	2.9	3.5*	8.5	2.4	5.5*
Grade 6						
(LB + LE) - LP	5	2.8	3*			
Eng/C - LP	7.2	2.3	4.7*			
B/Im, LP - B1/2, LP				7.8	2.5	4.9*
Eng/C - B/Im, LP				8.2	1.6	6.5*
B/Im, (LB+LE) - B/ 1/2, LP				11.3	2.8	6.7*
Eng/C - B/ 1/2, LP				16	2.1	11 *
Eng/C - B/ 1/2 (LB+LE)				8.2	3.1	4.6*

Critical Values: Grade 1  $\sqrt{2F_{.999}(1, 129)} = 3.83$