

R E P O R T R E S U M E S

ED 013 023

FL 000 365

MODERN FOREIGN LANGUAGE TEACHING IN THE ELEMENTARY GRADES, A  
FEASIBILITY STUDY.

BY- OVSEW, LEON

TEMPLE UNIV., PHILADELPHIA, PA., EDUC. SERVICE BUR

PUB DATE 62

EDRS PRICE MF-\$0.75 HC-\$5.68 142P.

DESCRIPTORS- \*MODERN LANGUAGES, \*FLES PROGRAMS, \*LANGUAGE RESEARCH, \*CURRICULUM DEVELOPMENT, \*FEASIBILITY STUDIES, SURVEYS, QUESTIONNAIRES, CURRICULUM RESEARCH, PARENT ATTITUDES, STUDENT ATTITUDES, TEACHER ATTITUDES, UNION COUNTY REGIONAL SCHOOL DISTRICT, NEW JERSEY,

DESIGNED FOR SCHOOL AUTHORITIES IN A SPECIFIC NEW JERSEY SCHOOL DISTRICT, THIS STUDY PRESENTS FACTS AND OPINIONS WHICH WILL BEAR UPON THE AREA'S DECIDING WHETHER OR NOT TO ADD FLES TO ITS CURRICULUM. IN FOUR OF THE CHAPTERS, THERE IS INFORMATION ABOUT--(1) RESEARCH AND EDUCATIONAL DECISIONS, (2) RESEARCH IN TEACHING FLES, (3) THE DISTRICT'S READINESS FOR FLES, AND (4) SURVEYS OF PENNSYLVANIA AND NEW JERSEY DISTRICTS OPERATING FLES PROGRAMS. THE 16 RECOMMENDATIONS IN THE FIFTH CHAPTER ON THE INITIATION OF FLES PROGRAMS REFER TO ADVANTAGES AND DISADVANTAGES, REQUIRED CURRICULUM RESCHEDULING, PREVAILING ATTITUDES AND THE IMPORTANCE OF ATTITUDE SURVEYS, THE RESEARCHERS' QUALIFICATIONS ABOUT VALUE, METHOD, AND ORGANIZATION, DESIRABLE COURSE SEQUENCE, ARTICULATION WITH AND POTENTIAL EFFECTS ON HIGH SCHOOL PROGRAMS, AND STUDENT SELECTION CRITERIA. ALSO INCLUDED ARE A 137-ITEM BIBLIOGRAPHY AND AN APPENDIX OF LETTERS, QUESTIONNAIRES, AND INTERVIEWING GUIDES AND FORMS USED IN THE STUDY. (AB)

ED013023

# **Modern Foreign Language Teaching in the Elementary Grades**

## **A Feasibility Study**

**Prepared for  
The School Boards of Union County (N. J.)  
Regional School District**

**By the  
Educational Service Bureau  
Temple University  
Leon Ovsiew, Director**

FL 000 365

MODERN FOREIGN LANGUAGE TEACHING  
IN THE ELEMENTARY GRADES

A Feasibility Study

Prepared for

The School Boards of the  
Union County Regional School Districts

by the

Educational Service Bureau  
Temple University

Leon Ovsiew, Director

# THE STAFF OF THE EDUCATIONAL SERVICE BUREAU FOR THE STUDY

Director - Leon Ovsiew, Professor of Education,  
Temple University

— Director of Research - Edmund J. Amidon, Assistant Professor  
of Education, Temple University

Assistant Director of Research - Howard E. Blake, Associate  
Professor of Education, Temple University

## Research Associates

Isabel C. Anderson  
Gene H. Bessey  
Charles J. Guzzetta  
Jeffrey Kirk  
Ruth Towne

Faculty Members of the  
Department of Elementary  
Education, Temple University

## Research Assistants

Thomas H. Ramsay  
Oscar W. Knade  
Thomas A. Blasco  
Wilbur R. Fry  
Margaret T. Giordano  
Arthur L. Knowlton  
Edward J. Rideout, Jr.  
Wilfred H. Simeral, Jr.  
Hazel R. Wentzel  
Peter Yacyk

Graduate Students,  
College of Education,  
Temple University

## Consultants

Mr. Joseph LoBue  
Head, Foreign Language Department  
Trenton (N. J.) Central High School

Mr. Achille E. LaPointe  
Associate in Foreign Language  
Educational Testing Service  
Princeton, New Jersey

Elizabeth Keesee  
Specialist, Foreign Languages  
Department of Health, Education and Welfare  
United States Office of Education

## Consultants

Miss Marguerite A. Eriksson  
Elementary French  
York City Schools  
York, Pennsylvania

Dr. Wayne A. Smith  
Assistant Dean  
College of Education  
Temple University

James D. Powell  
Chairman of Department of Foreign Language  
College of Liberal Arts  
Temple University

Miss Margaret C. McCormack  
Elementary Supervisor  
Somerville, New Jersey

Mrs. Gertrude Moskowitz  
Teacher of Spanish  
Upper Darby Junior High Schools  
Upper Darby, Pennsylvania

THE UNION COUNTY REGIONAL DISTRICT

Dr. William H. West  
County Superintendent of Schools

Berkeley Heights

Board Members

Dr. Albert I. Goldberg  
Edwin Little  
Robert T. Lynch  
Clifford V. Rowland  
Susan Deland  
Frank B. Jeckel - Secretary

Kenneth H. Bothwell - Superintendent

Clark

Board Members

Henry C. Staeger  
Edmund J. Karle  
James R. Senior  
Walter A. Bakum  
John E. Swintek  
Robert W. Lockwood  
John J. Keena Jr.  
Douglas J. Turner  
Robert A. Verner  
Mrs. Helen W. Resch - Secretary

Kenneth Winfield - Superintendent

Garwood

Board Members

John L. Csupa, Sr.  
Walter B. Lewis  
Charles C. Craig  
Frederick C. Wehrum, Jr.

Garwood (continued)

Joseph Fuentes  
Beatrice C. Silverman (Mrs.)  
Shirley M. Seelig, (Mrs.)  
William J. Trelease  
Wallace K. Pinkin  
A. T. Mosca - Secretary

Lewis F. Laird - Superintendent

Kenilworth

Board Members

William D. Hetman  
William F. Clark  
Walter J. Dudzinski  
Howard M. Fairchild, Jr.  
C. William Gutekunst  
Charles A. Lennon  
Michael F. Vitale  
Alfred Wood  
George Schlenker  
Mrs. Helen M. Arthur - Secretary

Edwin W. Kraus - Superintendent

Mountainside

Board Members

Frederick Wilhelms, Jr.  
Orlin E. Johnson  
Walter H. Rupp  
Sylvia G. Levy  
Stephen Pida  
James C. Noste  
W. Peter Metz  
N. H. Renick - Secretary

Dr. Levin B. Hanigan - Superintendent

Springfield

Board Members

Howard S. Smith  
Alan R. Cunningham  
Joseph A. Bender  
Rupert H. Humer  
Frank W. Haydu, Jr.  
August Caprio  
Benjamin H. Josephson, M.D.  
Richard E. Werner  
John C. Gacos  
A. B. Anderson - Secretary

Benjamin F. Newswanger - Superintendent

Regional

Board Members

Everett A. Fay  
William J. Melick, Jr.  
John Teuscher  
Thomas L. Nolan  
Karl G. Poschner  
Minor C. K. Jones  
John E. Conlin  
John A. Hopping  
Mrs. Helen R. Smith - Secretary

Dr. Warren M. Davis - Superintendent

Copyright 1962

by

The Educational Service Bureau  
and the Union County Regional  
District Boards of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

v

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE  
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS  
COPYRIGHTED MATERIAL HAS BEEN GRANTED

BY Union County  
Regional High School District  
TO ERIC AND ORGANIZATIONS OPERATING  
UNDER AGREEMENTS WITH THE U.S. OFFICE OF  
EDUCATION. FURTHER REPRODUCTION OUTSIDE  
THE ERIC SYSTEM REQUIRES PERMISSION OF  
THE COPYRIGHT OWNER."

## CONTENTS

Chapter I	1
Research and Educational Decisions	
Chapter II	5
A Summary of the Research in Teaching Foreign Language in the Elementary School	
Chapter III	30
Readiness of the Districts for a Program of Modern Foreign Language Instruction	
Chapter IV	77
Survey of Districts in Pennsylvania and New Jersey Operating Elementary School Foreign Language Programs	
Chapter V	83
Recommendations	
Bibliography	96
Appendix	108

## CHAPTER I

### RESEARCH AND EDUCATIONAL DECISIONS

What is research? If research can be defined as a method of finding answers to questions we can identify many different kinds of research. Looking through books in the library in a systematic fashion is often identified as library research. Experimenting with various chemical compounds is one way of doing research in a physical science. Trying to find out how people feel about something can be identified as a form of attitude research.

A question for which a simple research design can be used to find the answer, for example, is, "Where do public school teachers get their education?" By checking the college and university records of public school teachers one might uncover the following kinds of facts: Forty per cent of public school teachers had some college education, but do not have college or university degrees. Fifty per cent of school teachers have bachelor's degrees from colleges of education, teachers colleges or universities and ten per cent of our public school teachers have master's degrees or doctor's degrees. Further, we could determine from what kinds of institutions our teachers receive their degrees. And we could go on and find out what kinds of degrees they were; whether in subject matter areas, education in general or a combination of both.

In education we are interested mainly in doing research which has some application in the classroom, in the school system or in the community at large. We are interested in research which will make our school systems more effective; research whose purpose is to improve the educative process. We are, therefore, often interested in questions which cannot be answered by simple research design. We must know the facts, of course. But educational process is a very complex matter, primarily because there are so many variable factors at work in the process, but also because education requires people, and people are complex by their intrinsic nature.

Such questions as

- What are the most effective forms of school organization
- What is the best classroom size
- At what age should we begin teaching reading
- At what grade should we start teaching foreign languages

are vastly complex; they admit of no simple research "answer."

This last problem is at the center of the study which is being discussed in this report.

## A Feasibility Study

What is reported in the following pages is a study of the feasibility of a program of modern foreign language instruction in the elementary grades, with particular reference to six elementary schools which send their pupils to one secondary school.\* As such, the study purports in some ways to generalize about the worth of modern foreign language instruction in the elementary grades, but chiefly to particularize its findings for a number of specific school situations.

The special qualities of such a study of feasibility require delineation, for the uses of research are varied, as are research methodologies.

Perhaps the most salient characteristic of a feasibility study is that it is undertaken as an aid to decision-making in a specific situation. It is, thus, a variety of what is often called "applied research." Applied differs from basic research; basic research is a kind of research whose purpose is to extend a field of knowledge, while applied research seeks to apply knowledge rather than discover it.

Still, this distinction is not wholly descriptive. In a feasibility study the emphasis is upon the collection of all kinds of knowledge - the synthesis of intelligence - as they may bear upon a problem. The synthesis is, in a special sense at least, new. It is an attempt to find applicable meaning in a number of elements of knowledge, and therefore requires not only the collection of facts (including the judgment of what facts are indeed relevant), but the deliberate effort to interpret the meanings of these facts when they are related to each other.

Above all, a feasibility study starts with the assumption that research does not itself solve a problem or make a policy. Of course it can, if the problem is an uncomplicated one, or if the policy question is really decided beforehand and thus depends only upon the answer to a direct question. An example may clarify this point.

---

\*The elementary school districts are: Berkeley Heights, Clark, Garwood, Kenilworth, Mountainside and Springfield.  
The secondary school is the Union County Regional High School District.  
All are located in Union County, New Jersey.

If a school board wished to know, for example, whether a child could learn the main facts about the Civil War from a "teaching machine," research could answer the question by experimentation. (The answer, incidentally, is affirmative.) Now if a board beforehand were to say, "If teaching machines can help a child learn simple factual material, we will install them," research would, in effect, "make" the policy decision.

Educational questions for which feasibility studies are needed are not so straightforward; policy decisions rarely depend upon such simple pieces of intelligence. Policies are statements about the goals or purposes of an organization, and each policy is related to every other policy. When a board asks, "Should our schools teach modern foreign languages in the elementary grades?" it is asking not merely whether such languages can be taught, but whether doing so is good or bad as part of a total program. In other words, "should" means more than "can." Answering "should" questions requires making value judgments about one matter in a complex of other related matters.

Research can inform the people who must make value judgments, it can tell them what can be done, what are the likely results of doing or not doing, it can even tell them about the conditions that will maximize or minimize results, but research does not make value judgments. What is good depends upon what decision makers value as good, and what is better depends on the priority ranking of good that people believe in.

Most complicated questions of feasibility require value judgments. Certainly, if it could be shown that children cannot learn foreign languages, say, before they reach age fourteen then the answer is clear. But this kind of answer rarely occurs. Instead, if the answer is that children at any age can learn a foreign language, the major question still remains: "Should they learn a foreign language in the early grades; is it "good," is it "better," is it, in the total program, "wise"?

These are questions of judgment. The following report, we think, illuminates the questions by facts and conclusions based on the analysis of facts. But it does not make the policy. Only people responsible for making decisions about the total program can properly make such policies.

### The Method of the Study

The project reported in this document consists of several different kinds of research. First, research studies, related literature, and reports of authorities in the field are discussed and summarized. Second, several

kinds of surveys were made to determine how the six school systems measured in those variables known to be critical in considering the question of modern foreign language instruction. Third, a number of school systems were surveyed to determine what their experience has been with foreign language programs. Fourth, the research and consultation staff evaluated all the facts that had been gathered to state their conclusions about the meaning of all the data.

The rest of this report is organized in the following manner: The second chapter is a summary of the research which has been read and reviewed. This summary is organized as answers to questions about teaching foreign language in the elementary school. The third chapter is a summary of the data gathered in the districts which commissioned the study. This section includes questions and answers about the school districts. The fourth chapter presents a summary of data collected in certain key school districts which operate FLES programs. The fifth chapter of the report sets forth the conclusions and recommendations of the research group.

## CHAPTER II

A SUMMARY OF THE RESEARCH IN TEACHING FOREIGN LANGUAGE  
IN THE ELEMENTARY SCHOOL.

A great many writers and researchers have been concerned recently with the problem of teaching foreign language at the elementary school level. At the present time much research on the matter is being conducted in school systems of all sizes in all parts of the United States. Some of this research is being supported by school districts, some by federal or state funds, some by foundations, and some of it is being conducted by graduate students in universities.

While it is clear that there is much interest in the problem of teaching foreign language at the elementary school, and there is a great deal of research being conducted at the present time, it is also clear that relatively little good experimental research is yet available to a person seeking answers to specific questions at this time.

In general, several comments about the problem of research on foreign language in the elementary school seem appropriate:

- There is some promising research now in progress, as is always the case in a dynamic field. The reports of these studies are, of course, not now available.
- Much research, at varying levels of research rigor, is the work of people who are themselves teaching foreign languages in the elementary school. While their work is probably not consciously biased, it is a fact that much of their research is handicapped by the lack of appropriate experimental controls and by lack of properly selected samples of the population.
- Some research is not available in written form at all; not merely unpublished, but unreported. Some are "fugitive," that is, some reports are informal and unindexed. While effort has made it possible to get oral reports and secondary source reports of some such research, some is certainly unknown to us even now. Moreover, the level of confidence in such research is necessarily lower than is desired.

There is a hierarchy of validity implied, for surely good experimental studies are more dependable than armchair opinions. Yet, where experimentation has not been done the opinions of those who have studied a field and have credentials, may be useful. All research, it is clear, is not equivalent in persuasiveness. One needs to know how a finding was developed, as well as what the finding states.

What follows is organized by type of question. A number of questions bearing on the nature of the decision needing to be made are considered, and their answers are drawn from our research and the judgment we could apply to the research. The questions are considered under five headings both generally and as they apply specifically to the schools which commissioned the study:

1. School Population
2. Administrative Organization
3. Characteristics of the Elementary Foreign Language Program
4. School and Professional Staff
5. Educational Outcomes.

#### The Questions Bearing on the Nature of the School Population

1. Are children in the elementary school free and uninhibited about speaking a foreign language?

The research which is available and which is relevant to this question seems to indicate that children at the early grade levels feel freer to try out new language sounds than do children in the upper grade levels. Grew (55) did a small experiment with one class of 28 children. He spent fifteen minutes a day teaching French in the third grade. The evaluation of the project was subjective and informal. It was done primarily by informal observation and some testing. On the basis of informal observation he concluded that third graders were extremely interested in a foreign language, and that they were uninhibited as they spoke the foreign language.

Another informal experiment was conducted by Ratte. (109) She found that children in the third grade seemed interested in learning a foreign language. She stated that third grade children seemed more interested in learning the language than did the junior and senior high school students she had taught.

Snyder, (123) in an informal experiment, tried to find out about children's attitude toward learning foreign language in the elementary school. He concluded that third grade children seemed to be quite uninhibited in learning a new language, even though the language was Russian, usually considered a difficult one. For example, he found that never less than 50% and often as many as 75% of the children volunteered to converse with the instructor in Russian in front of the room at the end of each lesson. The results of the experiment were obtained through observation and discussion with the pupils themselves. There was, however, no attempt to measure student attitudes through the use of any standardized measuring instrument.

Hicks, (63) in an evaluation of the Muncie, Indiana elementary school foreign language program, concluded that in general children in the third grade were enthusiastic about the study of French. She recommended, however, that children not be taught a foreign language before the third grade. She based this recommendation on interviews with teachers and administrators who had been involved in the foreign language program. She also observed that by the end of the year about one-half of the children had lost interest in their French. The data were collected through interview techniques. The interviews were with the classroom teachers and the administrators in the eight pilot schools used for the experiment.

Another study of interest is the one Etnire (39) conducted at Central Michigan College. The study was conducted in the laboratory school grades two through six. Spanish was taught by the oral method for fifteen minutes each day. Etnire's conclusions confirmed the finding that children were uninhibited about language sounds and that they showed considerable interest in trying to speak the foreign language. However, she noted that children did have difficulty in trying to pronounce certain Spanish sounds. Again, the conclusions were based on observation of the various classrooms by an observer and interviews with the various teachers in the program.

Perhaps the most significant thing about these five studies is that in each case the instruments used were informal observation or interviews with the teachers who were teaching the language. In none of these studies was there any attempt to measure what the children learned in any systematic objective fashion. Of course it is possible that the question of willingness to pronounce words can probably be assessed best by the use of observational techniques.

All five studies seem to agree that children at the early grade levels (below grade five) are willing to try out new language sounds. Certainly this fact is basically important in the judgment of those who believe that foreign languages should be taught in the elementary grades. Most people who advocate teaching foreign language in the early elementary grades maintain that one of the advantages

of starting the language at this time is that the children are not "afraid" to try out new language sounds when they are in the earlier grades. The studies and case reports which have been cited here corroborate this judgment.

2. What is the relationship of intelligence to success in learning a foreign language in the elementary schools?

The studies which have been conducted in the area of teaching foreign language in the elementary school have accumulated data which shed some light on the answer to this question. Etnire (39) found that while there seemed to be little relationship between pronunciation ability and intelligence, brighter children did learn the language faster than did the slower children. The studies of Dunkel and Pillet (30, 31) and Hicks (61) have reinforced the finding that brighter children learn more rapidly and with greater ease.

In one of the more extensive and well-done studies on foreign language in the elementary school, Dunkel and Pillet (30) found that both a child's intelligence and background have an effect on whether or not he can learn a foreign language. According to these researchers the greater the intelligence the higher aural-oral abilities that can be expected. They also found that the better the socio-economic background the greater the efforts of the children to use the language and the greater their motivation to use it. Since the method of teaching used in their study was the aural-oral method, the evaluation was done on the basis of systematic observation of recordings both at the middle and at the end of the year. One of their conclusions was that children in the top group, that is children considered to be gifted children, absorbed 75% or more of the material taught. The average children retained one-half to 75% of the material taught. They concluded that all children could benefit from the teaching of foreign language in the elementary school.

While intelligence is an important factor in learning a foreign language this does not necessarily mean that slower children, even the institutionalized retarded, cannot learn a foreign language. Angiolillo (5) found that retarded children could learn a foreign language and showed great interest while learning the language. However, his evidence was a case study which he did with several children in an institution.

In an extensive study of more than 400 students in the laboratory school at the University of Chicago, Bovee and Froehlich (12) found that there was a low correlation between intelligence and achievement in French. Their evidence tends to dispute somewhat other research findings that show high correlation between intelligence and high achievement in foreign language learning. Their

evidence shows that while low intelligence and weak achievement are related, high achievement in French does not necessarily depend on high intelligence. They concluded, therefore, that even pupils of average intelligence could learn French in the elementary grades.

Because of the fact that in general bright pupils learn foreign language faster than others, some researchers recommend that foreign language be used only as an enrichment for bright students. On the other hand, some of the research studies which have been discussed show that most children can learn the language and that they enjoy learning it. They also point out that in some cases the below-average or average children actually seem to do better than some children of superior intelligence. Most of the research, therefore, seems to indicate that, like any other school subject, foreign language study need not be considered only as an enrichment for the so-called gifted child.

### 3. Are elementary school children interested in learning foreign language?

It is fair to say that most of the research bearing on this question which has been reviewed supports the conclusion that children in the elementary school grades seem interested in learning a foreign language. One of the studies, however, which indicates children's lack of interest in the foreign language in the elementary school, is the one conducted by Hicks. (62) He suggested that after a year of study approximately one-half of the students appeared to be losing some interest. In an informal evaluation of a rather large program in the city of Holland, Michigan, Ellert (36) concluded that when the children first began to learn German in grade four they were quite enthusiastic and interested in learning the language. His evaluation of the students in the fifth grade, however, showed that some of the students had become self-conscious in the use of the language. In his evaluation of the students in the sixth grade he began to notice that there was a very uneven progress in the language. Ellert believes that on the whole students are reading well by the time they are in the seventh grade, though it is significant, as he points out, that some of the slower students have already been weeded out of the group by this time.

Etnire (39) concluded that children were very interested and enthusiastic about the language at the elementary school level. Her study was conducted as an evaluation of the central Michigan College program. She found that children were quite enthusiastic at the third grade level. At the fourth grade level a few had begun to be disinterested because the novelty had worn off. Yet she felt that on the whole fourth graders were more serious about learning the language. (Data in this experiment were collected in an informal way, by interview and observation.)

Grew (55) conducted his experiment in a third grade in a Kentucky school. He came to the school as a special teacher of French, and he evaluated the program himself. His method of evaluation was a systematic observation of the children. He felt that the interest in the foreign language was great and that the only time that he noticed a lag was on Friday.

Another small experiment was conducted by Joyaux (70) in which he evaluated a program in French which was taught in an elementary school in East Lansing, Michigan. A class of 29 sixth grade students were given thirty lessons in French. At the end of the program questionnaires were distributed to parents, to students, and to the teacher. Elementary school children in this study seemed to be very interested in learning the foreign language. Another noteworthy finding was that "all of the parents except one were favorably impressed by the value of the French program."

Kahn (72) in a more extensive study evaluated a foreign language program in the fourth, fifth, and sixth grades of an elementary school. The purpose of this study was to find out if children were interested and enthusiastic about studying French and German. Children as well as the teacher were given a questionnaire at the end of the course. Nearly all of the children sampled expressed a desire to resume German the next year and all of the children showed a great interest and enthusiasm for both of the foreign languages.

Kirch (77) in a well-known study of foreign language in the elementary school observed a first grade to try to determine if children were interested and willing to try out new sounds. He concluded that first grade children had great facility with the language and foreign language should be begun in first grade.

While there seems to be very little doubt that most children in the elementary school are interested in learning a foreign language according to most of the informal studies which have been reviewed in this section, it is also true that few rigorously scientific studies using extensive sampling have been conducted on children's attitudes toward foreign language in the elementary school. While the existing evidence is in substantial agreement on the question of children's interest in foreign language, it would be more persuasive if the evidence were based on better research.

4. What is the relationship between the socio-economic level of the community and success in foreign language in the elementary school?

Success with the foreign language program and its relationship to socio-economic level is discussed by Agard and Dunkel. (1) They conclude that the better the socio-economic background the greater is the child's opportunity to use the language. They conclude, therefore, that students who come from a high socio-economic area in which parents are better educated find greater opportunity to use the language as they are learning it. They also maintain that these children do better as they learn the language.

We have been unable to find other studies which are related to this topic. However, since more intelligent children do better in the language and since there is a relationship between educational background and intelligence, one might assume that the educational backgrounds of the parents would have an effect on the child's interest and achievement as he learned foreign language in the elementary school.

5. Is the percentage of students in a community going to college an important consideration in planning a foreign language program in the elementary school?

Currently there is no research which bears on this problem. However, if a community has a large percentage of children going on to college, the people of the community might well be concerned with helping children develop proficiency in foreign language so that they would be better prepared for language programs in both high school and college. One way that this could be approached, of course, would be through a foreign language program in the elementary school.

6. What are the community attitudes toward foreign language programs in the elementary school?

Mehling (92) conducted a study in Bloomington, Indiana on public attitudes toward foreign language. Two hundred households were selected at random and one adult in each house was personally interviewed regarding his or her views on the foreign language program in the public schools. In general, 91% of those interviewed said that they were in favor of having a foreign language taught in the public schools. Only 5% were opposed. When asked at what grade level they thought foreign language instruction should be started, it seems significant that the largest percentage, 49 per cent, of respondents thought that foreign language teaching should be begun in the elementary school. Twenty-seven per cent said they thought that it should be begun in the junior high school, and twenty-one per cent said the high school. Only three per cent of the total group thought that foreign language should be started in college. Over seventy-five per cent said they thought high school was too late to begin.

Snyder (123) in his limited research found that the parents of children who were taking foreign language (Russian) in the elementary school were very enthusiastic and supportive of the program.

In her evaluation of the eight pilot classes learning French in Muncie, Indiana, Hicks (63) says, "Parents were so enthusiastic about the French which was being taught their children that after the program was over many parents were willing to pay tuition so children could continue studying the language."

Joyaux (70) in the experiment run in one sixth grade in East Lansing, Michigan found that all but one parent expressed a favorable reaction to an elementary school French program.

Anderson (3) in an evaluation of a program in which two classrooms of fifth and sixth graders studied a foreign language found that 48 of the 49 parents involved were fully satisfied with the program.

Though there is little formal research directly relating to the question, it is clear from both in the informal case studies as well as in larger surveys - as far as they go - that parents are generally enthusiastic in their support of foreign language in the elementary school. An additional fact, of course, is that foreign language programs are increasing at a rapid rate, indicating community support for the program. Apparently, there is no research, formal or informal, which indicates anything but enthusiasm for foreign language in the elementary school, if we are to judge from parent reactions.

7. Is there any national trend apparent in the numbers of districts which are dropping or adding foreign language programs in the elementary schools?

Perhaps the most accurate and best source of information of this question is the recent study published by the Modern Language Association (94) sponsored by the United States Office of Education. While this study does not give a direct answer to our question, it does present some data which will help the school districts answer the question for themselves. The purpose of the Modern Language Association study was to survey the present status of foreign language programs in the elementary schools of the United States. The study is based on the numbers of communities having programs kindergarten through eighth grade in 1959-1960. Data are presented in terms of the number of communities which now have foreign language programs as well as the different languages which are now being taught. Perhaps the most significant datum is the increase in the number of communities offering foreign language in the public elementary schools.

In 1952 seventy-five communities had such programs; in 1953, there were one hundred and forty-five; in 1954, two hundred and eight; and in 1959-60 the Modern Language Association reports fourteen hundred communities with foreign language programs in the public schools. The increase is remarkable when it is recognized that these are only regular programs. There are various other kinds of programs: radio and television programs, after school and Saturday programs, certain incidental teaching. The regular programs are those in which foreign language is included in the school day as part of the regular school curriculum. If we look at the 1959-60 figures of foreign language instruction offered in the seventh and eighth grades we also find a significant increase in the numbers of students enrolled. The number of programs offered in grades seven and eight in the 1959-60 year exceeded 450. There is a clear trend, therefore, not only in the increase in foreign language programs in the elementary grades, but also in the teaching of foreign language in the seventh and eighth grades. This is a fact of great importance.

More public elementary school districts are offering Spanish than any other language, with French a close second. French is the favorite with the private and college laboratory schools. German ranks third and Russian now ranks fourth in popularity.

Although this research which has been conducted by the Modern Language Association does not provide enough evidence to determine the degree of success of the programs, it does indicate a definite national trend. The constant increase in the number of school districts offering foreign language in the elementary school indicates a growing interest in our country in the teaching of foreign language in the elementary school. Whether or not this interest is based on a real understanding by the public of purposes and effectiveness of teaching foreign language in the elementary school is a question that is not answered in this research. Furthermore, there is no evidence that the school administrators who have added elementary foreign language programs have made extensive surveys or carried out research before making the decision to offer foreign language in elementary grades. It may be an evidence of so-called "bandwagon effect."

#### Administrative Organization

8. Does a foreign language program in elementary school have special space requirements which exceed those of the regular elementary school program?

We were unable to find any research which seemed to be related to this problem; that is, no research which specifically answered the question about the additional space, if any, needed for teaching foreign language in the elementary school. Foreign languages are being taught in elementary school classrooms in which no provision has been made for additional space. However, if as some

informed educators suggest, it is necessary or at least useful to have language laboratories then a school system might need to provide room for this equipment.

9. What is the effect of foreign language teaching on the amount of equipment needed by the classroom teacher?

Few researchers have been concerned with the problem of special equipment needed for teaching of foreign language in the elementary school. Politzer (105) concluded that students who used a foreign language laboratory instead of spending their outside time studying a textbook were more likely to get a high grade in the course. There were 360 students in one of his experimental groups and 250 students in the other. Since the correlation between the amount of time spent working in language laboratories and the grade received in the course was high, and since the correlation between the amount of time spent doing homework and grade earned was lower, he concluded that it was more important to work in the laboratory than it was to spend extra time studying from a text.

Borst (10) in a study of materials necessary for teaching foreign language concluded that it is crucial to have special materials available for parents so that they understand purposes and methods of the elementary foreign language program. His research supports the idea that parents react very favorably to elementary foreign language programs in which their children participate.

Geary and Mauriello (50) working in nine suburban communities near Boston studied the effectiveness of the use of television in teaching a foreign language in the elementary school. They concluded that with the aid of television a classroom teacher regardless of his fluency can teach the language to children in the elementary school. The experiment indicated that the television lesson by itself is not sufficient; the teacher must follow up television lessons with exercises in the classroom. Moreover, it was better for the teacher to follow up these lessons by directing practice himself than by using records, tapes, or other audio-visual aids that had been provided for the experimental program. Their study thus indicated that: (1) television may be an important aid to the classroom teacher, particularly when the teacher is not fluent in the language he is trying to teach, and (2) audio-visual aids used in television program follow-up are not as effective as direct teacher instruction.

On the basis of the research and these informal studies concerning audio-visual aids and other materials, it seems apparent that these aids can be useful in language teaching. None of the research is so conclusive, however, that it is possible to state that certain equipment is necessary. The use of this equipment, apparently, must be determined by the goals of the program and amount of

equipment available. According to one of the more detailed studies, Geary and Mauriello (50), the classroom teacher and not the equipment is the crucial element in the children's learning of the foreign language.

10. How much time should be spent on teaching foreign language in the elementary school?

In a study conducted with high school students Dunkel (30) found no basis for the contention that massed teaching is superior to distributed teaching of foreign language in the elementary school. Dunkel and Pillet (31) found that 15 minutes a day was adequate for third graders in learning a language and that 25 minutes a day was adequate for fourth grade. Other researchers agree in general with them that one-half hour three times a week is adequate for seventh and eighth grade students.

From an informal subjective survey in the Hackensack (N. J.) Schools, Naughton (96) concluded that the 15 minutes a day spent there in the elementary foreign language program is probably minimal but adequate. Anderson (4) in an informal statement suggests that 15 minutes a day is best in the primary grades and 20-40 minutes is needed in the intermediate grades. These latter two statements are simply expressions of opinion by people who have studied foreign language teaching in elementary schools in an informal way.

Probably the most significant recommendation concerning the amount of time to be spent on teaching foreign language in the elementary school was made in an evaluation of the Somerville (N. J.) School program. STACO, (128) in a paper which reports the study of the Somerville elementary foreign language program, suggests that the students benefit from a program in which they spend fifteen minutes a day in language from 3rd through 6th grade. In the junior high school grades they spend 45 minutes three times a week. The STACO results indicate that these children were more successful in the high school language courses than were those students who had been exposed to the traditional program in which foreign language study began in the 9th grade.

Again, as with some of the other questions, the paucity of good experimental research makes it difficult to draw any significant conclusions; however, we have the opinions of those people who have conducted informal studies, the informed opinions of experts in the field, and some carefully conducted research by STACO. According to these findings 15 minutes a day is the minimum time that should be spent in a foreign language program in the elementary school. The Modern Language Association supports these recommendations in their most recent statement of policy (94).

## Characteristics of the Foreign Language Program

### 11. At what grade level should a foreign language program be started?

Naughton (96) in his review on the elementary foreign language program in Hackensack (N. J.) points out that although Hackensack starts in the first grade with their foreign language program, most schools start such programs in the fourth grade.

The Modern Language Association survey of programs in 1959-60 presents data which show that foreign language teaching is being started at every elementary grade level from kindergarten through eighth grades. More programs are begun in the 3rd, 4th, 5th and 6th grades than in the 7th and 8th grades or in the 1st or 2nd grades. The 5th grade is the most popular grade for beginning.

Perry (101) in his evaluation of the St. Louis program concluded that foreign language teaching should begin somewhere between the 3rd and 6th grades. Hicks (63) in her evaluation of the Muncie, Indiana, program suggests that if teachers are available the program should be begun as early as possible. She advocates starting such a program in kindergarten or first grade.

Kirsch (78) concluded in his research that there is absolutely an inverse relationship between grade level and ability to pronounce the foreign language sounds. The conclusion by Kahn (72) that fifth graders have greater facility in pronouncing foreign language sounds than do children in the earlier grades is the only notable exception to the generally accepted idea that the younger the child the better, at least in terms of fluency and pronunciation, willingness to try out a new language sound, and general ease in learning a new language.

Some of the most significant research bearing on the problem was conducted in Somerville, New Jersey. The findings of this research reported by STACO (128) indicate that the program begun at the third grade (an experimental program) was superior in many ways to the traditional language program which pupils normally started in the ninth grade. Sophisticated statistical techniques showed that many children did better in the new program and that students may advance far enough that they can start the second year of high school foreign language when they reach ninth grade. They also concluded that there is a carry-over effect from the study of one foreign language to another, and that students who took one foreign language in the elementary school seem to do better in a second language in high school.

Penfield (100) a neurologist specializing in research on the human brain, has conducted one of the most significant pieces of research related to the

problem of the best age for beginning the study of foreign language. He concludes that the time to start teaching foreign language in the elementary school is between the ages of four and ten when the child "can begin to learn the language correctly without interposing those units of the child's first language." Of the normal growth process, he says, "During the first ten years of life language is learned not only directly but as a by-product of other pursuits and as a means to other goals." According to Penfield there are certain specialized areas of the cerebrum which are concerned with language learning. "There is an optimum age when these special areas are plastic and receptive and as the child develops the brain passes through some unalterable transitions. In some ages it is especially adaptable to learning a language and to the use of this language in reasoning. Natural evolution causes the brain to specialize in the learning of language before the ages of ten to fourteen." According to Penfield, therefore, the brain becomes more "rigid" and less receptive to learning language after the age of fourteen. It is important to teach language when it is easy for the child's brain to learn the language. He says that children should have the opportunity of hearing a second language, even a third language, at the age when learning a language can be accomplished most efficiently.

Although some of the research reported in this section is good research conducted by sophisticated workers who have imposed controls on the research design, in Penfield's research as well as the research conducted by STACO, it is necessary to interpret the conclusions carefully. In spite of Penfield's convincing statements, it is possible to maintain that we should not teach a foreign language in the elementary school because this is also the most efficient time to teach many other subjects which we nevertheless delay until high school or college. Clearly there are, however, certain advantages in teaching foreign language at the early elementary level, and if the program is properly conducted, children seem to be able to learn a foreign language at this age with relative facility.

12. Does teaching of foreign language in the elementary school cause confusion in the child's own English vocabulary?

Teachers and advocates of foreign language in the elementary school have long been interested in the research on bi-lingual children. Often the findings of such research are misinterpreted and quoted in support of the argument that learning a second language in elementary school causes the child to be retarded both in English and in the second language. These conclusions sometimes appear to be implied in reports of studies but are not necessarily warranted by the research.

Most of the research concerned with bi-lingual children involves individual case studies. The extensive case studies by Smith (121, 122) indicate that pre-school children who are bi-lingual appear to be retarded in their use of

both languages. In Smith's study children learned both English and another language, English being the second language. She concluded that bi-lingual children use a shorter sentence than do mono-lingual children. When the home language was predominantly English the bi-lingual child was found to confuse the two languages in the same sentence. In a second study of pre-school bi-lingual and mono-lingual children Smith found that mono-lingual children used 20 per cent more words at each age than did bi-lingual children. This was true even in cases in which the IQ's of the mono-lingual children were lower. She concluded that "Unless the home language is predominantly one language the bi-lingual child may confuse the two languages in the same sentence up to school age." These studies by Smith, case studies of a clinical nature, were carefully done and are usually considered quite important in interpreting research in the area of teaching foreign language in the elementary school. Because these studies were conducted with very young children, however, they should be studied with care before an attempt is made to generalize the results to the elementary classroom situation.

A study conducted by Lee (80) uncovered data which enabled him to conclude that the child who is learning two languages at once does not seem to be retarded because he is learning two languages. In his research the most statistically significant results were concerned with socio-economic backgrounds, not foreign language background of the children. He does conclude, however, that the median scores in English of children who were learning two languages was slightly below the median scores of children who did not speak a second language.

One of the greatest areas of concern for those interested in teaching foreign language in the elementary school is the problem of the amount of confusion caused in a child when the child learns two languages at once. Smith's research indicates that if children are taught a second language too early they may confuse the languages. Of course, Smith's research has not been followed up to find out if children remain confused after a period of time, but the fact remains that during these early learning experiences they were confused. Lee's research, which was conducted with a limited sample at the junior high school level, indicates that when compared to children who do not have a foreign language background, children who do have a foreign language background seemed to be slightly behind in the learning of English.

Johnson, Flores and Elison (69), in a study of the effect of foreign language on other basic learnings in the elementary school concluded that including foreign language in the elementary curriculum does not seriously affect the English test scores of the children. Since this study was conducted in schools which had foreign language programs during the regular school day, and since the relevant variables were controlled, this study bears directly on one aspect of the concern we have with the question of feasibility.

Although there is not enough evidence on this problem to conclude that English is either retarded or enhanced by teaching foreign language in the elementary school, there is some indication that if children are confused in learning two languages, one cause may be that they are taught the second language before they have any clear understanding of the first. The study conducted by Johnson, et al, leaves in doubt the claim that learning a foreign language in the elementary school will cause a child to be confused in his learning of English.

13. Does a child who has studied foreign language in the elementary school maintain his interest in learning the language if the foreign language program is not continued in high school?

We were unable to find any research which was concerned specifically with this question. Comsky (27), however, concluded that when a foreign language program is conducted in the elementary school for only a year or two and then dropped, children tend to lose interest as well as understanding of the language. He arrived at his conclusions by informal observation of classes in Hebrew being taught in elementary schools.

Due to a lack of research on this problem there is no conclusive evidence to indicate the absolute failure of a program which is taught for several years and then discontinued. It is a widely-held common sense judgment, though, to hold it to be inefficient to begin programs and then discontinue them. Too little opportunity to learn cannot be expected to yield fluency in a foreign language.

14. What is the effect of the teaching of foreign language in the elementary school on the mental health of elementary school children?

Rounda (114) found that learning foreign languages in the elementary school had a therapeutic effect on children who had a tendency to feel self-conscious when reciting in class. Fogler (41) found that children who had failed in other elementary subjects often succeeded in a foreign language and that as they succeeded in a foreign language they became more active in their participation in other school subjects. He also concluded that some children became less aggressive as a result of their participation in foreign language programs at the elementary school level. In the informal experiment conducted by Fogler the language was actually used as therapy for the children.

There is no published research which we have been able to uncover which concludes specifically that children get into any kind of emotional difficulty because of foreign language programs in the elementary school. Girard and Smith (53) in an article offer the opinion that no emotional problems have been attributed directly to elementary school foreign language programs.

The subject matter being taught is probably not the crucial factor in emotional difficulties children have in school. If children are made to feel tense about learning any school subject, the child can develop emotional problems. Likewise, the therapeutic effects of the language learning per se may well be questioned. The fault or credit lies not with the language but rather with the way the parent or the teacher reacts to the child's learning of the language.

15. How does the learning of a foreign language in the elementary school affect foreign language learning in the high school?

Dryer (29) conducted a study on the effect of learning a foreign language in the elementary school on students' achievement in high school foreign language classes. He tested two groups, an experimental group made up of students who had started French in grade five, and a control group made up of students who had had no previous foreign language experience when they reached tenth grade. There were too many uncontrolled variables in the experiment for conclusive statements of relationships to be made; however, the students who had elementary school foreign language did slightly better on the written test than did students who had received no foreign language training in the elementary grades. One of the conclusions of the author was that the early introduction of a foreign language seemed to help pupils feel comfortable as they used the language. He also concluded that pupils with no background were inhibited in their use of the language.

One of the best known studies concerning the effect of an elementary school foreign language program on high school students was done by Justman and Nass.(71) They made comparisons between 100 matched pairs. In each pair one student had and one had not been introduced to foreign language in the elementary school. The final marks were used to compare the achievement of pupils who had been matched according to sex, chronological age, and IQ. Tests were given to the children who had had foreign language in the elementary grades to determine which ones should be placed in an advanced class in high school with other students who had received their preceding language training in high school. Spanish and French were the languages studied. Pupils who had one year advanced credit for their elementary school French generally received lower grades than those students who had been introduced to foreign language in high school; however, the difference was not statistically significant. Pupils who had studied Spanish in the elementary school and had one term advanced credit generally received higher grades than matched pairs who had begun to learn Spanish in high school. The mean difference in final grades in Spanish was statistically significant. Although there are some confusing elements in the results of this study, it seems significant that pupils who received advanced standing because of elementary school Spanish, when competing

with students who had some high school Spanish, were able to get significantly higher grades. Furthermore, pupils who had taken Spanish in elementary school and received no advanced standing in high school generally attained higher grades than did matched pairs who had had no previous language study. Again the mean difference in final grades in Spanish was statistically significant.

One of the most complete studies which has been done on a foreign language program in the elementary school was conducted by STACO (128) for the Somerville (N. J.) elementary school foreign language program. One of their conclusions was that the average pupil in the enriched pattern in which the child begins a foreign language in the elementary grades had an average grade approximately 10 per cent higher than the average pupil in the traditional pattern (a pattern in which the foreign language is introduced in high school) in a language which neither had previously studied. This might indicate that regardless of the language studied in the elementary school the study of this language would help the student in high school since it would have some carry-over effect in another language. Pupils who continued in the same language from the enriched program achieved 10 per cent higher grades than those of similar ability in the traditional program, in spite of the fact that pupils in the enriched program were a year younger than students in the traditional program. The results of this study indicate that there is some advantage in learning foreign language in the elementary school in aiding achievement in language study in high school.

Although the Justman and Nass study and the study reported by STACO are perhaps two of the better studies which have been conducted on the problem of foreign language in the elementary grades, the results are still far from conclusive. They show some superiority for students who have studied foreign language in the elementary school. One crucial question so far unanswered is the one concerning the long term effect of the learning of foreign language in the elementary school. Is the high school graduate, or even the college graduate, more fluent as a result of having had foreign language training in the elementary grades? The results of the studies suggest that he may be more fluent. But there is some indication in the Justman and Nass research that after several years of study the student who had had foreign language in the elementary school loses his position of superior understanding of the language which he held initially over the student without the elementary foreign language background.

It may be hypothesized that method of teaching is a critical factor.

16. What is the effect of elementary school programs of foreign language on other areas of the curriculum?

Rounda (114) in a limited experimental situation noticed some carry-over into such learnings as map skills and arithmetic skills when these skills were taught as such in the foreign language program. She concluded that certain skills other than language were taught (and certainly could be taught) in the foreign language program and that these skills would be increased as a result of the foreign language programs. White (133, 134) in a limited experiment tested two fourth grades with general academic achievement tests at the end of the school year. The experimental group was taught French; the control group was not. The two groups were matched in I. Q., chronological age and mental age. At the end of the year all students were tested in their regular academic subjects. White concluded on the basis of the results of the test she administered that French did not interfere with learning in the regular school curriculum. Both groups achieved equally in most areas of the curriculum, and the group which had taken French had high achievement in the language as well.

Geigle (51) conducted an experiment with all pupils in four fourth grade classes who during third grade had been taught French by a special teacher for 20 minutes a day. Scores of these fourth grade pupils were compared with those of other fourth grade children who had received no French training in the third grade. All classes were tested by standardized achievement tests in the academic areas. Pupils who had studied French scored well above the norms in all subjects tested: reading, arithmetic, language, arts and spelling. The results of the experiment indicated that the study of French had not hindered the achievement of the fourth graders in other academic areas. Geigle concluded that the introduction of foreign language in the elementary school does not limit learning in other subject areas.

The study conducted by STACO in Somerville (N. J.) offers some of the most convincing evidence that teaching foreign language in the elementary school may have a positive carry-over effect into other subjects, at least to other languages. Pupils who had been in the foreign language program in the elementary schools had an average grade approximately ten per cent higher in high school in a foreign language that was new to them than did the pupils in the traditional language program who were studying foreign language for the first time. When above-average pupils were compared the differences were even greater. The major conclusion of the study by STACO is that there is a positive carry-over effect from the study of foreign language in the elementary school to a second foreign language introduced in high school.

The study of Johnson, Flores and Ellison (69) as part of the University of Illinois foreign language instruction project is also relevant to the question discussed here. On the basis of their results they conclude that insofar as general achievement in arithmetic, reading and English is concerned, the experimental group (a third grade class which received foreign language instruction 25 minutes a day during the second semester) did as well as or better than did the control group (a third grade class which received no foreign language instruction during the second semester.) Perhaps the most significant aspect of the study is that no extra time was added to the school day for the study of language. To quote the authors directly, "No area of the curriculum was neglected, but the inclusion of Spanish did result in a slight compression of all instructional periods except those taught by other specialist teachers, such as music."

Johnson, Flores and Ellison (69) report that their groups were matched on all relevant variables and that the most recent statistical procedures were used to make tests of significance. Still, they do report that their study has some limitations (small sample, short duration of the experiment, and different classroom teachers in the two groups) and that further research needs to be conducted before they can make conclusive recommendations.

The research discussed in this section, if it does nothing else, places in doubt the claim that learning foreign language in the elementary school causes interference with learning in other curricular areas. At the present time there does not seem to be any research available which supports the allegation of negative effect. On the other hand, there is some research which indicates that learning a foreign language in the elementary school had a positive carry-over to other curricular areas, at least to other foreign language learning.

17. What is the effect of television instruction in learning a foreign language in the elementary school?

Two of the better studies in the area of teaching foreign language in the elementary school were concerned with this matter of teaching a foreign language by means of television. One is the study by Johnson, Flores and Ellison conducted as part of the University of Illinois experiment in foreign language instruction in the elementary school. One of the problems posed in this study was that of trying to replace the trained skilled foreign language teacher with a foreign language elementary school program in which the major teaching was done on television. They conclude that the moderately fluent teacher with the help of television and tape recordings can do nearly as well as a foreign language specialist. The second study, one of the most thorough in the present literature, is the study by Geary and Mauriello(50). They concluded that using television to teach foreign

language is not adequate unless the teacher follows up the television instruction with exercise and practice in the classroom. They found that when the teacher (even the non-fluent teacher) worked with the students after the television lesson was over students achieved moderately well. These researchers concluded that a non-fluent teacher can help her class to achieve nearly as well as a fluent teacher if she follows up the television program with exercise. Fluency of the teacher is not as significant a variable as is the extent to which a teacher follows up the television program in the classroom with exercise and drill. Geary and Mauriello also conclude that the most effective kind of exercise is exercise conducted by the teacher rather than exercise based on a tape or other audio technique. This study was conducted in 40 fourth grade classes from nine suburban areas in the Boston area. It is probably the most extensive study in which experiment controls and sophisticated statistical techniques have been used. Perhaps the most significant finding of the study is that pupils of non-fluent teachers did practically as well on oral tests as did pupils of moderately fluent teachers, when both groups of teachers followed up the television lesson with teacher-directed classroom work.

Both of the studies discussed in this section provide evidence that the classroom teacher who is not skilled in the foreign language can teach successfully with the aid of television. One of the conclusions of both reports is that the teacher is most successful when he follows up the television by working with the children personally rather than by using only tapes and records to demonstrate language sounds.

18. What is the importance of the teacher's enthusiasm in teaching foreign language in the elementary school when radio or television is used as a means of instruction?

Glenn (54) evaluated a foreign language program which was presented by radio in Columbus, Ohio. Ten 15 minute lessons were given in Grench, in German and in Spanish. At the end of the lessons a test was given over the radio for the purpose of evaluating the program. Glenn concluded that in this type of program the enthusiasm of the teacher had more influence over whether or not children learned the language than did the language background of the teacher.

Kern (75) conducted an evaluation of the television French program produced at the University of Pennsylvania. There were 749 fourth grade students involved in the evaluation. She presents data which show the teacher's language background as well as the scores on the tests administered to the children. She concludes that teacher's interest and enthusiasm in the language was apparently as important as was the teacher's background in and understanding of the language. She shows in some cases that even when the teacher had no language background the children did well. On the other hand, often when the teacher had a background in language the children did poorly. She concluded that enthusiasm is an important

characteristic for teachers who are teaching foreign language in the elementary school. Often when children are not working up to capacity it is not the teacher's lack of fluency which is the problem, but rather it is the lack of enthusiasm the teacher has for language instruction.

19. Is television instruction adequate when teachers do not have an understanding of the language?

In her evaluation at the University of Pennsylvania French program Kern suggests that teachers can be successful with their classes in French even if they are not fluent in their use of the language. As stated above, however, it is important that teachers are interested in the program and that they are enthusiastic in their presentation of the material in the class.

Geary and Mauriello's research is probably even more convincing as they point out that there was very little difference in achievement between the groups taught by the fluent and the non-fluent teachers. They did find, however, that there was a great deal of difference in achievement between the classes in which teachers took time in class to follow up the television language program with practice and classes in which teachers took no time to follow up the television lessons with exercise in the classroom. They also concluded that the teacher whose practice was directed by tape recordings was less effective than the teacher who directed the practice himself. This was true regardless of teacher fluency. Personal contact with the teacher and teacher interest and enthusiasm seem to be of primary importance.

Johnson, Flores, and Ellison concluded that there is very little difference between the non-fluent teacher who had no language background and the teacher who has a language background when the teacher who is non-fluent has television to help him with presentation of material. Their point is that television lessons which are properly designed can substitute for the regular classroom teacher who is a specialist in foreign language.

Both the studies done by Geary and Mauriello and the research by Johnson, Flores and Ellison indicate very strongly that if properly developed and carefully conducted a foreign language elementary school program by television can accomplish significant results. Even in the case of these two studies, however, the classroom teacher's enthusiasm and personal contact with the pupil was found to be essential to the success of the language programs.

20. What qualifications must a teacher have in order to teach foreign language in the elementary school?

Naughton (94) on the basis of his observation of the Hoboken (N. J.) school system recommends that a foreign language teacher not only be fluent in the language he is teaching but also be competent as a teacher of children. Hicks (62) Ratte (109) Rostas (110) on the basis of some limited informal experimentation concur in this point of view.

On the other hand Ellison, Flores and Johnson (37) and also Geary and Mauriello (50) found that when good television foreign language programs were available it was not necessary to have a teacher who was a foreign language specialist. Kern (75) supports this point of view, stressing the point that teachers must be enthusiastic if a program is to be successful.

The point is a moot one at best. So much depends on the goals of the foreign language program and methodology that hard generalization is untenable. Certainly if the goal is fluency, and if other factors are equal, a good teacher who is fluent in the language is best. But, reasonably good results are apparently possible if a good television methodology is coupled with good follow-up methods by an enthusiastic and skilled teacher who is only moderately able in the language.

This suggests that, as is true in most human endeavor, there is more than one way to reach a goal. They may not all be equally good ways and there may be compelling reasons why one way may be preferable (or more practicable), but there is some choice. If conditions should force the choice of the lesser, it seems at least to be useful nonetheless.

21. What is the effect of in-service training for teachers on foreign language instruction in the elementary school?

The only study which seems to be related to the problem of the effect of in-service training on teachers of foreign language in the elementary school is the study of Geary and Mauriello (50). In this study certain of the teachers were trained in a special in-service training program. They suggest that the in-service training is not as important to success as teacher characteristics such as enthusiasm for the language, willingness to direct practice in the classroom, and willingness to follow-up television programs with lessons in the classroom.

Additional research is needed in this area, since there is not enough research to indicate either that it is possible to get along without in-service training or that in-service training of foreign language teachers is beneficial.

22. What effect does learning of foreign language in the elementary school have on children's understanding of other cultures?

Snyder (123) concluded from an experiment in teaching Russian that the children in the elementary school became vitally interested not only in the language but also in the people of Russia. Parents, too, were interested in having their children learn more about Russian children.

In spite of the fact that learning about other cultures is often advanced as an important reason for learning a foreign language, no research is available in which learning about other cultures has been isolated as a specific goal in a foreign language elementary school program.

Educational Outcomes

23. What are the important reasons for teaching a foreign language in the elementary school rather than beginning it in high school or college?

Price (107) concluded that students who had elementary school French were more successful in high school French than were children who had no elementary school French. These conclusions are supported by the research of Justman and Nass and the research of STACO. Price also found that students who had elementary school and later high school French showed an interest in continuing with French in college.

Elementary school children are greatly interested in learning foreign language according to Rastas, (113) Grew (55) and Snyder (123). They point out that we should teach foreign language in early elementary grades because of this interest factor. Perhaps the strongest argument for teaching foreign language in the elementary school is made by Wilder Penfield (100) in his report of clinical research on the human brain. He argues that language should be taught before the age of ten to fourteen when children's brains are most pliable. This opinion is based on a statement he made to the Academy of Arts and Science at their meeting on February 11, 1953.

Etnire (39) and Dunkle and Pillitt (33, 34) found that younger children have great facility in pronouncing foreign language. In general their conclusion is that young children have greater facility in pronouncing foreign language accurately than older children or adults. The best argument for teaching foreign language in the elementary school seems to be that this is the age at which the children learn the language most easily and most efficiently.

24. Of what value to an adult is the foreign language which he learned in elementary school?

No research was available concerning this vital question. Only common sense supports the notion that if it is learned a foreign language will be used.

25. How successful is the conversational approach to foreign language in the student's learning of the language?

MacMullen (90) concluded from his study conducted at State Teachers College in Wisconsin that college students who were taught a foreign language by a strictly oral method with no written assignments learned to read as well as and retained more than students who were taught by the traditional method from the beginning. He also concluded that the oral method may be a better approach for many students who will have difficulty in learning by the conventional method.

Massmann (89) conducted a study in which children were taught by the oral work and pronunciation technique and then given a written test. He concluded that there was a high degree of transfer from oral learning to written work.

Brady (16) did a similar experiment in which children were presented Spanish primarily by the oral method. He concluded on the basis of tabulated results that although a printed word card had some influence on learning, the major learning took place as a result of oral presentation.

Agard and Dunkle (1) conclude that we cannot learn to read and write through the oral method alone. They present persuasive evidence that the oral skills in reading constitute specific independent skills that must be taught directly.

Chedluer and Schenck (24) report the results of an experiment in which the achievement of an ASTP group was compared with college groups on the American Council on Education German Reading Test. They state that, "The army group median on the whole is ten points higher than the national median." These results are of particular significance because in the army group speaking ability was the primary objective of instruction. They further concluded that advanced students in the college course who had been taught by the conversational method were less likely to drop out after one semester than were students who had been taught by the traditional method.

Although much of the limited informal studies indicates that the oral method is superior under certain conditions, with certain learning goals, there is no research which conclusively demonstrates the superiority of one approach over the other.

26. Which foreign language or languages should be taught in the elementary school?

27. Should children learn more than one foreign language in the elementary school?

We were unable to find any research published or unpublished which contained any answers to either of these questions.

28. What information can be gained from research concerning teaching foreign language in the seventh and eighth grades?

Ellert (36) concluded from his evaluation of the foreign language elementary program in Holland, Michigan, that the seventh grade students tended to show little self-consciousness when speaking a foreign language. According to Ellert they showed a great interest in learning the language at this age level. Many teachers were interviewed in this evaluation of a large program; however, methods used in the study were not of a sophisticated nature.

Padve (98) performed an interesting series of five experiments in junior high school. In his experiments seventh and eighth grade students were taught an "accelerated" program in French. In each of the five experiments one group was chosen on the basis of ability and another group on the basis of reading achievement. Both groups were taught French. In each case the language was taught in the way in which it was normally taught to advanced language students in senior high school. He found that in all five experiments students succeeded in learning foreign language in the seventh and eighth grades.

In the STACO study quoted previously in the report, one of the conclusions was that the language pattern in the seventh and eighth grades is an essential part of the experimental program which was introduced in the early elementary grades. A second conclusion was that the experimental foreign language program, which includes teaching foreign language in the seventh and eighth grades, does enhance student achievement even when a second foreign language is studied in high school. Furthermore, students who have had a foreign language in the elementary school and then take the same language in high school can operate at an advanced level and compete very well with students who have had an introductory high school course in that language.

The research on teaching foreign language in the seventh and eighth grades, like other research on teaching foreign language in the elementary school, is limited. There seems to be enough evidence, however, to indicate that students can learn a foreign language well in the seventh and eighth grades.

## CHAPTER III

READINESS OF THE DISTRICTS FOR A PROGRAM OF  
MODERN FOREIGN LANGUAGE INSTRUCTION.

Curriculum change in American public schools does not depend altogether upon the intrinsic worth of the conception. There must be a readiness for change in both the ability of the school itself to adapt and the sanctions of the board, citizens, and the school staff. The literature alone does not fully answer the question of feasibility.

If the literature were to show conclusively that FLES is strongly indicated, or not, it could be still that in a given community there are conditions and circumstances which might counter-balance such findings. For example, if the literature were to favor a FLES program, significant negative attitudes of parents, administrators, teachers, and children in a local district might dictate that the initiation of the program would be extremely unwise, or at least would adversely affect the outcomes of the program. Even if the literature were to cast some doubt as to the feasibility and desirability of offering foreign language instruction, positive attitudes and values of the community might show that a local school district is in a peculiarly favorable position for carrying on a successful program.

One part of the present study was designed to discover the attitudes of those who would be concerned if foreign languages were added to the elementary school program. These attitudes were thought to be of basic importance, for, like most American schools, these schools are and wish to continue to be parts of their communities. It does not imply a lack of leadership for schools to know how "ready" a community may be for curriculum change, no more than it is appropriate to infer that the schools are ready to move in any direction at the whim of the people. Especially in New Jersey where citizen "control" of the schools is heightened by annual budget referenda, no school can continue for long to run counter to how people think and feel about their schools. This being so, an effort was made to assess the state of mind about a program of modern foreign language teaching in these communities, for whatever such information might yield in assessing the feasibility of such a program.

Five measures were taken to determine the attitudes toward FLES in each of the six districts:

1. An opinionaire was sent to a sampling of parents.
2. A questionnaire was given to the administrator staffs.
3. A questionnaire was given to all the teachers.
4. Interviews were held with a sampling of all third and fifth grade

children, and a questionnaire was given to all seventh and eighth grade children.

5. A questionnaire was given to all the high school foreign language teachers.

None of these measures alone, much less any question alone, is crucial. Rather it is the purpose of all these measures taken together to describe a sense of climate, an environment in which the viability of a potential curriculum change may be assessed.

Thus, the attitudes of teachers should not be considered without also considering the attitudes of parents. The answers by children to the question, "What countries would you like most to visit?" when considered alone does not furnish much basis for drawing a conclusion. But when the attitudes of all five groups and the answers to all the questions put to each group are taken together it is possible to draw reliable conclusions.

The five parts of this chapter will show the data obtained from each of the five groups studies and will analyze the data in terms of readiness of the elementary school districts to offer a foreign language program. No attempt to "rate" the district or its school personnel on any matters other than readiness for teaching foreign language is made or implied in this report.

#### Part I - Parents' Attitudes

To measure the opinion of parents an opinionnaire was sent to the home of each third and fifth grade child. Thirteen hundred and seventy-five responses were returned. These parents were asked to respond to one question: "What is your opinion as to whether foreign languages should or should not be taught in elementary schools? Please give as much detail as needed to express your viewpoint." (See the Appendix for copies of each of the measuring instruments used in the study.)

1. Do parents approve or disapprove of a foreign language program?

Table I - Opinions of Parents Regarding FLES.

		Approve	Disapprove	Neutral	No Opinion	Total
Berkeley Heights	%	76.0	21.9	1.8	0.3	100.0
	No.	260	75	6	1	342
Clark	%	81.2	16.5	1.5	0.8	100.0
	No.	207	42	4	2	255
Garwood	%	77.2	21.5	1.3	-	100.0
	No.	61	17	1	-	79
Kenilworth	%	70.5	26.6	0.6	2.3	100.0
	No.	122	46	1	4	173
Mountainside	%	83.0	13.9	3.1	-	100.0
	No.	186	31	7	-	224
Springfield	%	81.8	15.9	1.3	1.0	100.0
	No.	247	48	4	3	302
Total	%	78.8	18.8	1.6	0.8	100.0
	No.	1083	259	23	10	1375

Analysis

- As a whole parents favor FLES by about 4 to 1.
- The most positive feelings are shown in Clark, Mountainside, and Springfield.
- The most negative feelings are shown in Kenilworth, but it is still favored here by almost 3 to 1.
- Very few parents are either neutral or have no opinion.

2. What reasons do parents give for favoring an elementary foreign language program?

Table II - Reasons Why Parents Favor FLES.

	BH	C	G	K	M	S	Total	%*
Young children learn more easily	83	77	16	42	63	115	396	36.7
Better international understanding	67	45	10	20	54	66	262	24.3
Will help in high school, college	30	21	9	22	22	21	125	11.6
Other schools and nations teach it	21	12	6	4	7	16	66	6.1
Will help in later career	18	12	2	2	7	10	51	4.7
Is interesting, fun, stimulating for child	23	6	1	4	8	9	51	4.7
For cultural enrichment	14	6	1	3	5	10	39	3.6
Helps in learning English	7	8	2	0	7	6	30	2.8
Personal experience recommends it	7	15	0	0	0	6	28	2.6
Excellent mental discipline	2	2	0	0	2	3	9	0.8
Others: Useful; high school language is insufficient; helps understand immigrants, etc.							23	2.1
Total	272	204	47	97	175	262	1080	100.0

\* Percentage of total reasons given. Note: BH = Berkeley Heights, C = Clark, G = Garwood, K = Kenilworth, M = Mountainside and S = Springfield.

Analysis

- a. Although there is a variety of favoring reasons given by the parents, two, "young children learn more easily" and "it contributes to better international understanding", account for over (61.0%) of the reasons stated. These plus two other reasons, "it will help in high school and college" and "other school and nations are teaching it", account for over three-quarters (77.7%) of the reasons given.
- b. Parents who favor a program favor it for just about the same reasons in each district; each reason given has just about the same rank order for each district.
- c. When this table is compared with Table XVII, page 53, which shows the reasons teachers give for favoring an elementary foreign language program, it is noteworthy that parents and teachers agree on the same reasons, except that parents rank the reason "other schools and nations are teaching it" considerably higher than teachers while teachers rank the reasons "it is interesting, fun, stimulating for children" considerably higher than parents.

3. What reasons do parents give in opposition to an elementary foreign language program?

Table III - Reasons Why Parents Oppose FLES.

	BH	C	G	K	M	S	Total	%*
Must concentrate on basic subjects	54	32	14	17	26	32	175	58.3
Give in 7th and 8th grade only	12	5	0	3	8	3	31	10.3
It is useless	14	6	1	0	4	1	26	8.7
Too expensive; taxes would increase	14	0	0	0	1	3	18	6.0
Elementary children too young	2	4	0	0	2	8	16	5.3
High school languages sufficient	5	0	0	4	3	0	12	4.0
Qualified teachers not available	3	1	0	0	0	3	7	2.4
Others: Confusing with English; other schools have failed; would be soon forgotten; one language is enough							15	5.0
Total	104	48	15	24	44	50	300	100.0

\* Percentage of total reasons given.

## Analysis

- a. The parents who oppose FLES oppose it for nearly the same reasons in each district.
- b. One reason is given by over half the parents (58.3%) in opposition to FLES: "must concentrate on the basic subjects."
- c. It seems to be important that only 6.0 per cent of the parents mentioned that the program is too expensive. It is reasonable to believe, however, that if the parents had been asked this question specifically the percentage might be higher, though by how much is not known. (Were the study replicated the question would be asked specifically and based on an estimate of cost.)

## The Question of Thoroughness

The concern which appeared most abundantly expressed by parents both favoring and not favoring the proposal, was "thoroughness." Thoroughness was a parental concern not only in the study of the foreign language itself but also lest there be an adverse effect upon the teaching of the "basic subjects", especially English and reading. Thus when parents said "Yes" they often added, "As long as the fundamental subjects already in the curriculum are not neglected." And when they said "No" they reasoned: "Because more time should be spent on the '3 R's'." How could a language be included without detracting from the basic studies? Wrote favorably inclined parents: "Either by consciously and continually re-emphasizing the importance of reading, arithmetic, science, and grammar while teaching the language, or by allowing only qualified students, those who have first mastered the fundamentals, to take a language." Other parents wrote: "It can't be done! English is sufficient. Arithmetic is hard enough. There is ample homework already. Let's not spread the learning too thin!" But others said: "It can and should be done. By including the language in the weekly schedule a sufficient number of times and by continuing the study into junior and senior high school, a thorough, useful, and necessary learning will take place."

A smaller but significant group thought that the way to assure thoroughness was to make the foreign language a voluntary study only, allowing individual parents and pupils to choose whether the child would accept the additional work.

Another suggestion was to concentrate on the fundamental subjects through the early grades and begin the foreign languages only in fifth or sixth, as schools in many European nations do.

Approximately 1 per cent of the parents brought up the question of the availability of qualified teachers. How can a language be taught well unless by exceptionally qualified teachers, preferably natives of the tongue they teach?

### The Question of Method

The only method recommended by parents which could be statistically significant was the "oral-aural" or "conversational" method. There was a general feeling that textbooks should not be used, that formal grammar, syntax, rules, and required writing should await the higher grades.

### Quality vs. Quantity

In the quantitative analysis of these opinions a simple "yes" has as much weight as a well-written "no" statement containing precisely thought out, serially constructed items bolstering the negative position. Or an emotionally scribbled "Never!" has as much weight as the smoothly constructed paragraph obviously composed after much quiet inner searching regarding the ultimate objectives of education and of life. A brief statement as to the quality of the answers is here presented in order to include several ideas which do not show quantitative significance.

It could be said that this parent opinion poll brought out the fact that in several districts considerable thought and emotion had been given to the question. Though on the whole opinions were stated clearly and rationally, parents disinclined toward a possible foreign language program in their elementary school tended to be on the defensive, to write shorter, tenser and terser answers, using more highly emotional language.

Several of the negative answers, nevertheless, showed insight into the subtleties and profundities of the problems facing those who must eventually make the decisions. Not answered to any statistical extent but asked by both sides and by several penetrating neutralists, were such questions as:

- Which languages?

The general assumption seemed to be French, but also mentioned were German, Spanish, Italian, Polish, Russian, Chinese, Hebrew, "Eastern" and "Afro-Asian" languages, and Interlingua. Or would there be a choice of languages, and if so, which?

- Which methods?

Is the "oral-aural" method really better? Have studies shown this?

- Where are the teachers?

Without sufficient qualified teachers the program would fail.

- Would junior and senior high schools cooperate?

If discontinued after 6th grade, wouldn't wastage result? And, as in the question above, do we have the high school teachers to handle more and superior students?

- Would the school day or week be lengthened?

Or would some subjects be discontinued? Which?

- What would be the cost?

Have studies shown the charge to the taxpayer?

### General Conclusion and Summary

The great majority of the parents polled desire a thoroughly taught foreign language program beginning in the primary grades and continuing through a sufficient number of years to assure mastery of the language. Their greatest fear is that the basic subjects would be neglected, but they realize that, since children learn languages easily, and since contemporary world political affairs seem to require it and modern technological improvements allow it, the transformation of Americans into a bi-lingual people is a necessary job which elementary schools should help undertake. The parents leave to educators the questions as to what languages and what methodologies, though they favor French and a conversational approach. There is not much concern expressed about the expense.

## Part II - Administrators' Judgments

To determine the attitudes of administrators toward FLES all the superintendents and principals in the six districts were asked to answer questions submitted to them on a questionnaire. Table IV below shows the number of administrators who took part in the study.

Table IV - Number of Administrators

	No.
Berkeley Heights	4
Clark	4
Garwood	2
Kenilworth	2
Mountainside	4
Springfield	5
Total	21

1. Is a room now available in each building for foreign language instruction, if such a special room were to be needed?

In Berkeley Heights, Clark, Garwood, and Kenilworth there are no rooms available which can be appropriated as special rooms for foreign language instruction. There are two such rooms in Mountainside and one in Springfield.

2. If foreign language were taught in the regular classrooms would more space than now exists in these rooms be required?

Of the 21 administrators in the six districts only 4 expressed any feeling that some additional space in the regular classrooms would be necessary. Each of these 4 was in a different school district. In general, their judgment is that the regular classrooms contain adequate space for the needs of foreign language instruction.

3. Is there adequate space in the buildings for the storage of foreign language teaching materials?

Only 12 of the 21 administrators feel there is adequate space now.

4. Do the schools now have adequate equipment of the type needed in a foreign language program?

All the schools have a rather large supply of record players, tape recorders, sound projectors, and projection screens. They do not now have enough television sets to offer foreign language instruction through television. (One building, Columbia in Berkeley Heights, is wired for closed circuit television.)

5. What are the superintendents' judgments as to the highest per-pupil costs that can now be afforded for a foreign language program?

Table V - Superintendents' Estimates of the Highest Per-Pupil Cost Their Community Can Afford for FLES and Their Estimate of the Support of the Community For This Program.

	Highest per-pupil cost community can afford	Would the community give this support
Berkeley Heights	\$20.00	Yes
Clark	10.00	No
Garwood	15.00	No
Kenilworth	5.00	No
Mountainside	10.00	Yes
Springfield	25.00	Probably

6. Do the administrators believe that they have teachers qualified to teach foreign language?

Every administrator except one (Kenilworth) believes that he has at least one teacher who is qualified to teach a foreign language. Further evidence as to the accuracy of this judgment is seen in Table XIII, page 46, which shows that there has been considerable foreign language training and there is a great deal of foreign language speaking and reading ability in the present staffs.

7. To what extent do teachers desire a program of foreign language instruction in the present judgment of the administrators?

Table VI - Extent to Which Administrators Feel Teachers Would Desire a FLES Program.

	Less than 25% desir- ous	25% desirous	50% desirous	75% desirous	100% desirous	No Answer
Berkeley Heights	4					
Clark		3	1			
Garwood		2				
Kenilworth		2				
Mountainside		4*				
Springfield		3		1		1

\* One administrator indicated that 50% of the 7th and 8th grade teachers would desire it.

Table VI shows that most of the administrators feel that 25% or less of their teachers desire a foreign language program.

Although this question was not asked specifically of the teachers, various inferences from several of the questions that they did answer seem to show that the administrators in most cases underestimate the favorable attitude of teachers.

8. What foreign language do administrators believe most of the parents would favor, if a program were offered?

Table VII - Foreign Languages Administrators Feel Parents Would Favor Being Offered

	French	Spanish	German	Don't know
Berkeley Heights	2			2
Clark	1	2		2
Garwood		1		1
Kenilworth				2
Mountainside	4	1		
Springfield	3	3	1	2

Note: Some administrators gave more than one choice.

9. Do the administrators feel that the parents generally want and support a high quality educational program for their children?

There is nearly unanimous agreement among administrators that the parents want such a program. The question to be answered is, "Does FLES mean a higher quality program of education?"

10. Do the administrators feel that parents are generally willing to serve (other than financial support) their schools when needed?

The administrators are unanimous in every district in expressing the feeling that parents are willing to serve their schools when needed.

11. Do the administrators feel that the parents are usually vocal regarding their wishes for schools?

The administrators in every district except Garwood and Kenilworth agree that the parents in their communities express their wishes about education effectively.

12. To what extent do the administrators feel there has been expression in the community for a foreign language program?

Table VIII - Extent to Which There Has Been Expression in the Community for FLES

	BH	C	G	K	M	S
All parents seem to want it taught						
A majority of the parents seem to want it taught					2	2
Many parents want it taught	3					
A few of the parents want it taught	2	4	2	2	2	2
None of the parents want it taught						
No answer						1

Most of the administrators feel that only a few of the parents want it taught. Apparently the administrators in general tend to underestimate their community's desires for a foreign language program. Table I, page 32, shows that when the six districts are considered as a whole over three-fourths (78.8%) approve of the program's being offered.

13. Is it the administrators' judgment that a 15 to 20 minute per day course in foreign language would sacrifice time which is now being given to other subjects?

In general the administrators do feel so.

14. Would the administrators consider a longer school day in order to include a foreign language program?

Table IX - Number of Administrators Who Would Rather Extend the School Day to Get FLES into the Curriculum.

	Would extend school day	Would not extend school day	No Opinion
Berkeley Heights	2	1	1
Clark	3	1	
Garwood	1	1	
Kenilworth	1	1	
Mountainside	2	2	
Springfield	2	2	1

14. Do the administrators believe that a foreign language program should be offered during the regular school day or after school hours?

Table X - Number of Administrators Who Feel FLES Should Be Offered During Regular School Day and After School Hours.

	Regular School Day	After School	No Opinion
Berkeley Heights	2	1	1
Clark	3		1
Garwood		1	1
Kenilworth	2		
Mountainside	4		
Springfield	1	1	3

15. What would the administrators consider eliminating if there is not time for teaching a foreign language in the present curriculum?

All the administrators answer "nothing" to this question.

16. What foreign language would the administrators prefer if one were to be introduced?

Table XI - Number of Administrators Preferring Certain Foreign Languages, If One Were Introduced.

	French	Spanish	No Preference
Berkeley Heights	2	1	1
Clark	1	3	1
Garwood	2	1	
Kenilworth	1	1	
Mountainside	4		
Springfield	1	1	4

French and Spanish are the only two foreign languages on which the administrators expressed a preference.

### Part III - Teachers' Attitudes

To measure teachers' attitudes a questionnaire was administered to all the teachers in the six elementary school districts. Table XII below shows the number of teachers in each district who replied.

Table XII - Number of Teachers Replying to the Questionnaire.

	No.
Berkeley Heights	66
Clark	70
Garwood	26
Kenilworth	44
Mountainside	49
Springfield	102
Total	357

Note: There are actually 400 teachers in the six districts. Replies were received from 89.3% of the total teaching staff.

1. How much foreign language training have the teachers had, and what is their speaking and reading ability in these languages?

Table XIII - Foreign Language Training and Speaking and Reading Ability of Union County Teachers.

No. of Teachers who:	Studied for. lang. in H. S.	Studied for. lang. in col.	Read a for. lang.	Speak a for. lang.	Read & speak a for. lang.
<u>Berkeley Heights</u>					
1-2 yrs. of study	41	20	1	7	7
more than 2 yrs.	31	15	-	8	5
Total	72	35	1	15	12
% of total staff of 79	91.1	44.3	1.3	19.0	15.2
<u>Clark</u>					
1-2 yrs. of study	59	13	-	6	7
more than 2 yrs.	28	10	1	5	11
Total	87	23	1	11	18
% of total staff of 85	102.4	27.0	1.2	12.9	21.2
<u>Garwood</u>					
1-2 yrs. of study	23	3	1	3	2
more than 2 yrs.	7	2	-	3	-
Total	30	5	1	6	2
% of total staff of 27	111.1	18.6	3.7	22.2	7.4
<u>Kenilworth</u>					
1-2 yrs. of study	35	11	-	7	3
more than 2 yrs.	12	1	-	3	1
Total	47	12	-	10	4
% of total staff of 46	102.2	26.1	-	21.7	8.7
<u>Mountainside</u>					
1-2 yrs. of study	47	20	-	6	10
more than 2 yrs.	14	6	-	1	4
Total	61	26	-	7	14
% of total staff of 60	101.7	43.3	-	11.7	23.3

Table XIII - (Continued)

	Studied for. lang. in H. S.	Studied for. lang. in col.	Read a for. lang.	Speak a for. lang.	Read & speak a for. lang.
<b>Springfield</b>					
1-2 yrs. of study	93	35	1	8	13
more than 2 yrs.	37	8	1	4	6
Total	130	43	2	12	19
% of total staff of 103	126.2	41.7	1.9	11.7	18.4
<b>Total</b>					
Total	427	144	5	61	69
% of total staff of 400	106.8	36.0	1.3	15.3	17.3

Notes: Since several teachers have studied more than one language the figures shown here represent higher numbers than there actually are of total teachers with training and speaking and reading ability. However, the figures are indicative of the total picture. Actually, 19 teachers have studied two languages, 8 have studied three, and 1 has studied four.

Other languages in which teachers have had training or can read or speak are Italian, Polish, Slavic, Russian, Ukrainian, Greek, Hebrew, Chinese, and Norwegian.

### Analysis

- a. For brevity, only the total teachers speaking foreign languages are shown in Table XIII. French, Spanish, Latin, and German are the languages in which teachers have been chiefly trained.
- b. The teachers have had a great deal of high school training in foreign languages.
- c. In comparison to high school training the amount of college training of the teachers is considerably less. One hundred and forty-four teachers (36.0%) have had some college training.
- d. Only 1.3% of the teachers can speak a foreign language without being able to read it.
- e. Fifteen per cent of the teachers can read a foreign language but cannot speak it.
- f. Seventeen per cent of the teachers can both speak and read a foreign language.

Table XIV - Teachers Foreign Language Experiences Beyond High School.

	Total of all districts			
	French	Spanish	German	Italian
College major in	2	1		
College minor in	2	1		
Taught language in elementary school		2		
Certified to teach language in high school		1	1	
Born in the native country			1	
Lived in a foreign country, speaking the native tongue while there		1	3	1
Spoke and read the language while travelling in the native country	4	7	3	1
Lived in college dormitory where a foreign language was spoken	3		1	
Taught the subject in high school or adult school	1	1	1	
Was interpreter during the war	1		1	
Speak and understand the language but have had no formal training	1			5
Native language spoken at home				5
Taught English as a foreign language in the Dominican Republic		1		
Belong to a language club	3	2		
Won award for most outstanding foreign language student while in college	1			
Won award for best high school language student				
<b>Total</b>	<b>18</b>	<b>17</b>	<b>12</b>	<b>12</b>

Analysis

- a. Most of the experiences have been in French and Spanish.
- b. Fifteen teachers have had experience in speaking a foreign language while travelling in a foreign country.
- c. Teachers in Garwood, Kenilworth have had practically no experiences with foreign language since leaving high school. Teachers in the other four districts have had greater experience, largely in French and Spanish.
- d. Five teachers in all the districts have lived in a foreign country.
- e. Six teachers in all the districts have a college major or minor in a foreign language.

3. What experience in teaching a foreign language have the teachers had?

Table XIV - Foreign Language Teaching Experience of the Teachers.

	BH	C	G	K	M	S
<u>French</u>						
Now teaching in grade 3					1	1
Taught it in high school						1
Followed up lessons taught by another teacher	1					
<u>Spanish</u>						
Taught it in high school	1		1			1
Taught English to Spanish speaking children	1					
Conducted Spanish Club		2				
Taught it in private school					1	
<u>German</u>						
Taught it in high school	1					
<u>Italian</u>						
Taught it in adult school		1				
Taught conversational Italian in armed forces						1
<u>Hebrew</u>						
Private tutoring			1			
Taught it to beginners						1
<u>Latin</u>						
Tutored it	1					
<u>General</u>						
Taught words related to social studies units	4			1		2
Taught foreign born children		1				
Substituted in high school					3	
Taught foreign language in grade 6					1	1
Taught foreign language one year					1	
Practice teaching in foreign language					3	1

4. Do the teachers think a foreign language can be taught in their classrooms?

Table XV - Number of Teachers Who Feel A Foreign Language Can Be Taught in Their Classrooms.

	Yes	%*	No	%*	No Responses	%*	Undecided	%*
Berkeley Heights	41	62.1	17	25.8	6	9.1	2	3.0
Clark	45	64.3	17	24.3	7	10.0	1	1.4
Garwood	21	80.8	4	15.4	1	3.8	0	0.0
Kenilworth	27	61.4	15	34.1	2	4.5	0	0.0
Mountainside	29	59.2	29	38.8	1	2.0	0	0.0
Springfield	75	73.5	20	19.6	6	5.9	1	1.0
Total	238	66.7	92	25.8	23	6.4	4	1.1

\* Percentage of total teachers in each district responding to the questionnaire.

Note: All the teachers did not reply to the questionnaire in all the districts.

Analysis

- a. About two-thirds of the teachers feel that a foreign language can be taught in their classrooms, while about one-fourth feel it cannot be done. The remainder either did not respond or are undecided.
- b. This table should be interpreted to mean that the children whom they are now teaching are capable of engaging in a program of modern foreign language, in the judgment of their teachers.

5. Do the teachers feel their community will provide the money necessary for a high quality educational program?

Table XVI - Number of Teachers Who Feel Their Community Will Provide Money Necessary for a High Quality Educational Program.

	Yes	%*	No	%*	Don't Know	%*	No Responses	%*
Berkeley Heights	52	78.8	3	4.5	6	9.1	5	7.6
Clark	58	82.8	8	11.4	2	2.9	2	2.9
Garwood	16	61.5	3	11.5	2	7.8	5	19.2
Kenilworth	25	56.9	15	34.1	2	4.5	2	4.5
Mountainside	28	57.2	15	30.6	5	10.2	1	2.0
Springfield	97	95.1	3	2.9	1	1.0	1	1.0
Total	276	77.3	47	13.1	18	5.1	16	4.5

\* Percentage of total teachers in each district responding to the questionnaire.

Analysis

- a. A majority of teachers in every district feel their community will provide financial support for a high quality educational program.
- b. "High quality" was not defined, thus these responses are general rather than specific. This table ought to be read in comparison with the table showing parent attitudes, especially for the several communities.

6. What are the reasons given by teachers for favoring foreign language teaching in the elementary school?

Table XVII - Reasons Given By Teachers Favoring FLES.

	BH	C	G	K	M	S	Total	%*
Young children learn more easily	12	11	5	7	12	34	81	30.2
Better international understanding	4	18	4	4	8	23	61	22.8
Is interesting, fun, stimulating for child	9	8	4	5	1	12	39	14.6
Will help in high school, college	4	6	4	3	6	9	32	12.0
For cultural enrichment	1	3	2	2	2	7	17	6.4
Aids in the learning of English	1	7	1	2	1	2	14	5.2
Many people travel abroad	2	3	-	-	-	1	6	2.2
Excellent mental discipline	1	-	1	1	-	1	4	1.5
Early start leads to greater proficiency	-	1	-	-	-	2	3	1.1
The public wants it	-	1	-	-	1	1	3	1.1
Will help in later career	-	1	1	1	-	-	3	1.1
Other miscellaneous reasons	-	-	1	-	1	3	5	1.8
<b>Total</b>	<b>34</b>	<b>59</b>	<b>23</b>	<b>25</b>	<b>32</b>	<b>95</b>	<b>268</b>	<b>100.0</b>

\* Percentage of total reasons given.

Analysis

- a. Although there is a wide variety of reasons given by the teachers in support of an elementary program in foreign language, two reasons, "young children learn it more easily" and "it contributes to better international understanding", account for 53 per cent of the reasons stated. These plus two other reasons, "it is interesting, fun and stimulating for children" and "it will help in high school and college", account for over three-quarters of the reasons given.
- b. Comparing the results shown in this table with Table II, page 33, which shows the reasons why parents support FLES, indicates reasonable agreement between the groups.

7. For what reasons do teachers oppose an elementary program in foreign language instruction?

Table XVIII - Reasons Teachers Oppose FLES.

	BH	C	G	K	M	S	Total	%*
Curriculum already too crowded; not enough time	27	14	11	7	19	27	105	38.7
Children should spend this time on English improvement	9	9		12		14	44	16.2
Not enough qualified teachers	6	10	1	6	6	10	39	14.4
No carry over into home and adult life	3	2	1	1	1	6	14	5.2
Too expensive	5	1	3		1	4	14	5.2
Children are not interested in it	5	3		1	4	1	14	5.2
Children of lesser ability not capable of learning it	2			1	1	9	13	4.8
Transition to junior and senior high is difficult	3	1			1		5	1.8
Facilities and space are not available	1				1	2	4	1.4
Parents are not interested in it	1				1	1	3	1.1
Other miscellaneous reasons	2	5	1	1	5	2	16	6.0
<b>Total</b>	<b>64</b>	<b>45</b>	<b>17</b>	<b>29</b>	<b>40</b>	<b>76</b>	<b>271</b>	<b>100.0</b>

\* Percentage of total reasons given.

Analysis

- a. Although there are a wide variety of reasons given by the teachers in opposition to FLES, three reasons, "the curriculum is already too crowded, there is not enough time", "children should spend this time on improvement in English" and "there are not enough qualified teachers", account for some 69.3 per cent of the reasons stated.
- b. Reasons given both pro and con are rather strongly held.

8. Do the teachers know of any groups in their communities which oppose an elementary program in foreign languages?

Table XIX - Number of Teachers Who Feel There are Groups in Their Community Opposing FLES.

	Total No. of Teachers	No. Who Feel There Are Opposing Groups	%	Don't Know	% R	No Response	%
Berkeley Heights	66	19	28.8	0	0.0	9	13.8
Clark	70	2	2.9	0	0.0	5	7.1
Garwood	26	0	0.0	1	3.8	1	3.8
Kenilworth	44	5	11.4	0	0.0	5	11.4
Mountainside	49	21	42.9	4	8.2	1	2.0
Springfield	102	4	3.9	0	0.0	10	9.8
Total	357	51	14.3	5	1.4	31	8.7

Analysis

- a. Teachers in the six districts generally do not feel there is much opposition in their communities to the teaching of FLES. Only 14.3 per cent indicate their feeling that some opposition exists.
- b. It may be more meaningful to look at the teachers' feelings in the individual districts. A relatively large number 42.9 per cent of the teachers in Mountainside feel there is opposition; 28.8 per cent of the Berkeley Heights teachers share the same feeling. The teachers in the other districts feel there is practically no opposition.
- c. But these results should be compared with Table I, page 32, which shows parents' approval and disapproval of FLES. That table indicates that more Mountainside parents approve a foreign language program than the parents in the other five districts, with 83.0 per cent giving their approval. Apparently the teachers in Mountainside have underestimated their community's feelings. The Berkeley Heights teachers have accurately estimated the attitude of parents toward a FLES program. The teachers in Clark, Garwood, Kenilworth and Springfield tend to overestimate parental feelings on the question.

9. What are the responses of teachers to specific issues in the teaching of foreign languages in the elementary grades?

To determine teachers' attitudes a series of eighteen specific statements revolving around issues in the teaching of FLES were developed and each teacher was asked to react to them on the basis of a five point scale: (1) strongly agree with the statement, (2) agree, (3) neutral, (4) disagree, and (5) strongly disagree with the statement. These eighteen statements are shown below:

1. Elementary children should learn a foreign language.
2. I could learn to teach a foreign language.
3. I would be willing to take inservice training to teach a foreign language.
4. I would be interested in trying to teach my class a foreign language.
5. Most faculty members seem to be in favor of teaching a foreign language in our school.
6. The choice of a language is less important than that we begin as soon as possible to teach some foreign language in our school.
7. Learning a foreign language helps children to understand other people.
8. Learning a foreign language helps a child to understand English.
9. Learning a foreign language in elementary school will help a child with the language when he gets to high school and college.
10. The community seems very interested in having a foreign language taught in the elementary school.
11. Children can be taught to read a foreign language in elementary school.
12. Foreign language in elementary school is just as important as science or arithmetic.
13. A foreign language taught at the elementary school level may interfere with normal progress in learning English.
14. Children can learn a great deal by having foreign language taught to them in elementary school.
15. Foreign language should be taught as a serious school subject in elementary school rather than as a kind of enrichment subject or extra curricular activity.
16. Elementary school children seem to be very interested in learning a foreign language.
17. A foreign language taught at the elementary grade level may help in the social and emotional development of the child.
18. There are some groups in the community that would be bitter if certain languages were taught or were not taught in the elementary school.

Table XX - Responses of Teachers to Specific Issues in the Teaching of Foreign Languages in the Elementary Schools.

	SA		A		N		D		SD		NR	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Berkeley Heights	65	5.5	322	27.5	299	25.6	354	30.3	103	8.8	27	2.3
Clark	110	8.8	383	30.4	379	30.1	252	20.0	106	8.4	30	2.3
Garwood	56	12.3	152	33.4	117	25.7	92	20.2	22	4.9	16	3.5
Kenilworth	50	6.1	298	36.3	263	32.1	147	17.9	57	7.0	5	0.6
Mountainside	68	7.8	223	25.2	241	27.3	260	29.3	70	7.9	23	2.5
Springfield	162	8.0	845	41.6	453	22.3	378	18.6	94	4.7	98	4.8
Total	511	7.7	2223	33.6	1752	26.5	1483	22.4	452	6.8	199	3.0

SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

#### Analysis

- a. Since the questionnaire was constructed so that strongly agree and agree responses show favorable attitudes to a foreign language program, the 41.3 per cent positive response compared to the 29.2 per cent response on the negative side is a significant indication of positive attitudes of teachers on the questions.
- b. The district by district responses may be of special interest as they differ from the average.

## Part IV - Children's Attitudes

Two measures were taken to discover the attitude of children:

- a. Interviews were held with a sampling of children in all the third and fifth grades in each school in each district. The sample was comprised of a balance of bright, average, and slower-learning pupils.
- b. Questionnaires were administered to all the children in grades seven and eight.

Table XXI - Sample of Children, Grades 3, 5, 7 and 8.

	Grade 3 Total	Grade 5 Total	Total 3&5	Total 7&8	Total Sample
Berkeley Heights	60	54	114	326	440
Clark	48	44	92	406	498
Garwood	12	18	30	138	168
Kenilworth	24	24	48	257	305
Mountainside	24	30	54	228	282
Springfield	54	60	114	433	547
Total	222	230	452	1788	2240

Table XXII compares the size of the sample with the total estimated enrollment of the six districts.

Table XXII - Per Cent Sample Is of Total Estimated Enrollment of the Six Districts.

	Estimated Enrollments K-8	Size of Sample	% Sample is of Estimated Enrollment
Grades 3 and 5	9188	452	4.9
Grades 7 and 8	9188	1788	19.5
Total	9188	2240	24.4

1. To what extent have these children travelled outside the United States?

Table XXIII - Children Who Have Travelled Outside U. S.

	Grade 3 Total	Grade 5 Total	Grades 7&8	Grand Total	No. of chil- dren in sample	%
Berkeley Heights	9	16	121	146	440	33.2
Clark	5	5	95	105	498	21.1
Garwood	3	4	16	23	168	13.7
Kenilworth	2	5	52	59	305	16.1
Mountainside	7	11	76	94	282	33.3
Springfield	9	19	116	144	547	26.3
Total	35	60	476	571	2240	25.5

#### Analysis

- a. About a quarter of the children have travelled outside the U. S. Mountainside children have done the most travelling; Garwood children have done the least.
- b. All of these figures may be a little high because a few children have probably travelled outside the United States more than once, and thus would have been counted (for this record) more than one time.

2. What countries have the children visited outside the United States?

Table XXIV - Countries Children Have Visited.

	BH	C	G	K	M	S	Total	% of Total Trips Outside U. S. (571)
Canada	131	85	20	50	76	124	486	85.1
Mexico	10	4	3	1	11	2	31	5.4
France	5	5	2	2	1	3	18	3.2
Spain	1	0	0	1	0	0	2	0.4
Germany	4	3	6	2	1	7	23	4.0
Italy	3	4	5	1	1	0	14	2.3
England	4	4	1	2	1	3	15	2.5
Bermuda	1	1	1	0	3	2	8	1.4

Analysis

Table XXIII shows that 571 children (25.5%) have travelled outside the United States. Table XXIV furnishes a better estimate of foreign travel, the preponderance of which has been in Canada (85.1%). Trips to all the other countries in the world amount to 14.9 per cent of the children's visits.

3. If the children could travel outside the United States, what countries would they most like to visit?

- a. Children in grades 3 and 5 mainly preferred European countries; France, Spain, Germany, and Italy. A total of 15 different countries scattered throughout the world were mentioned by the children.
- b. Seventh and eighth grade choices are shown in Table XXV.

Table XXV - Foreign Countries 7th and 8th Grade Children  
Would Like To Visit.

	BH	C	G	K	M	S	Total	% of Total Sample
France	123	210	75	126	109	257	900	50.3
Italy	88	134	46	71	67	115	519	29.0
England	58	74	35	47	50	91	355	19.9
Germany	68	61	22	55	35	48	289	16.2
Switzerland	42	56	12	36	54	71	271	15.2
Spain	42	65	14	42	25	77	265	14.8
Mexico	59	40	19	20	19	73	230	12.9
Russia	44	29	13	26	15	51	178	10.0
Canada	30	31	20	18	23	31	153	8.6
Israel	9	15	0	6	3	58	91	5.1

Note: Total sample was 1788.

#### Analysis

- a. Seventh and 8th grade children, of course, show greater and more varied interest in travelling than do 3rd and 5th grade children. Fifty-five countries were mentioned. Some children wished to visit several countries.
- b. Each of the 6 districts generally follows this same line of preference with the exception of Springfield, where Germany ranks considerably lower and Israel rates considerably higher.

4. What foreign languages have the children heard spoken?

Table XXVI - Foreign Languages Children Have Heard Spoken.

	F	S	G	I	P	H	R	Other	Total
<b><u>Berkeley Heights</u></b>									
Grade 3	9	3	8	5	1	0	0	8	32
Grade 5	6	8	6	12	2	2	9	4	49
Grades 7, 8	128	87	92	90	13	12	17	57	494
Total	141	98	106	107	16	14	26	67	575
<b><u>Clark</u></b>									
Grade 3	4	6	7	8	1	1	0	8	35
Grade 5	10	6	5	8	11	2	1	4	47
Grades 7, 8	99	88	90	108	64	21	22	85	577
Total	113	100	102	124	76	23	23	98	659
<b><u>Garwood</u></b>									
Grade 3	0	0	0	4	0	1	0	0	5
Grade 5	2	4	5	3	0	1	1	3	19
Grades 7, 8	15	19	31	74	15	2	12	18	188
Total	17	23	36	81	15	4	13	21	210
<b><u>Kenilworth</u></b>									
Grade 3	3	2	0	10	6	0	0	0	21
Grade 5	0	2	12	16	4	0	6	1	41
Grades 7, 8	48	43	78	99	39	9	10	40	368
Total	51	47	90	125	49	9	16	41	428
<b><u>Mountainside</u></b>									
Grade 3	10	10	10	6	1	2	2	1	42
Grade 5	18	13	14	12	0	6	0	4	67
Grades 7, 8	130	35	61	48	14	8	8	16	318
Total	158	58	85	64	15	16	10	21	427
<b><u>Springfield</u></b>									
Grade 3	6	7	8	6	0	15	2	1	45
Grade 5	15	12	8	4	1	5	9	7	61
Grades 7, 8	198	187	84	90	18	127	19	61	782
Total	217	206	100	100	19	147	30	69	888
<b>Total</b>	<b>697</b>	<b>532</b>	<b>519</b>	<b>601</b>	<b>190</b>	<b>213</b>	<b>118</b>	<b>317</b>	<b>3187</b>

F = French, S = Spanish, G = German, I = Italian, P = Polish, H = Hebrew, R = Russian.

**Analysis**

- a. The children in general have heard more French than anything else, followed by Italian, Spanish, and German in that order. They have also heard a great many other languages, but to a lesser degree.
- b. Clark, Garwood, and Kenilworth children have heard more Italian than any other foreign language.
- c. Children in the higher grades, of course, have heard significantly more languages than children in the lower grades.

5. Where have the children heard these languages spoken?

Table XXVII - Where Children Have Heard Foreign Languages Spoken.

	BH	C	G	K	M	S
Family and home	220	306	96	186	146	309
Neighbor and friend	48	66	30	57	39	57
Clergymen	9	14	3	3	4	46
Abroad	24	14	2	7	16	24
Radio & Television	36	26	4	13	22	27
School Teacher	40	16	5	11	109	209
Elsewhere *	77	69	28	74	68	92
<b>Total</b>	<b>454</b>	<b>511</b>	<b>168</b>	<b>351</b>	<b>404</b>	<b>764</b>

\* Elsewhere includes such places as in buses, on trains, in restaurants, at the United Nations, on the street, and in other public places.

Analysis

- a. Nearly as many children have heard foreign languages spoken in their families or homes as in all other places combined. This is true for children in all six districts.
- b. The fact that some foreign language has been taught in Mountainside and Springfield shows up dramatically. For Mountainside ninety-two 7th and 8th grade children, about 30 per cent, indicate they have heard the language spoken by the teacher in school; in Springfield, 390 children, or about 27 per cent. The difference is also noted in one other way: Mountainside and Springfield children have heard the foreign language almost as much in school as they have at home.

6. How many parents speak a foreign language, as perceived by the children?

Table XXVIII - Number of Parents Who Speak a Foreign Language.

	<u>Both Parents can Speak For. Lang.</u>		<u>One Parent Can Speak For. Lang.</u>		<u>Neither Parent Can Speak For. Lang.</u>	
	Total	% of Total children	Total	% of Total children	Total	% of Total children
Berkeley Heights	190	39.9	125	38.3	174	59.4
Clark	156	38.4	153	37.7	186	45.8
Garwood	43	31.2	56	40.6	69	50.0
Kenilworth	107	41.6	80	31.1	117	45.5
Mountainside	90	39.5	75	32.9	114	50.0
Springfield	206	47.6	178	41.1	161	37.2
<b>Total</b>	<b>732</b>	<b>40.9</b>	<b>667</b>	<b>37.3</b>	<b>821</b>	<b>45.9</b>

Note: Twenty children (1.0%) did not respond to this question. All of these were in grades 7 and 8.

Analysis

- a. Based on the perceptions of their children, for all except the third grade, the percentage of children who feel that both parents can speak a foreign language, only one speak, or neither speak a foreign language is about equally divided into thirds. About four-fifths of the third grade children feel their parents cannot speak any foreign language. The immaturity of these children may account for some of this difference.
- b. Homes in which at least one parent speaks a foreign language outnumber those in which neither parent speaks a foreign language by about 2 to 1.
- c. This table reveals numbers only and is not, of course, concerned with fluency.

7. What foreign languages do the parents of the children speak and what speaking ability have they in these languages, as perceived by their children?

Table XXIX - Languages Spoken by Parents and the Speaking Ability in Each Language Reported by Children Grades 3 - 5.

	BH	C	G	K	M	S
<b>French</b>						
Both	4c	2c	1c	2c	2b, 3c	6c
One	6c	3c	-	-	1c	9c
<b>Spanish</b>						
Both	-	2c	1b	2c	1b	3c
One	2c	2c	1b	-	1b, 2c	6c
<b>German</b>						
Both	1a, 3c	2b, 4c	-	2b	2b	1b, 7c
One	8c	3c	1b	2b, 3c	7c	4c
<b>Italian</b>						
Both	5b, 7c	4b, 3c	1c	4b, 2c	1b	1a, 6c
One	2c	6c	2c	1b, 2c	1c	3c
<b>Hungarian</b>						
Both	-	1c	-	-	-	-
One	-	1c	1b	1c	1b	-
<b>Polish</b>						
Both	1c	1b, 4c	-	5c	1c	-
One	1c	3c	-	2b, 2c	-	-
<b>Scandinavian</b>						
Both	1c	-	-	-	-	1c
One	-	1c	-	-	1c	-
<b>Slavic</b>						
Both	1c	2c	-	-	-	-
One	-	-	1b	-	-	1c
<b>Hebrew*</b>						
Both	1b, 4c	2b, 3c	-	2c	2b, 1c	7c
One	1c	-	-	1c	-	5b, 5c
<b>Total</b>						
Both	1a, 6b, 21c	9b, 21c	1b, 2c	6b, 13c	8b, 5c	1a, 1b, 30c
One	20c	19c	4b, 2c	5b, 9c	2b, 12c	5b, 28c

\*Yiddish is included with Hebrew

Note: a = speaks the language all the time; b - speaks the language often,  
c = speaks the language seldom.

Note: Other languages mentioned to a lesser degree were Portuguese, Chinese, Ukrainian and Russian.

## Analysis

- a. In families where both parents speak a foreign language, there are 2 who speak it all the time, 31 who speak it often, and 92 who speak it seldom. In families where only one parent speaks a foreign language, 16 speak it often while 90 speak it seldom.
- b. Springfield, Berkeley Heights, and Clark have the most foreign-speaking parents.
- c. French, German, Italian, and Hebrew (and/or Yiddish) are the foreign languages spoken by most of the parents.
- d. In Berkeley Heights the most predominant foreign languages are Italian and German; Clark, Italian; Garwood has no predominant language reported; Kenilworth, Italian and Polish; Mountainside, German; and Springfield, French and Hebrew (and/or Yiddish).
- e. With the exception of Springfield there is not much French spoken in the communities. Spanish is not spoken to any significant degree in any of the districts, with the possible exception of Springfield.
- f. While there are a great many foreign languages spoken in the communities, the children say that most of the languages are seldom spoken.
- g. The 7th and 8th grade questionnaire did not reveal the fluency with which parents speak another language. The languages which parents of these children speak are just about the same as those spoken by 3rd and 5th grade parents. A total of 29 different languages were reported by these pupils.

8. What foreign languages can children now speak?

Table XXX - Foreign Languages Now Spoken by Children, Grades 3 &amp; 5.

	F	S	G	I	H	P	H	Total
Berkeley Heights	5a	4a	1, 3a	1, 6a	1	-	1a	3, 19a
Clark	2a	3a	6a	3a	1	2, 1a	1, 2a	4, 17a
Garwood	-	2a	2a	2a	-	-	-	6a
Kenilworth	1a	2a	3a	4a	-	1a	1a	12a
Mountainside	27a	1a	1, 1a	2a	-	-	2	3, 31a
Springfield	20a	1, 5a	2, 4a	1, 4a	-	-	25	29, 33a
Total	55a	1, 17a	4, 19a	2, 21a	2	2, 2a	28, 4a	39, 118a

Note: a = very limited speaking ability.

Note: Other languages spoken to a lesser degree are Chinese, Swedish, Russian, Slavic, and Syrian.

Table XXXI - Foreign Languages Now Spoken by Children, Grades 7 &amp; 8

	F	S	G	I	H	P	H
Berkeley Heights	17	12	10	7	-	2	5
Clark	8	9	12	6	3	3	12
Garwood	3	1	-	7	-	2	1
Kenilworth	3	3	6	4	1	1	5
Mountainside	15	2	2	3	-	2	4
Springfield	71	69	10	9	-	3	-

Note: Sixteen other languages were mentioned to a lesser degree.

Analysis of Tables XXX and XXXI

- a. Table XXX shows that 3rd and 5th grade children speak many languages, but that with the exception of Hebrew (and/or Yiddish), their ability is very limited. Table XXXI shows that 7th and 8th grade children similarly speak many languages, but their degree of fluency is not indicated. However, it is highly likely that their speaking ability is very much like that of the 3rd and 5th grade children.
- b. The effects of the foreign language programs in French and Spanish in Mountainside and Springfield are evident in both tables.

9. Would the children like to learn a foreign language?

Table XXXII - Number of Children Who Would Like to Learn a Foreign Language

	Grade 3 Total	Grade 5 Total	Grades 7&8	Total	Size of Sample	%
Berkeley Heights	47	47	317	411	440	93.4
Clark	41	37	380	458	498	92.0
Garwood	9	18	130	157	168	93.4
Kenilworth	20	22	240	282	305	92.3
Mountainside	19	26	207	252	282	89.7
Springfield	49	57	404	510	547	93.2

Analysis

- a. An overwhelming majority of pupils in each district express a desire to learn a foreign language.
- b. The percentage of pupils wishing to know another language is nearly the same in each district.
- c. Bright children express a greater interest in learning another language than other children.
- d. Children in the higher grades express a greater interest in learning another language than children in the lower grades.

10. What languages would the children like to learn?

Table XXXIII - Languages Children Would Like to Learn.

	F	S	G	I	R	L	Other
<u>Berkeley Heights</u>							
Grades 3, 5	29	15	17	7	8	5	8
Grades 7, 8	132	76	59	49	17	40	19
Total	161	91	76	56	25	45	27
<u>Clark</u>							
Grades 3, 5	13	16	9	9	0	0	7
Grades 7, 8	175	112	51	42	24	36	25
Total	188	128	60	51	24	36	32
<u>Garwood</u>							
Grades 3, 5	5	8	5	3	1	0	5
Grades 7, 8	47	29	25	31	10	11	7
Total	52	37	30	34	11	11	12
<u>Kenilworth</u>							
Grades 3, 5	9	4	6	9	1	0	8
Grades 7, 8	87	56	65	45	16	9	23
Total	96	60	71	54	17	9	36
<u>Mountainside</u>							
Grades 3, 5	8	10	13	5	1	0	3
Grades 7, 8	84	45	48	26	19	16	11
Total	92	55	61	31	20	16	14
<u>Springfield</u>							
Grades 3, 5	36	23	8	10	4	4	15
Grades 7, 8	179	141	47	32	22	24	26
Total	215	164	55	42	26	28	41
Total	804	535	353	268	123	145	162

Analysis

- a. French is preferred by most children, followed by Spanish, German, Italian, and Russian in that order.
- b. A number of other languages were also mentioned.

**11. In what grade do the 7th and 8th grade children feel that foreign language instruction should begin?**

**Table XXXIV - Grade in Which 7th and 8th Grade Children Feel Foreign Language Instruction Should Begin.**

	BH	C	G	K	M	S
k	3	3	0	0	1	6
1	16	8	3	2	5	16
2	10	3	0	4	3	12
3	18	19	2	14	26	57
4	34	26	5	35	35	55
5	39	44	28	34	35	68
6	58	82	35	61	49	90
Sub-total	178	185	73	150	154	304
Per cent	(49.7%)	(41.4%)	(50.3%)	(56.0%)	(63.6%)	(69.2%)
7	90	110	41	56	29	90
8	37	77	19	32	27	21
Sub-total	127	187	60	88	56	111
Per cent	(35.5%)	(41.8%)	(41.4%)	(32.8%)	(23.1%)	(25.3%)
9	35	41	7	10	19	21
10	7	5	1	3	2	0
11-12	11	29	4	17	11	3
Sub-total	53	75	12	30	32	24
Per cent	(14.8%)	(16.8%)	(8.3%)	(11.2%)	(13.3%)	(5.5%)
Total	358	447	145	268	242	439

**Analysis**

- With the exception of Berkeley Heights and Clark, a majority of these children feel that foreign language instruction should begin before grade seven.
- Children in Mountainside and Springfield feel more strongly than children in the other districts that foreign language instruction should begin in the elementary grades, sixth or below.
- About one-third of the children (33.1%) feel foreign language instruction should begin in grades 7 or 8.
- Very few children feel that foreign language instruction should be delayed until high school.

## Part V - Attitude of High School Foreign Language Teachers Toward Foreign Language Instruction in the Elementary School

A program of foreign languages in the elementary school cannot be wholly successful in any school district unless there is coordination between the elementary and high school programs.

The attitudes of the present high school foreign language teachers toward foreign language instruction in the elementary school is thus an important factor in making a decision to start such a program. If it were to be found that these high school teachers highly favor FLES or that they feel FLES would significantly strengthen their total foreign language program, the program, if started, would have a much better chance for success. If, on the other hand, it were found that these teachers have negative attitudes toward FLES, probabilities of success are reduced.

To determine the attitudes of the present high school foreign language teachers toward FLES, a meeting was held with some of these teachers to discuss their feelings about FLES and all nineteen teachers were asked to respond to a questionnaire, which is shown in the Appendix. The findings from this questionnaire are summarized below.

### 1. What do the high school foreign language teachers feel are the advantages to a high school program where foreign language is taught in elementary school?

Table XXXV - Advantages Stated by High School Foreign Language Teachers for FLES.

	No. of times reason stated
High school could spend time teaching grammar, literature, cultural aspects.	10
Better pronunciation acquired at an early age.	5
Students would have a better command of the language when finishing high school. Language study would be lengthened.	3
Less inhibition in learning to speak language at an early age.	3
Students acquire familiarity with sounds, words, sentence structure, and idiomatic usage at early age	2
Actual thinking in the new language will be facilitated.	1

### Analysis

- a. The high school teachers' feelings are in general consistent with the research evidence as to the advantages of elementary school study of foreign language.
- b. The relative low rating of the fluency criterion should not be misleading, for it is implicit in the first two reasons given as well.

### 2. What do the high school teachers feel are the disadvantages to a high school program where foreign language is taught in elementary school?

Table XXXVI - Disadvantages to High School Programs Stated by High School Foreign Language Teachers for FLES.

	No. of times reason stated
Mistakes will have to be unlearned, especially in pronunciation, if elementary teacher is not qualified	12
Because the elementary school will probably only offer one or two languages, there will be a neglect of other languages in high school	4
If there is lack of coordination between elementary and high school, teachers will be at a loss as to where to begin	3
Students will think language study should be as easy as it was in elementary school	1

### Analysis

- a. Except for the second objection, the disadvantages noted are methodological and potential.
- b. Only one teacher of the nineteen expressed totally negative attitudes toward FLES. All the others expressed both advantages and disadvantages.

**3. If FLES were offered, how and under what conditions do the high school foreign language teachers feel their curriculum or teaching methods should be altered?**

**Table XXXVII - Ways in Which High School Teachers Feel FLES Would Alter Their Curriculum and Teaching Methods.**

	No. of times reason stated
Would have to offer a more thorough study of literature, grammar, and cultural aspects of the country	11
Curriculum would have to be advanced to allow for past learning	9
Classes would have to be grouped to accommodate students who have already studied a foreign language and those who have not	4
More language laboratory work would have to be included	4
Extensive use of audio-visual aids would be needed	2
Present textbooks would have to be supplemented	2
More teachers would be required for various levels	1
Teacher quality on the high school level must rise	1

**Analysis**

- a. All the responses to this question indicate that the quality of high school foreign language teaching would be raised and that the scope of the program would be increased.
- b. This is the strongest expression of the potential worth of a FLES program revealed.

**4. How do the high school foreign language teachers see themselves contributing to the FLES program, if such a program were instituted?**

**Table XXXVIII - Ways in Which High School Foreign Language Teachers Feel They Can Contribute to a FLES Program.**

	No. of times reason stated
By cooperating with the elementary school (Help write up a course of study, help set up goals, learn about the materials being used, help coordinate the two programs, conducting conferences.)	8
By preparing and adjusting a new curriculum for the high school	6
Know no ways to contribute, but willing to participate	1
Know no ways to contribute	2
No response	1

**Analysis**

- a. A majority of the teachers see positive ways in which they feel they can contribute to the FLES program.
- b. There is a high degree of willingness to coordinate the total program.

**Conclusions**

The data presented in this chapter show the attitudes of the five crucial groups which have to be considered in making a decision as to the feasibility and desirability of beginning and carrying on a program of modern foreign language in the elementary schools. The analysis of these data has shown, in some cases, favorable attitudes, and in other cases, unfavorable attitudes. When the data are considered as a whole the favorable attitudes far outweigh the unfavorable ones. The attitudes of parents, children, and high school foreign language teachers are all extremely favorable to the program.

None of the findings in this part of the study suggest any insurmountable problem in instituting and successfully carrying out a FLES program. These communities are indeed fortunate, if they wish to start the program, to possess this promising climate.

## CHAPTER IV

SURVEY OF DISTRICTS IN PENNSYLVANIA AND NEW JERSEY  
OPERATING ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAMS

This chapter reports the results of a survey of school districts in New Jersey and Pennsylvania which are reported to be operating FLES programs. The purpose of the survey\* was to find answers to questions about such items as cost of the program, languages taught, qualifications of teachers, and other general characteristics of the programs.

1. What school districts were sampled?

Ninety-nine districts in Pennsylvania and New Jersey were sent questionnaires. These were the ones reported to have FLES programs in operation in 1959-1960 by the Modern Foreign Language Association's report of FLES programs. Forty-seven replies were received.

2. How much per pupil do FLES programs cost?

Table XXXIX - Per Pupil Costs in Districts Reporting.

Cost of Programs	Less than \$5.00	\$5.00 to 9.99	\$10.00 to 14.99	\$15.00 to 19.99	\$20.00 to 23.99	\$25.00 to 29.99	\$30.00 to 34.99	\$35.00 to 39.99	\$40.00 or more
Number of Districts	18	11	5	1	6	3	3	1	1

The range of costs per student was from "none" and "almost nothing" to \$54.25. The median was about \$12.35 per pupil per year.

The most expensive item is the salary of a qualified teacher. When a teacher already employed took over language instruction, the cost of the program was relatively small. The cost of supplies and equipment, however, ranged from \$5,000 for a school teaching language to 462 children to \$200 in a school teaching 923 children.

\* The questionnaires were filled out by the school officials directly responsible for the coordination of the program. The questionnaire form is reproduced in the Appendix.

3. What languages are taught in these elementary schools?

Table XL - Languages Studied in Districts Reporting.

Languages	Spanish	French	German	Russian
Number of Districts	30	27	5	1

The responses to the questionnaire administered in Pennsylvania and New Jersey indicate that in languages studied these states follow the national trend. Spanish and French are the most popular languages.

4. At what grade level do the FLES programs begin?

Table XLI - Grades at Which Foreign Language Teaching is Begun

Grade	K	1	2	3	4	5	6	7	8
Number of Districts	2	2	1	16	17	3	5	2	1

The pattern of response to this question is again similar to the national pattern; most programs begin in third or fourth grades.

5. What are the length and frequency of the foreign language periods?

Table XLII - Length and Frequency of FLES Periods.

Number of districts teaching FLES	Length of FLES period					Total
	Less than 15 minutes	15 to 19 minutes	20-29 minutes	30-44 minutes	45 or more	
1 day a week			1	2	4	7
2 days a week			5	10	2	17
3 days a week	1	3	4	3	2	13
4 days a week			1			1
5 days a week	2	3	2	4		11
Total	3	6	13	19	8	49

Fifty-one per cent of the districts responding to the questionnaire reported that FLES classes met three times a week or more. Over 75 per cent of the districts responding stated that their lessons lasted from 20 to 45 minutes. Only three of the districts report periods of less than 15 minutes.

6. What are the qualifications of the FLES teachers?

Table XLIII - Qualifications of Teachers.

Qualifications	Number of Responses
Specialist	21
Language major	11
Native speaker	4

The majority of the teachers used in the FLES programs are either specialists with both teacher training and fluency in the language or language specialists.

Other qualifications reported were education degree, desire to teach elementary children, language minor, and study within the country speaking the language.

7. On what basis is FLES offered to the pupils?

Table XLIV - Basis On Which FLES is Offered to Pupils.

Basis	Number of Responses
All pupils must take the language	28
Only qualified pupils may elect	14
Compulsory in early grades; qualify in upper grades	4
Qualify in early grades; compulsory in upper grades	1
Voluntary in early; compulsory in upper grades	1
No answer	3

Fifty-three per cent of the districts reporting state that all children are required to take the language when offered. The rest of the districts suggest various selection devices. These include selection on the basis of intelligence and aptitude as well as voluntary selections.

8. Has the problem of program continuity been solved?

Table XLV - Districts Reactions to Problem of Continuity in FLES.

Responses	Number of Districts
Have solved problem	35
Problem not solved	8
No answer	6
Total	49

Table XLVI - Methods Used to Solve Problem of Continuity.

	Number of Responses
Coordination with secondary schools	20
Same teacher(s) follow class	14
Curriculum coordinator	5
Only small group; no problem	1

The primary solution is longitudinal planning, with either curriculum coordinators and language coordinators or the language departments of both the elementary and junior-senior high schools holding enough meetings to guarantee that no gaps occur in the language teaching. Several high schools moved their French programs down to 9th grade to accommodate the FLES program. A second technique to assure continuity is to have the same teacher or teachers follow given classes through the grades.

Three schools reported that the junior high school years were the cause of discontinuity.

9. Were parents instrumental in making the decision to offer FLES?

Table XLVII - Extent to Which Parents Helped Make Decision For FLES.

Role of Parents	Number of Responses
No, they did not help decide	24
No, but we knew they wanted language	3
Yes, they were instrumental	17
Yes, but incidentally only	5
Total	49

In most cases the parents were apparently not instrumental in making the decision, though they were in thirty-four per cent of the communities.

10. How successful are the programs?

Table XLVIII - Coordinator Estimates of Parent, Teacher, and Administrator Ratings of Programs.

	Coordinator	Administrators	Teachers	Parents	Pupils
Successful	27	42	41	43	43
Uncertain	5	5	7	5	5
Unsuccessful	4	1	0	0	0
No answer	6	1	1	1	1
Too soon to evaluate	7	0	0	0	0

11. What subjects, if any, have been replaced by inclusion of the foreign language program?

Of the forty-nine school districts responding, only two indicated that the school day was lengthened to provide time for the FLES program. The other districts found the time by some method of shortening the time given to other elements of the total school program. No district expressed a sense of regret, apparently feeling that they had done no harm to the rest of the program by shortening the time given them by so little.

Chapter Summary

There is an opinion expressed in the questionnaires that American children should have a second language. FLES administrators seem to be aware of this feeling among the parents in their districts, but the impetus for actually instituting language instruction seems to come when one or several teachers are available and willing to undertake the job. Spanish and French are usually chosen as the foreign languages to be taught, and third or fourth grade is most frequently chosen the time to begin. The great majority of schools which have started language instruction are highly in favor of their programs; only two of the 49 reporting schools have dropped it once begun. Much variation and many unsolved problems remain: teacher certification, reasonable cost, transfer students, extent of weekly teaching, whether or not to make languages compulsory. The questions of continuity and basic subject displacement seem largely solved, especially in self-contained classroom systems wherein teachers may modify their schedules without neglecting fulfillment of their other academic objectives.

## CHAPTER V

## RECOMMENDATIONS

The foregoing pages present a good many facts and opinions which have a bearing upon what the school authorities in the Union County Regional School District will do, if anything, about adding modern foreign language instruction to their elementary school curricula. It has already been noted that research does not make decisions, it informs them.

It remains an obligation of the research team to present for the boards' consideration its own best judgments anent the question, "To teach or not to teach foreign languages in the elementary grades?" But first, a few statements about the administrative organization of the districts.

#### Administrative Organization

A regional organization is a special case in school administration. True, there are a few other states where separate high school and elementary school districts exist. And they have the same problems that New Jersey experiences in articulation and in maintaining citizen support, both financial and general.

New Jersey differs from the other states which have separate secondary and elementary districts mainly in that other states are actively trying to change by consolidating these separate districts, while New Jersey is busy creating more regional high school districts, thus leaving more independent elementary school districts.

To note this fact is not to argue the case of consolidation versus regionalization, for this is not the forum for such a debate. It is a basic consideration, however, in the question here discussed, just as it is in any curriculum question for these schools. A school district is an entity, one organism; its parts need one another for each to function effectively.

The Union County Regional District has learned to adapt to the fact of regionalization by working in cooperation. The school boards, the administrators and the County Superintendent have learned to manage their independence of each other by not insisting on it. They have, in large measure, achieved the maturity of cooperation.

They will need to continue to cooperate if they are to make improvements in their programs of education. And since the regional organization makes acting cooperatively a voluntary choice, and since failure to cooperate by any part of the total organization will have its deleterious effects on the other parts, the burden of voluntary cooperation falls upon all.

There is another factor operating, too. Curriculum improvements tend to be costly. It may be possible, in some imagined world, to improve education without adding to its cost. In point of fact, improvement means greater expenditure. This may be regrettable, but it is nonetheless factual. People who wish to adapt their schools to an ever-changing world of needs are often faced with specific hard choices to make between the advantages of an educational change and not spending the money it will cost.

Still, however slowly, people do often deliberately choose better education rather than money. Often they do not. Each question deserves its own consideration; every suggestion for spending more money for education is wholesome.

Good new ideas have their own power, and through time good ideas generate their own support. The rate at which schools take on new ideas - and pay for them - depends mainly on how serious people are about having better education for their children. Communities differ in their rates of educational change. A great deal of research, much of it by Paul Mort and his students, has shown that there are three classes of communities: leaders, early followers, late followers and laggards - their willingness to take on wholesome new ideas in education.

The research team does not know how the communities of the Union County Regional District will act on the question of foreign language instruction in elementary school. Judging by past performances, however, there is, generally, enthusiasm for good education in the area.

The recommendations of the research team suggest change, though in a slower and more deliberate fashion than others might offer. There are advantages, we think, in our suggestions. One advantage is the validity of the experimental approach, another is in approaching complex matters prudently and allowing time and experience to work its wonders, and still another is that there is value in moving from where one is to where one wants to be, rather than moving in the other direction. All of this will become clearer as the research team moves through answers to a series of final questions.

### Recommendations

#### 1. Are there any dangers inherent in elementary school foreign language programs?

In considering this broad question a number of more specific questions relating to possible negative effects were answered in the research cited: emotional problems in learners, retardation in English and effects upon other areas of the curriculum.

There is no indication in the research that an elementary foreign language program has inherent dangers or risks. There is no evidence that FLES programs work miracles, either. Learning to speak a foreign language does not automatically improve a child's emotional adjustment, his use of English, his athletic prowess, or even his social status.

There is evidence that a child can learn a certain fluency in the use of a foreign language more readily at an early age; that he will probably gain fluency more readily than if foreign language instruction is left for the high school years. But this is true only if the elementary language program is a good one.

If a poor program is begun in elementary school, it is still a poor program, and is as unlikely to yield useful results as a poor program would in science or arithmetic. Those elementary school language programs that fail do so because of the way they are conducted, not because there is an inherent weakness in the conception itself.

## 2. What are the advantages of beginning instruction in foreign languages in the elementary school?

Instruction in foreign languages is based on a number of assumptions about the worth of a knowledge of foreign language. Generally people have always thought such a knowledge to be worthwhile, though not always of the same languages or for the same reasons. Early in our history the classical languages, Latin, Greek and Hebrew, were valued most highly, required in most collegiate programs, and were the hallmarks of the scholarly and cultured man. Later the classical ideal began to fade somewhat, and the modern foreign languages were preferred - while Greek and Hebrew lost in prestige and appeal.

In the high schools Latin and the modern European languages - French, Spanish and German primarily - were offered in the so-called academic curriculum, in part for the reason that foreign language was required for admission to most colleges. Motivated by this purpose, most high school foreign language programs quite logically emphasized a reading and writing methodology in their teaching of foreign language. Colleges were not much concerned with a student's speaking fluency, except in the special cases of language majors or in some special programs. There was, in brief, a literary value stressed in learning foreign language in both high school and college.

Dissatisfaction with the literary stress was widespread, however. For one thing, not much literary proficiency was being achieved in the typical two year exposure to a foreign language; even three years left much to be desired. For another, the colleges were relaxing their emphasis on foreign language for admission; presumably they were finding that a little high school language was not especially

useful. But mainly people were thinking that a language was for using, that when one studied a language it was reasonable to expect that one would be able to speak it, to converse with others in the language. If the "world was getting smaller," if people were travelling more, if the cultures of other countries were important to know about, if people all around the world were learning to speak English, why shouldn't American boys and girls have some practical use of their foreign language studies? Why not, indeed.

To state the case for conversational proficiency in a language is not to derogate the reading and writing proficiencies. It is merely to recognize that languages are spoken, listened to, read and written, and that to know only one or two language skills is not enough. All should be known. To believe this is to accept the need for extending the period of instruction in foreign language.

And some school systems began to teach for conversational fluency, beginning in earlier grades to get the so-called oral-aural method first and then still teach the reading and writing in the upper secondary grades. Experience with teaching English as a foreign language and especially wartime experience in teaching large numbers how to speak foreign languages quickly improved techniques and demonstrated beyond question that anyone could learn to converse reasonably well in a language not his own.

So brief a historical review leaves out much of interest, but it does highlight the fact that there is a history. It also permits a simple reply to the question, "what are the advantages of beginning instruction in foreign languages in the elementary schools?"

If the desired goal is fluency in conversation as well as literary competency, foreign language instruction needs more time. If reading and writing are to be the primary instructional goals of the secondary school foreign language program, then the conversational approach must be begun and used in the earlier grades. If conversational fluency is not desired, elementary school foreign language instruction is unnecessary.

The role of the colleges in foreign language instruction is varied, of course. In most collegiate programs languages are taught at all levels from the primer to the most advanced, and by many methods. It is conceivable, therefore, that the high schools could emulate the colleges and offer conversational courses in languages which the student could follow with other courses in college. It might even be that the high school courses could remain the same as they are, typically, and allow the student to gain his conversational fluency in college. Neither is impossible, but both are impracticable for many students. Some students who wish foreign language study will not, in fact, attend college. Besides, conversational skill should come first, as it does for all who learn their native language. Above all, to leave it to the colleges denies many students the opportunity they need to pursue foreign language in a depth the colleges can offer, building on an extensive elementary and secondary school experience.

3. Does the inclusion of foreign language study in the elementary school displace present learnings?

The simple answer from experience is, "Not necessarily, but even if it does, it is not a serious matter."

The answer is really not quite so simple, in fact. As teachers and school administrators know so well, schools keep adding to their curricula and services over the years, rarely if ever sloughing off any of the old responsibilities. The old cry "There's always room for one more" is not always true, of course; there is a point of saturation, even in buses and elevators.

The recommendation of the research team is that if foreign languages are to be added, the school day for those pupils affected ought to be lengthened by the time given daily to the instruction. The recommendation is based on the conviction that the school day is capable of being lengthened without hardship for anyone.

But we are not naive. We know perfectly well that whatever the school day is now it will be considered by nearly everyone to be just right, so that lengthening it will seem wrong or unfair. It will avail us very little to point out that the length of the school day varies from school district to school district generally in the country and that one length takes getting used to, just as does any other length, within reason. Teachers will say with some justice, that a longer day ought to be worth more pay. Children will cry, "Foul." Parents will have their schedules too, and they will talk about the value to their children of after-school play hours, music practice time, homework time, and haircut time. Mothers whose schedules have been nicely arranged and will now be in danger of being upset, will be upset. (Some parents will be happy to have their children in school longer, for their own reasons.) Administrators will have their own problems not only with teachers, children and parents, but with buses, crossing guards, state reports, budgets and other matters too numerous to mention. The problems may be numerous and real, but they strike the research team as being relatively easy to solve and adjust to. But, we are not naive.

There are other ways of having foreign language within the scope of the day's present limits. It is possible, apparently, for a school's curriculum to be rescheduled to make time for a new learning experience. Time can be "saved" from certain non-instructional activities. It is likewise possible to take a few minutes from each of the instructional areas to create foreign language time. Most schools do it in these ways, in fact. They report that no visible violence has been done to the total program. They are probably right, but knowing how short time is, the research team, stubbornly no doubt, still prefers lengthening the school day, though some compromise among methods would be happiest, all things considered.

4. What are the attitudes of the children toward a FLES program in their schools?

Of the total number of children surveyed, 92.4 per cent expressed a desire to learn a foreign language in elementary school. Children tended to differ in their attitudes, depending upon their IQ's, grade level, and school district. Children with higher IQ's expressed greater desire to learn foreign language than did children of lower IQ's. Of the four grades surveyed, children in seventh and eighth grades showed greater desire to learn a foreign language than did children in third and fifth grades. However, in no group of children was the percentage who wanted to learn a foreign language less than 80 per cent.

When seventh and eighth grade children were asked at what grade level they thought foreign language instruction should begin 55 per cent stated they were in favor of starting it before grade seven, 33.1 per cent thought it should start in grades seven or eight, and only 11.9 per cent thought it should start in high school.

Although there are some slight differences among districts, grade levels, and intelligence groups then, the large majority of children have positive attitudes toward learning a foreign language before ninth grade.

5. How do parents of children in Union County schools feel about FLES?

A sampling of parents of third and fifth grade children showed that parents were overwhelmingly in favor of having a foreign language taught in the elementary schools. Over three-fourths (78.8%) of all the parents expressed approval. There is a range of approval between 70.5% and 83.0% in the six districts.

The reactions of parents to FLES indicates strong support. The question of joint support in the Union County schools need not be a deterrent to FLES programs, assuming that attitudes of parents surveyed were typical of those of the parents in the district.

6. What are the attitudes of the elementary teachers toward a FLES program in their schools?

A comprehensive survey of teachers concerning their attitudes toward FLES indicates a split among the teachers. Of all the responses given to attitude questions, 41.3 per cent of the responses were favorable to FLES, 29.2 per cent were unfavorable and 26.5 per cent of the responses were neutral. Although a substantial number of teachers were opposed to FLES, a larger percentage were in favor of it. Over 66 per cent of the teachers believe that foreign language can be taught in their classrooms.

Although attitudes of the teachers toward FLES are not as positive as the attitudes of either the children or parent, they are not wholly negative. Most of the teachers who have strong feelings one way or another favor FLES.

7. What are the attitudes of the high school foreign language teachers toward FLES?

All but one of the high school foreign language teachers expressed highly positive attitudes towards FLES. They suggested some of the advantages for FLES that were identified in the research, but they also emphasized that there were certain dangers should the program be poorly operated. The elementary language teacher, they felt, should be an expert in the language, and the program of the elementary school should be well coordinated with that of the high school.

8. What specific attitudes of the Union County school administrators towards FLES have particular relevance for this project?

The answers to this question were found by analyzing the administrators' estimates of faculty, parent, and pupil support in their communities and then comparing these estimates with the attitudes of the teachers, parents and children as indicated by surveys.

The results of this comparison show that the administrators underestimated support for FLES by all three groups. Administrators felt that only a relatively small percentage of children and parents were in favor of FLES. They also underestimated teacher support for FLES, but to not as great an extent as was the case with children and parents.

Although administrators were not aware of how widespread community support was for FLES, nearly all of the administrators of the elementary school districts did express the opinion that their communities wanted and would support high quality educational programs for their children.

9. How important are the results of these attitude surveys?

The research team considers them important in assessing the climate of readiness, but not crucial in making the decision on the question. An educational change ought to take place in a favorable climate, but the wholesomeness of the change is not decided by a popularity contest or a majority vote. It is an unflinching error when laymen feel that an educational change should be accomplished when a majority of citizens want it, for even if the citizens were right in any instance, they would still be wrong in adjudging that they were competent to determine the issue. The decision is a professional one, and the school administrators

must make it. Their recommendations to their several boards is the machinery by which change may be accomplished. The boards must sanction the decision, but in the basic sense it is not a board decision either.

Yet it is wrong to underemphasize the value of citizen, teacher and pupil support of educational change. Experience tells us that the success of a new educational idea depends in very large measure on how the people affected by it feel about it. In this the schools of the Union County Regional District are fortunate, if they choose to add foreign language instruction in the elementary grades. They have the support for it.

10. Should the elementary schools of the Union County Regional District offer a program of foreign languages?

The research team's answer is a qualified affirmative. The qualifications are ones of value (or purpose), method and organization. There is no lack of enthusiasm for elementary school foreign language instruction implied as an idea, but neither is there a willingness to recommend any kind of foreign language so long as it is a program. That is to say, if it is not a good program - by standards specified below - the research team does not recommend foreign language instruction. But it does recommend it strongly, if it is a good program.

The qualification of value. Many values are claimed for learning foreign languages. Many of these are worthy, others are probably nonsense. Language is a tool for communication, and communication skill is a valuable asset for anyone who wishes to communicate or to be communicated with. If it can be established that communication with other cultures and other people is useful, learning a foreign language is useful. There can be no doubt of the value of this, not at the present stage of the world's development, even if there were ever any reasons for such doubt. There may be subsidiary values as well, such as learning to love one's fellow man, relieving the crippling effects of provincialism, and the like.

Learning a foreign language is not useful for such purposes as learning English better or improving the mental discipline of the learner.

The point is that the primary value of learning a language, any language, is that one can communicate with other persons, other cultures, other times. For this fluency in the language is necessary. The research team therefore recommends a foreign language program whose goal is developing the student's fluency in speaking, listening, reading and writing. No other goal is worthwhile, in our judgment.

The qualification of method. The research team believes in the validity of the psychological and logical order in learning a language which begins with the simple skills of listening and speaking and builds on these skills in teaching reading and writing skills. Beginning in the elementary grades, and building these skills in their "normal" order, has the undeniable advantage of creating feelings of accomplishment, of increasing motivation as it grows out of confidence. The elementary foreign language program should be a speaking-listening program, not a book-centered one.

The qualification of organization. In general, there are three ways in which an elementary foreign language program can be organized in the Union County Regional School District.

a. The first may be called the coordinator-specialist plan. This is the one recommended by the research team.

The features of the plan are these:

- One language teacher fully qualified as either an elementary or a junior high school teacher per each 300-325 children. This teacher is the specialist, and notable for his fluency in the language.
- A coordinator would be required for each 10-15 specialists. The coordinator is qualified as a specialist in elementary or junior high school foreign language teaching. He is also a supervisor and administrator.
- The coordinator(s) is jointly employed by all the elementary districts and the high school district, and his responsibilities include coordination of the elementary program with the high school program.

b. The second plan may be called the coordinator - present staff plan. It is not specifically recommended by the research team, though it may possibly be used as a transitional approach for a short time if a sufficient number of the present staff is competent enough in foreign languages. This latter point must be carefully ascertained.

The features of this plan are these:

- Those elementary teachers now on the staffs of the several schools who have some proficiency in foreign language (presumably, of course, the one(s) chosen) would, with special refresher training, serve on a scheduled basis as specialists in language as well as regular classroom teachers. The number so needed would depend upon schedule requirements.
- A coordinator would be required for each 5-6 such teachers. The coordinator responsibilities and contractual arrangements would be the same as in the first plan, but his work load could be greater in direct supervision and in-service work.

There are no advantages in this plan, except in cost and in that there is a current shortage of qualified language specialists.

c. The third plan may be called the audio-visual one. It depends largely upon non-fluent teachers who use tapes, films, records and the like to carry the major burden of instruction. The research team strongly recommends against this plan. It is our judgment that it would be far better to delay foreign language teaching than to resort to this means.

11. What sequence is most desirable in the foreign language program?

Sequence in teaching all subjects is important; for teaching language it is crucial. It does not make sense to begin foreign language instruction in the early elementary grades before a good program has been developed in the seventh and eighth grades.

Our recommendation is that the districts start teaching foreign language not in the early grades and work up, but rather we suggest that first they work down into the seventh and eight. "Unless there is a solid junior-senior high school program of foreign language learning with due stress on the listening and speaking skills and full articulation with previous instruction, FLES learnings wither on the vine." (94)

Specifically, the research team recommends building from present strength, the current high school foreign language program. Surely it makes better sense to move down in the seventh and eighth grades, experimentally, than it does to start in an early grade, say three, four or five, and run far

greater risks of failure. Besides, it may be that a well-designed, well-coordinated six year program, grades seven through twelve, in which at least 20 minutes per day in grades 7 and 8 are used for foreign language instruction will prove to be long enough to develop fluency. If another grade or two seems to be necessary, the program can always be moved down into the earlier grades.

The research team is aware, of course, that the literature makes an excellent case for an earlier start than the seventh grade, and we are not unimpressed. But we are equally impressed by the need for a sound strategy in introducing curriculum change. A successful seventh and eighth grade program using a speaking-listening approach may be the best proof possible of the virtues of extending the program into earlier grades. The research team is chiefly interested in the success of a program. We believe that our recommendation is, all factors considered, the soundest way to start.

12. How should the elementary school program be articulated with the high school program?

It is the need for articulation between elementary school program and high school program that has been fundamental in the research team's thinking about specific recommendations. We are convinced that if the programs are less than well-articulated the failure of the elementary program is virtually inevitable. Thus, the recommendations make these specific suggestions for articulation.

a. The language chosen for each of the several elementary school programs ought to be one of the modern foreign languages being taught in the high school: French, Spanish, German. It is not necessary for all the elementary programs to instruct in the same language - or that instruction in any school be restricted to one language - but every child who starts a language in the seventh grade should be able to have six years of study in that language.

b. The coordinator(s) ought to be jointly employed by all seven districts, and it should be a coordinator's responsibility to maintain methods of articulating the elementary and the secondary programs.

c. The high school language teachers should be used as fully as schedules permit in helping the elementary specialists in preparing units, selecting materials, in-service activities and the like. In short, all the language teachers in all seven districts should, as far as possible, be thought of as constituting a single staff.

13. What are the potential effects of elementary foreign language programs on the high school?

In the long run the typical experience is that elementary programs greatly strengthen the high school program. This is not to say that certain short run effects do not necessitate adaptations and adjustments and are therefore troublesome administratively.

It is the judgment of the research team that these short run adjustments can be made without undue difficulty if prior planning is cooperative.

For one thing, the high school program will be dealing with students who are far better prepared to profit from foreign language instruction. In a sense, they will be advanced students. Obviously the courses of study in high school foreign language will have to be revised accordingly.

At the same time, some students will be beginning a second language in the high school. Therefore the high school will also need to have sections for beginning students in the languages it offers.

Suppose, too, that the elementary schools all choose the same language, say French or Spanish, what will this do to the high school program? It is to be hoped that this will not occur, or if it does, that it will not be long before the elementary schools offer a second choice as well. Nevertheless, it is possible that the high school foreign language program may become top heavy. But the high school nonetheless has the responsibility to maintain the variety of opportunity it offers now. Actually the number of second language choices will allow for this variety. It will mean, at worst, that some languages will not be profiting from the elementary schools' teaching. Time, guidance, and the success of the programs are the allies on the high school's side.

The research team hopes, of course, that the choices made for elementary school language offerings will be made with the active help of the high school staff, and that the strongest consideration will be given to strengthening the high school program, to avoid decisions that may create problems for the high school.

14. Who should be eligible to take a foreign language in grade seven?

It is true that various eligibility criteria are involved in different schools. There is something to be said, probably, for each variant. The research team believes that all children in grade seven in the Union County Regional District elementary schools should be given foreign language instruction. There are numbers of reasons for this judgment:

a. Intelligence or aptitude criteria are contraindicated by research evidence. We have no faith in the validity of these criteria.

b. Self-selection, presumably based on motivation and conceptions of ultimate vocational choice, is probably a reasonably sound method, but it has certain weaknesses, too. The chief weakness is that the choice is largely based on a lack of knowledge. Another weakness is that it is wrongly assumed that foreign language is useful only for the college bound. In fact, a good two year experience in a speaking-listening program has its own, albeit limited, validity. Preferably, of course, it is only the beginning of a six-year experience. But there is no loss in a two-year experience even if students do not continue in the high school program.

c. Administratively, since there are self-contained elementary classes rather than departmentalized junior high school classes, selection of students into "departments" is infeasible.

d. Selection may be employed with profit at the end of the eighth grade, when, if continuing language study is contraindicated for any child, the guidance function should be exercised.

15. How much will the recommended elementary foreign language program cost?

The research team estimates that its recommended coordinator-specialist approach will cost about \$8400.00 per year per 300-325 pupils, or about \$25-\$28 per year per pupil. This includes all costs; personnel, materials and equipment.

The coordinator-present staff plan would cost approximately \$10 per year per pupil, but it is a transitional plan at best and its returns are likely to be less economical than the recommended plan.

It is the research team's judgment that the districts can afford the added expenditure, if citizens wish.

16. How shall the plan be initiated?

After the decision is made by the administrators and approved by the boards, the details of the program should be developed cooperatively by representatives of the staffs of the seven districts. Full explanation of all the details should be made known to all teachers, parents and children.

It is vital that the original planning include deliberate means for evaluating the effectiveness of the programs in the several schools at stated periods.

BIBLIOGRAPHY

1. Agard, Frederick B., and Dunkel Harold B. "An Investigation of Second Language Teaching." Ginn & Co., 1948.
2. Allen, Edward D. "The Effects of the Language Laboratory on the Development of Skill in a Foreign Language." *Modern Language Journal*, 44-355-8, December 1960.
3. Anderson, Theodore. "The Teaching of a Second Language in the Elementary Schools: Issues and Implications." *Education*, Vol. 75 (April 1955) 490-497.
4. Anderson, Theodore. "Toward World Understanding: A Language Experiment in the New Haven Summer Training Schools." *School and Society*, 76:273-7, November 1, 1952.
5. Angiolillo, Paul F. *Armed Forces' Foreign Language Teaching*. Doctor's thesis. New York: Columbia University Teachers College, 1948. Also: *Armed Forces' Foreign Language Teaching*. New York: S. F. Vanni, 1947.
6. Angiolillo, Paul. "French for the Feeble-Minded: An Experiment." *Modern Language Journal*, 26:266-71, April 1942.
7. Barbe, Walter B. "Evaluation of Special Classes for Gifted Children." *Exceptional Children*, 22:60-2, November 1955.
8. Barrett, Donald S., and others. "Report on Special Sections in Elementary German at Indiana University." *German Quarterly*, Vol. 19, 18-28.
9. Beck, Theodore T. "An Experiment in Teaching French by the Oral-Cultural Approach Method." *Modern Language Journal*, 35-595-601, December 1951.
10. Borst, Roma Jean. *A Survey of Needs and a Suggested Program for Parents, Teachers and Pupils in Occasional and Part-Time Spanish Classes*. Doctor's Thesis. University of Wisconsin, 1956. Abstract: *Dissertation Abstracts*, 16-2399, No. 12, 1956.
11. Bernard, Walter. "Psychological Principles of Language Learning and the Bilingual Reading Material." *Modern Language Journal*, Vol. 35, 87-96, 1951.

12. Bovee, Arthur & Froehlich, Gustav. "Some Observations on the Relationship Between Mental Ability and Achievement in French." *Modern Language Journal*, 30:333-6, October 1946.
13. Bovee, Arthur G. "A Study of the Relationship Between Visual-Thought Comprehension in English and in French." *French Review*, 21:120-3, December 1947.
14. Bovee, Arthur Gibbon. "The Relationship Between Audio and Visual Thought Comprehension in French." *French Review*, 21:300-5, February 1948.
15. Bowen, J. Donald. "The Success of FLES." *Foreign Service Institute, Hispania*, Vol. 41, 351-53, September 1958.
16. Brady, Agnes M., editor. "Spanish in the Elementary Schools: A Flash Card Experiment for Teaching Spanish in the Fifth Grades." *Hispania*, Vol. 42, 590-4, December 1959.
17. Breunig, Marjorie. "Foreign Languages in the Elementary Schools of the United States." *Modern Language Association of America*. New York, 1961.
18. Buechel, Erwin H. "Grades and Ratings in Language Proficiency Evaluations." *Modern Foreign Language Journal*, Vol. 41, 41-47, January 1957.
19. Buxbaum, Edith. "The Role of a Second Language in the Formation of the Ego and Superego." *Psychanalytic Quarterly*, 18:279-89, 1949.
20. Cameron, Yvonne Guyot. "A Program and Plea for Practical Preparation in the Lower Forms." *French Review*, Vol. 14, 477-84, May 1941.
21. Carlson, William Donald. "An Analysis of the Achievement Outcomes of the 6-Hour Class Program at the University of Minnesota High School." *Doctor's Thesis*. University of Minnesota, 1955.
22. Carroll, John B. "A Factor Analysis of Two Foreign Language Aptitude Batteries." *The Journal of General Psychology*, Vol. 59, 3-19, July 1958.

23. Chary, Louis. "He Knows French." French Review, Vol. 26, 291-5, February 1953.
24. Cheydeleur, Frederick D., and Schenck A. "The Reading Method vs the Eclectic Method." French Review, Vol. 4; 198-214, October 1930.
25. Childers, J. Wesley. "Spanish in Elementary Schools." Kentucky Foreign Language Quarterly, Vol. 2:145-151.
26. Chomsky, Elsie. "Three Years of Experience With a Consultation Program." Jewish Education, No. 21, 17-22, 1950.
27. Chomsky and Williams. "Foreign Languages in the Elementary Schools" Modern Language Journal, Vol. 39, 89-92, February 1955.
28. Cookson, Frank B. "Tape and Teaching: An Experiment Using Tape Recorders for 'Self-tutoring' by Students." NEA Journal, 39-370. May 1950.
29. Dryer, Marian. "Grade School French Students Reach High School." French Review, Vol. 29: 157-161, December 1955.
30. Dunkel, Harold B. "Assessing Recent Language Experiments." Education, 69-98-105, 1948.
31. Dunkel, Harold, & Pillet, Roger. "The French Program in the University of Chicago Elementary School." Elementary School Journal, 57:17-27, October 1956.
32. Dunkel, Harold B. "Second Language Learning." Ginn & Co., 1948.
33. Dunkel, Harold & Pillet, Roger. "A Second Year of French in Elementary School." Elementary School Journal, 58:143-151, December 1957.
34. Dunkel, Harold & Pillet, Roger. "A Third Year of French in Elementary School." Elementary School Journal, 59:264-6, February 1959.
35. Easling, Kathleen Ardin. A Study of Foreign Languages Program in Campus Laboratory Schools. Doctor's thesis. Ohio State University, 1957. Abstract: Dissertation abstracts, 18:2068, no. 4, 1958.

36. Ellert, Ernest. "German in the Elementary Schools." *German Quarterly*, Vol. 31-32, 42-47, January 1958.
37. Ellison, Fred; Flores, Joseph; Johnson, Charles. "The University of Illinois Experiment in FLES, A Progress Report." Mimeo for University of Illinois, Urbana, Ill., November 1960.
38. Eterno, John A. "Foreign Language Pronunciation and Musical Aptitude." *Modern Language Journal*, Vol. 45, 168-170, April 1961.
39. Etnire, Elizabeth. "Five Years of Spanish in the Elementary Schools." *Modern Language Journal*, Vol. 42: 349-351.
40. Ferster, Charles B. and SaRon, Stanley M. "An Application of Recent Developments in Psychology to the Teaching of German." *Harvard Educational Review*, 28:58-69, 1958.
41. Fogler, Sigmund. "Emotional Release Through a Class in French Language Teaching for Mental Health." *Understanding the Child*, 26, January 1954.
42. Forlano, George and Hoffman, Moses. "Guessing and Telling Methods in Learning Words of a Foreign Language." *Journal of Educational Psychology*, Vol. 28:632-36, 1937.
43. Fox, Bernard H. & Robbin, Joseph. "The Retention of Material Presented During Sleep." *Journal of Experimental Psychology*, Vol. 43:75-79.
44. Fox, B. & Robbin, J. "The Retention of Material Presented During Sleep." *Journal of Experimental Psychology*, Vol. 43:75-79, 1952.
45. Franzblow, Abraham. "New Methods of Teaching Hebrew." *Jewish Education*, Vol. 22: 15-28, 1950.
46. Frazier, Alexander. "How Concerned Are We About Foreign Language in the Elementary School?" *Educational Research Bulletin*, Vol. 49:89-92, April 1961.
47. Freedland & C. E. Haydon. "Ten Years of Aural-Oral Teaching of Languages at Arlington State College." *Modern Language Journal*, Vol. 36:146-47, March 1952.
48. Friedman, Maurice. "An Experiment in Slow Motion Language Teaching." *High Points*, Vol. 10:26-30, June 1928.

49. Furness, Edna Lee. An Experiment in Objective Measurement of Aural Comprehension of Spanish. Doctor's thesis. University of Colorado Bulletin, Vol 53:27-30, April 1953.
50. Geary, Ralph, and Mauriello, Edna. Summary of Research on "Parlons Francais." First-year Program: Massachusetts Council for Public School, Modern Language Project, 1960. (mimeo)
51. Geigle, Ralph C. "Foreign Language and Basic Learnings." Elementary School Journal, Vol. 57:418, May 1957.
52. Gilbert, Luther & Loofbourow, Graham. "High School Spelling of English and Foreign Language Words." Modern Language Journal, Vol. 19:266-270, January 1935.
53. Girard, Daniel P. & Smith, Herbert F. S. "Foreign Language in the Elementary School?" NEA Journal, Vol 44:270-271, May 1955.
54. Glenn, Leona. "Teaching Foreign Language by Radio." Educational Research Bulletin, Vol. 40:113-120, #5, May 1961.
55. Grew, James. "An Experiment With Teaching Oral French in Grade III." University of Kentucky Libraries, Vol. 56:25, February 1950.
56. Hamilton, D. L. and Haden, C. F. "Experiment at the University of Texas." Modern Language Journal, Vol. 34:85-102, February 1950.
57. Hanson, Blair. "French Project for Elementary School, Third Year Report, 1959-1960."
58. Harding, Francis D., Jr. "Tests as Selectors of Language Students." Modern Language Journal, 42:120-2, March 1958.
59. Harris, Julian. "So You Are Going to Try Your Hand at Teaching French To Children?" French Review, Vol. 28:68-73, October 1954.
60. Hascall, Edward Orson Jr. Predicting Success in High School Foreign Language Study. Doctor's thesis. University of Michigan, 1959. Abstract: Dissertation abstracts, 19:3245, #12, 1959.
61. Heggen W. Gregor. "German in the Third and Fourth Grade." German Quarterly, 31:298-303, November 1958.

62. Hicks, Georgina. "Findings of the FLES Program in Muncie, Indiana." *French Review*, 32:62-65.
63. Hicks, Georgina. "Teaching Foreign Language to Children: Observations and Suggestions." *Modern Language Journal*, 43:29-31, January 1959.
64. Himmler, Merwin L. *An Analysis and Evaluation of a Television Demonstration of the Teaching of Fifth Grade Reading, Arithmetic and French.* Doctor's thesis. Pittsburgh: University of Pittsburgh, 1957. Abstract: *Dissertation Abstracts* 17:2467-68, #1, 1957.
65. Hodgson, F. M. "An Experiment in Language Learning." *Modern Language Journal*, Vol. 38:107-110, September 1957.
66. Hoge, Henry W. "Testing in the Language Laboratory: A Laboratory Experiment in Spanish Pronunciation." *Hispania*, 42:147-152, March 1959.
67. Hughes, Vergil Hubert. *A Study of the Relationships Among Selected Language Abilities.* Doctor's thesis. University of Missouri, 1950. Abstract: *Microfilm abstracts*, X:65-6, 1950.
68. Jensen, Summary of Presentation Made by Grant Jensen. *National Association of Secondary School Principals Bulletin*, Vol. 44, No. 255, 17-18, April 1960.
69. Johnson, Charles E; Flores, Josph S.; Ellison, Fred P. "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools." *Modern Foreign Language Journal*. Vol. XLV, No. 5, May 1961.
70. Joyaux, G. J. "An Experiment in East Lansing." *Modern Language Journal*, 41:144-5, March 1957.
71. Justman, Joseph and Nass, Martin. "The High School Achievement of Pupils Who Were and Were Not Introduced to a Foreign Language in Elementary Schools." *Modern Language Journal*, Vol. 40:120-3, March 1956.
72. Kahn, Lothar. "Teaching German in the Elementary School: A Short Trial Course." *German Quarterly*, 29:25-8, January 1956.

73. Kaulfers, Walter. "Why Prognose in Foreign Languages?" *Modern Language Journal*, Vol. 14:296-301, January 1930.
74. Kaulfers, Walter. "Prognosis and Its Alternatives in Relation to Guidance of Students." *German Quarterly*, Vol. 12:81-4, March 1939.
75. Kern, Edith. "FLES Testing." *French Review*, Vol. 33:45-52, October 1959.
76. Kettlekamp, Gilbert C. "Achievement When Two or More Languages Are Studied." *Education Digest*, 11:54-5, February 1946.
77. Kirch, Max. "At What Age Elementary School Language Teaching?" *Modern Language Journal*, Vol. 40:399-400, November 1956.
78. Kirch, Max. "Foreign Languages in the Elementary School: First Grade German." *Modern Language Journal*, 1939.
79. Lambert, Wallace. "Developmental Aspects of Second Language Acquisition #1 Associational Fluency, Stimulus Provocativeness, and Word Order Influence." *Journal of Social Psychology*, Vol. 43:83-89.
80. Lee, Harriet E. "Speaking of Failures." *English Journal H. S. Ed.*, 31:322-4, 1942.
81. Leonor, Larew. "Children vs. College Students." *Modern Language Journal*, 45:22-3, January 1961.
82. Lombert, Philip. "Should Parents Study Languages Too?" *Elementary School Journal*, Vol. 60:124-127, December 1959.
83. Loucks, Robert E. "Teaching Spanish Through Games in the Elementary Schools: An Experimental Study." *Hispania*, 42:246-7, May 1959.
84. Sister Mary Madeleine SSND. "A Demonstration Unit for FLES." *French Review*, 31:538-42, May 1958.
85. MacDonald, Douglas F. *The Construction and Evaluation of Objective Tests of Oral Language Skills*. Doctor's thesis. Boston University School of Education, 1957. Abstract: *Dissertation Abstracts*, Vol. 17, No. 9, 1957.

86. MacNaughton, Jacquilin, and Altenheim, Margarets. "An Investigation of Progresses in German." *Modern Language Journal*, Vol. 34:553-60, November 1950.
87. MacRae, Margit. "San Diego Evaluates Spanish in the Grades." *Hispania*, 34:391-2, November 1951.
88. Markwardt, Albert H. "Phonemic Bifurcation as An English Teaching Probelm." *Papers of the Michigan Academy of Science, Art and Letters*, Vol. 33:363-71, 1947.
89. Massmann, Robert E. "Spanish in New Britain." *Hispania*, 36:453-6, November 1953.
90. McMullen, Eldon. "The Intensive Method: An Experiment." *French Review*, 23:316-8, February 1950.
91. Meesan, H. J. "The Aural-Oral Sections at the University of Minnesota." *German Quarterly*, Vol. 19:36-41, January 1946.
92. Mehling, Reuben. "Public Opinion and the Teaching of Foreign Languages." *Modern Language Journal*, 328-31, November 1959.
93. Mildenberger, Kenneth W. "The Stake of Modern Language Teachers in FLES." *French Review*, Vol. 29:165-169, December 1955.
94. Modern Language Association. "Foreign Languages in the Elementary School: A Second Statement of Policy." New York, 1961.
95. Munn, Robert F. "Foreign Languages and Scientific Research." *Modern Language Journal*, Vol. 40:356-7, October 1956.
96. Naughton, Thomas J. "The Easy Way for Foreign Languages." *The Saturday Evening Post*, Vol. 231:20 of the January 24, 1959 issue.
97. Nelson, M. J. "Educational Research and Statistics: A Study in the Value of Entrance Requirements at Iowa State Teachers College." *School and Society*, 37:262-4, February 1933.
98. Padve, Meyer. "Recent Experiments in Teaching of Foreign Languages in Elementary Schools." *High Points*, Vol. 20:24-31, December 1938.
99. Pauck, Charles E. "A Preliminary Investigation of the Factors Which Discourage the Student in the Intermediate Courses of a Foreign Language." *Modern Language Journal*, 34:384-5, May 1950.

100. Penfield, Wilder. "A Consideration of Neurophysiological Mechanisms of Speech and Some Educational Consequences." *Proceedings of the American Academy of Arts and Sciences*, Vol. 82. No. 5.
101. Perry, Ralph M. "Experiment in St. Louis." *French Review*, 26:364-8, April 1953.
102. Peters, Harold C. "The Prediction of Success and Failure in Elementary Foreign Language Courses." *Journal of Applied Psychology*, Vol. 37:178-181, 1953.
103. Pimsleur, Paul. "Incidental Learning in Foreign Language Learning." *Journal of Educational Research*, Vol. 54, #3, November 1960.
104. Pimsleur, Paul. "Experimental Design in the Language Field." *Modern Language Forum*, Vol. 42:157-163, December 1957.
105. Politzer, Robert. "Student Motivation and Interest in Elementary Language Courses." *Language Learning*, Vol. 5:15-22.
106. Politzer, Robert L. "Assiduity and Achievement." *Modern Language Journal*, 44:14-16, January 1960.
107. Price, Blanche. "Memories of French in Elementary School." *French Review*, Vol. 29:245-9, January 1956.
108. Pritchard, D. F. L. "An Investigation Into the Relationship Between Personality Traits Ability in Modern Languages." *British Journal of Educational Psychology*, 22:147-8, 1952.
109. Ratte, Elizabeth H. "Lexington Elementary School French Class." *French Review*, Vol. 28:444-447, April 1955.
110. Rostas, Edith S. "A FLES Project and Teacher Training." Vol. 32:453, April 1959.
111. Richards, S. Earle & Appel, Joan E. "The Effects of Written Words in Beginning Spanish." *Modern Language Journal*, 40:129-133, March 1956.
112. Roertgen, William. "An Experiment in Pronunciation." *Educational Screen*, 38:588-91, November 1959.

113. Ross, C. F. "Educational Research and Statistics: A Method of Forecasting College Success." *School and Society*, 34:20-2, July 1931.
114. Rounda, Rita S. "Spanish for the 'Exceptional' Child." *Hispania*, Vol. 36:338-40, August 1953.
115. Ryder, Elinas. "The G.I. Looks at the A. S. T. P." *Modern Language Journal*, Vol. 29:498-502, 1945.
116. Sapon, Stanley M. "A Work Sample Test for Foreign Language Prognosis." *Journal of Psychology*, Vol. 39:97-104, 1955.
117. Sapon, Stanley. "An Application of Psychological Theory to Pronunciation Problems in Second Language Learning." *Modern Language Journal*, 36:111-4, March 1952.
118. Santosuosso, John J. "A. S. T. P. Characteristics in Colleges, 1941-1951." *Modern Language Journal*, Vol. 38:407-11, December 1954.
119. Saxon, John B. "Experiment at McGuffey School, Oxford, Ohio." *Hispania*, Vol. 33:365, No. 3, August 1950.
120. Skelton, Robert B. "High School Foreign Language Study and Freshman Performance." *School and Society*, 85:203-5, 1957.
121. Smith, Madorah E. "A Study of Five Bilingual Children from the Same Family." *Child Development* 2:184-7, September 1931.
122. Smith, Madorah. "A Study of Language Development in Bilingual Children in Hawaii." *Psychological Bulletin*, 30:692-3, 1933.
123. Snyder, C. W. "Experiment in Teaching Russian in Grade 3." *Science and Society*, 86:353-354, 1958.
124. Sowards, C. Wesley. "Foreign Language Instruction." *Review of Educational Research*, Vol. 29:150, No. 2, April 1959.
125. Spink, Josette. "French in the Elementary School." *Elementary School Journal*, Vol. 31:684-696, 1931.

126. Spoerl, Dorothy, Tilden. "Factors Involved in Foreign Language Learning." *Modern Language Journal*, Vol. 23:428-431, March 1939.
127. Stake, Robert E. "The Effect of Television Instruction on Individual Learning Curves." Department of Educational Psychology and Measurements, University of Nebraska, November 1959 - Project #573 (8190).
128. STACO (Statistical Consultants) Enriched Language Pattern and Traditional Language Pattern: A Statistical Study of the School and College Ability Test Scores and High School Grades. Somerville, New Jersey, August 1959.
129. Tomb, J. W. "On the Intuitive Capacity of Children to Understand Spoken Language." *British Journal of Psychology*, 6:53-5, 1925.
130. Turner and Brady. FLES workshops at the University of Delaware. *Hispania*, Vol. 41:213-215, May 1958.
131. Tyson, Ivernia M. "Foreign Languages and the Elementary School." *Educational Forum*, Vol. 25:209-212, January 1961.
132. Villegas, Vera. "Foreign Language From the First Grade." *American School Board Journal*, Vol. 136-2, 1958.
133. White, Emilie Margaret. "Some Experimentation in Modern Foreign Languages." *Modern Language Journal*, 34:255-60, April 1950.
134. White, Emilie Margaret. "A Public School Experiment." *French Review*, 26:368-70, April 1953.
135. Wimer, C. C. and Lambert, W. E. "The Differential Effect of Word and Object Stimuli on the Learning of Paired Associates." *Journal of Experimental Psychology*, 57:31-6, January 1959.
136. Young, Charles and Daus, Josephine. "An Experiment in First Year French." *Modern Language Journal*, Vol. 12:356-64, February 1928.
137. Yudel, Mark. "Is There a One-Bond Method for Teaching Hebrew?" *Jewish Education*, Vol. 22:31-36, 1953.

APPENDIX

Educational Service Bureau  
Temple University  
Phila. 22, Penna.

Dear Parents:

At the request of your school district we are attempting to gather evidence that will help make a decision as to the feasibility of teaching a foreign language in your elementary schools. In our study we are trying to consider every aspect of your school and its community in order that we might make a sound judgment as to whether foreign languages should or should not be taught. Your opinion as a parent will be invaluable to us in reaching a decision.

As one of those in the sampling of parents from your district, will you please answer the following question and return it by your child to his or her teacher as soon as possible.

We wish to thank you for your time in helping us and your schools on this important matter.

Educational Service Bureau  
Temple University

---

What is your opinion as to whether foreign languages should or should not be taught in elementary schools? Please give as much detail as needed to express your viewpoint.

# SUPERINTENDENT - PRINCIPAL QUESTIONNAIRE, UNION COUNTY, N. J.

## Study of Foreign Languages in the Elementary Schools

The purpose of this questionnaire is to collect data as to the present status of and attitudes toward a program of foreign language teaching in the elementary schools of Union County. Analysis of the data should enable the Research Team to make some decisive judgments as to the readiness of the Union County Elementary Schools to initiate a foreign language program.

Your accurate completion of this questionnaire will be very much appreciated by the Research Team since valid decisions can only be made from accurate data. Please feel free to comment on any of your answers even where no space for such is provided in the question.

### A. General Information about the School and Administration

1. Name of schools \_\_\_\_\_

2. Grades in school \_\_\_\_\_

3. Enrollment \_\_\_\_\_

4. Number of Teachers \_\_\_\_\_

5. Average Class Size \_\_\_\_\_

6. Pupils grouped -

\_\_\_\_\_ heterogeneously

\_\_\_\_\_ homogeneously

7. Are any foreign languages now being taught in your school?

Yes \_\_\_\_\_ No \_\_\_\_\_

8. What percentage of transfer students do you receive annually? \_\_\_\_\_

9. If you should introduce a foreign language in your school, what language would be your personal preference?

\_\_\_\_\_

10. Would you be interested in seeing a foreign language demonstration? Yes \_\_\_\_\_ No \_\_\_\_\_

11. Please attach to this questionnaire a list of the teachers in your building showing the number years each has taught in your school.

B. The School System

Space requirements

1. If the schools were eventually able to designate one room in each building as the "Television Instruction Room," is such a room now available in your building? (Please show room number of any such existing rooms.)

\_\_\_\_\_

If so, are these rooms in the regular building?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Do you feel that if foreign languages were taught in the regular classrooms rather than in a special room that additional space would be required in these present rooms? Yes \_\_\_\_\_ No \_\_\_\_\_

Comment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. If there is no extra room for language classes, is there space for storage of foreign language teaching materials?

Yes \_\_\_\_\_ No \_\_\_\_\_

Equipment requirements

1. How many television sets does your school now own? \_\_\_\_\_  
What is the size of the screens? \_\_\_\_\_
2. How many record players does your school now own? \_\_\_\_\_
3. How many tape recorders does your school now own? \_\_\_\_\_
4. How many sound projectors does your school now own? \_\_\_\_\_
5. How many projection screens does your school now own? \_\_\_\_\_
6. Is your building wired for closed circuit TV? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Are seats stationary or movable in each classroom?  
\_\_\_\_\_

Financial requirements

1. Inclusion of a foreign language program in a school curriculum is likely to bring about some additional cost to the community. Please check below the highest per-pupil cost you feel your community can afford for such a program.

\_\_\_\_\_ \$5    \_\_\_\_\_ \$10    \_\_\_\_\_ \$15    \_\_\_\_\_ \$20    \_\_\_\_\_ \$25  
 \_\_\_\_\_ \$30    \_\_\_\_\_ \$35

2. Do you feel your community would support such a program at the above cost?  
Yes \_\_\_\_\_ No \_\_\_\_\_

## C. The Teachers

1. Do you feel you have one or more teachers now in your building who are qualified to teach a foreign language? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, how many? \_\_\_\_\_

2. To what extent do you feel that your teachers would be desirous of a program of foreign language instruction?

\_\_\_\_\_ 25% would desire it  
 \_\_\_\_\_ 50% would desire it  
 \_\_\_\_\_ 75% would desire it  
 \_\_\_\_\_ 100 % would desire it

3. Have there been any discussions at faculty meetings on the subject of foreign language in the elementary school?

Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

#### D. The Community

1. As you know your community do you feel there is an appreciable amount of foreign languages spoken in the homes?

Yes \_\_\_\_\_ No \_\_\_\_\_ If so, which languages? \_\_\_\_\_

\_\_\_\_\_

2. What foreign language do you feel most of the parents would favor seeing offered? \_\_\_\_\_

3. Do you feel your school board would support a foreign language program? Yes \_\_\_\_\_ No \_\_\_\_\_

4. Do parents generally want and support a high quality educational program for their children? Yes \_\_\_\_\_ No \_\_\_\_\_

5. Are parents generally willing to serve (other than financial support) your school when needed? Yes \_\_\_\_\_ No \_\_\_\_\_

6. Are parents usually vocal regarding their wishes? Yes \_\_\_\_\_ No \_\_\_\_\_

7. To what extent has there been expression in the community for a foreign language program?

all the parents seem to want it taught  
 a majority of the parents want it taught  
 a few of the parents want it taught  
 none of the parents want it taught

E. The Curriculum

1. Do you feel a 15 to 20 minute per day course in foreign language would sacrifice time which is now being given to other subjects?

Yes  No  Comment \_\_\_\_\_

---

2. Would you consider a longer school day in order to include a foreign language program? Yes  No

3. Do you feel that a foreign language program should be taught

during the regular school day

after school hours

4. If there is not time for teaching a foreign language in the present curriculum, what would you consider eliminating?
-

**F. The Children**

1. Do you believe there are children in your school who have clear feelings as to whether they would like to learn a foreign language? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Is there a segment of children in your school for whom English is a second language? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, approximately what is the percentage \_\_\_\_\_
3. Approximately what percentage of the children in your school have serious speech and hearing defects? \_\_\_\_\_

**Elementary Teachers' Questionnaire**  
**Union County, New Jersey**

**Study of Foreign Languages in the Elementary Schools**

The purpose of this questionnaire is to collect data which will help provide a basis for making a decision as to the readiness of the Union County Elementary Schools to initiate a foreign language program. Please answer all questions to the best of your ability. Feel free to make comments even where no space is provided in the question.

**A. General information**

1. What grade are you now teaching? \_\_\_\_\_
2. How many years have you taught? \_\_\_\_\_
3. Have you had any formal foreign language training? High School semesters \_\_\_\_\_ College semesters \_\_\_\_\_ Name of language \_\_\_\_\_
4. Do you speak \_\_\_\_\_, read \_\_\_\_\_, speak and read \_\_\_\_\_ the language?
5. Please discuss your experience (formal or informal) with a foreign language, as well as any skills you have (speaking, reading, listening).

---



---



---

6. At the present time, how do you feel about the supply of the following equipment in your school? (check the appropriate space)

	Always available	Difficult to obtain	Not available
Tape recorder			
TV sets			
Movie projector			
Movie screen			
Record player			
Filmstrip projector			
Other _____			

7. At the present time do you have as much space as you need in your classroom? Yes \_\_\_\_\_ No \_\_\_\_\_  
If no, what kinds of space are lacking? \_\_\_\_\_
8. Do you think that a foreign language can be taught in your classroom?  
Yes \_\_\_\_\_ No \_\_\_\_\_
9. Do you and your class have the use of the library whenever you wish to use it?  
Yes \_\_\_\_\_ No \_\_\_\_\_
10. Have you had experience teaching a foreign language ? (discuss)  
\_\_\_\_\_  
\_\_\_\_\_
11. Do you feel your community would provide the money necessary for a high quality education for the children? Yes \_\_\_\_\_ No \_\_\_\_\_
12. What are the best reasons you know of for not teaching foreign language in the elementary school? \_\_\_\_\_  
\_\_\_\_\_
13. What are the best reasons you know of for teaching foreign language in the elementary school? \_\_\_\_\_  
\_\_\_\_\_
14. Do you know of any groups in your community which oppose teaching of foreign languages in the elementary school? Yes \_\_\_\_\_ No \_\_\_\_\_

The following items are designed to find out what your attitude is toward teaching foreign language in the elementary school. Please respond on each item by checking the point on the scale which most accurately represents your feeling.

15. Elementary children should learn a foreign language

---

strongly agree      agree      neutral      disagree      strongly disagree

16. I could learn to teach a foreign language

---

strongly agree      agree      neutral      disagree      strongly disagree

17. I would be willing to take inservice training to teach a foreign language

---

strongly agree      agree      neutral      disagree      strongly disagree

18. I would be interested in trying to teach my class a foreign language

---

strongly agree      agree      neutral      disagree      strongly disagree

19. Most faculty members seem to be in favor of teaching a foreign language in our school

---

strongly agree      agree      neutral      disagree      strongly disagree

20. The choice of a language is less important than that we begin as soon as possible to teach some foreign language in our school

---

strongly agree      agree      neutral      disagree      strongly disagree

21. Learning a foreign language helps children to understand other people

---

strongly agree    agree    neutral    disagree    strongly disagree

22. Learning a foreign language helps a child to understand English

---

strongly agree    agree    neutral    disagree    strongly disagree

23. Learning a foreign language in elementary school will help a child with the language when he gets to high school and college

---

strongly agree    agree    neutral    disagree    strongly disagree

24. The community seems very interested in having a foreign language taught in the elementary school

---

strongly agree    agree    neutral    disagree    strongly disagree

25. Children can be taught to read a foreign language in elementary school

---

strongly agree    agree    neutral    disagree    strongly disagree

26. Foreign language in elementary school is just as important as science or arithmetic

---

strongly agree    agree    neutral    disagree    strongly disagree

27. A foreign language taught at the elementary school level may interfere with normal progress in learning English

---

strongly agree      agree      neutral      disagree      strongly disagree

28. Children can learn a great deal by having foreign language taught to them in elementary school

---

strongly agree      agree      neutral      disagree      strongly disagree

29. Foreign language should be taught as a serious school subject in elementary school rather than as a kind of enrichment subject or extra curricular activity

---

strongly agree      agree      neutral      disagree      strongly disagree

30. Elementary school children seem to be very interested in learning a foreign language

---

strongly agree      agree      neutral      disagree      strongly disagree

31. A foreign language taught at the elementary grade level may help in the social and emotional development of the child

---

strongly agree      agree      neutral      disagree      strongly disagree

32. There are some groups in the community that would be bitter if certain languages were taught or were not taught in the elementary school

---

strongly agree      agree      neutral      disagree      strongly disagree

# GUIDE FOR INTERVIEWING CHILDREN

## UNION COUNTY, NEW JERSEY

### Study of Foreign Languages in the Elementary School

The questions listed below are to serve as a guide for interviewing selected children in the elementary schools of Union County. All the questions get at two matters: (1) How interested are the children in learning a foreign language? and (2) What are the factors in the backgrounds of these children that will facilitate or deter their participation in a foreign language program? The answers of the children will be collected on a form and then analyzed by the Research Team in order to draw conclusions as to the motivations of the children to learn a foreign language.

#### Method of Selecting and Interviewing Children

1. Arrange with the principal to interview two of the brightest, two average, and two of the slowest children from each classroom in grades three and six.
2. Interview all the brightest children on one grade level together. Do the same for the average, then the slowest. (Thus, it will be necessary to conduct six interviews in each building.)
3. Put the children at ease with the first comments or questions. Although many questions on the guide have to do with foreign languages, do not let the children know that this topic is the purpose of the interview. Set the tone of the interview with this, or a very similar, statement: "I want to ask you some questions about the subjects you study in school. I am very eager to find out about you and to hear your answers."
4. Keep the interview focused upon the guide questions. Each interview should last approximately 10 minutes.
5. Fill in the Interview Report immediately following each interview.

Questions for the Interview

1. If you were to brag to a friend about your school, what is the one thing about it you would brag about?
2. What subjects do you like most in school? Which do you like the least?
3. Have you ever traveled outside the United States? If so, where?
4. If you could travel outside the United States, what countries would you most like to visit?
5. Do you know any secret languages? If so, what does it sound like? (Say a few words for me.)
6. a. What does it mean to you when you hear that someone can "speak a foreign language?"  
b. Have you ever heard anyone speak a foreign language? Where? What language?  
c. Can either or both of your parents speak a foreign language? Do they often do so? Which one?  
d. Can you speak a foreign language? If so, which one?  
e. Do you think you would like to learn a foreign language? If so, what language?  
f. Have you and your friends ever talked about learning a foreign language?
7. a. Would you like to take a subject at school for which you received no grades? If so, what subjects?  
b. If you received no grade, would you work as hard?

Report of Interview with Children  
Union County, New Jersey

Study of Foreign Languages in the Elementary School

1. Name of school \_\_\_\_\_
2. Date of interview \_\_\_\_\_
3. Grade \_\_\_\_\_
4. Number of Children \_\_\_\_\_
5. \_\_\_\_\_ Bright  
\_\_\_\_\_ Average  
\_\_\_\_\_ Slow
6. Name of interviewer \_\_\_\_\_
7. a. Subjects liked most \_\_\_\_\_  
b. Subjects liked least \_\_\_\_\_
8. Countries visited outside the United States \_\_\_\_\_
9. Countries would like to visit \_\_\_\_\_
10. a. Number who know a secret language \_\_\_\_\_  
b. Secret languages mentioned \_\_\_\_\_
11. Did children have a clear understanding of the meaning of "foreign language"? Yes \_\_\_\_\_ No \_\_\_\_\_ Comment \_\_\_\_\_  
\_\_\_\_\_

12. Names of foreign languages children have heard spoken:

NAME OF LANGUAGE	NUMBERS HAVING HEARD IT	WHERE HEARD IT

13. Languages spoken by parents:

Name of Language	Both speak it	Frequency*	Only one speaks it	Frequency*

\*Indicate by "all the time", "often", "seldom"

14. Foreign languages spoken by children:

NAME OF LANGUAGE	NUMBER SPEAKING IT

15. a. Number who would like to learn a foreign language \_\_\_\_\_
- b. Foreign language would like to learn \_\_\_\_\_
- c. Have children and friends ever discussed learning a foreign language? Yes \_\_\_\_\_ No \_\_\_\_\_

- 16. a. Number who would like to take a subject for no grade \_\_\_\_\_
- b. Names of subjects mentioned \_\_\_\_\_
- c. Number who would work as hard if no grade received \_\_\_\_\_

17. In your judgment are the ; motivations of these children to learn a foreign language

- \_\_\_\_\_ very apparent
- \_\_\_\_\_ quite apparent
- \_\_\_\_\_ barely apparent
- \_\_\_\_\_ not apparent at all

PLFASE STATE REASON FOR YOUR CHOICE \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## UNION COUNTY, NEW JERSEY

(Instructions to 7th and 8th grade teachers for completion of pupils' questionnaire)

We shall very much appreciate your helping us find out something about the attitudes of your pupils toward foreign language instruction by administering the enclosed questionnaires in your classroom. Your following of these instructions will help us collect as valid information as possible.

1. Explain the purpose of the questionnaire to the pupils.
2. Have the entire class fill the questionnaire in at the same time.
3. Do not permit any collusion among the pupils.
4. Complete filling it in in 10 to 15 minutes.
5. Collect them all from your pupils, and send them to your superintendent through your principal.

Thank you for your help on this matter. We shall let you know the results just as soon as possible.

Educational Service Bureau  
Temple University

UNION COUNTY, NEW JERSEY

7th and 8th Grade Questionnaire

1. Have you ever traveled outside the United States?

Yes \_\_\_\_\_ No \_\_\_\_\_ If "yes", where? \_\_\_\_\_

2. If you could travel outside the United States, what countries would you most like to visit?

\_\_\_\_\_

3. Have you ever heard anyone speak a foreign language?

Yes \_\_\_\_\_ No \_\_\_\_\_ If "yes", what language? \_\_\_\_\_

Where did you hear it spoken? \_\_\_\_\_

4. Can either or both of your parents speak a foreign language? (Please check the one or ones below which apply.)

\_\_\_\_\_ Neither parent can speak a foreign language.

\_\_\_\_\_ Both parents speak a foreign language.

(Name of language \_\_\_\_\_)

\_\_\_\_\_ Only one parent speaks a foreign language.

(Name of language \_\_\_\_\_)

5. Can you speak a foreign language? Yes \_\_\_\_\_ No \_\_\_\_\_

If "yes", what language? \_\_\_\_\_

6. Do you think you would like to learn a foreign language?

Yes \_\_\_\_\_ No \_\_\_\_\_ If "yes", what language? \_\_\_\_\_

7. Would you like to have studied a foreign language in one of your elementary school grades? Yes \_\_\_\_\_ No \_\_\_\_\_

8. If you were going to learn a foreign language in school in what grade do you think you should start it? \_\_\_\_\_

9. Do you think you would rather study a foreign language than some other subject, for example, arithmetic? Yes \_\_\_\_\_ No \_\_\_\_\_

10. If you were to have to study a foreign language in school, do you think the time you would spend on it would affect the amount of time you could spend in out-of-school activities, for example, Boy and Girl Scouts, music lessons, etc?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please explain \_\_\_\_\_

\_\_\_\_\_

High School Foreign Language Teachers' Questionnaire

Union County, New Jersey

Study of Foreign Languages in the Elementary School

1. What foreign language do you teach? \_\_\_\_\_  
What others could you teach? \_\_\_\_\_
2. What are the advantages to a high school program where foreign language is taught to children in elementary school? Please comment at length if you wish.
3. What are the disadvantages? Please comment.



November, 1961

Dear Administrator:

At the present time the Educational Service Bureau is conducting a study of the teaching of foreign language in the elementary school. We understand that you have a program for teaching foreign language on the elementary level.

Since it is important that we gather data from districts that have had experience with such programs, we would appreciate it if you would cooperate with us in filling out the enclosed form. If possible would you fill out the form or send it to the appropriate administrator in your district and return it to us at the Educational Service Bureau, Temple University. We would appreciate your help in this project regardless of the present status of your program. In other words, if your elementary foreign language program has been discontinued, we would also appreciate your filling out this form. Of course, all data which we collect will be strictly confidential.

We will also send you a copy of the finished report which will contain our considerations and recommendations.

Thank you very much.

Sincerely yours,



Ted Amidon  
Director of Research  
Modern Foreign Language Study

Educational Service Bureau  
Temple University

Enclosure





10. What do you believe is the attitude of

. administrators

. teachers

. parents

. children

toward the program?

11. At what grade level do children begin the foreign language?

12. Do all children at a given grade level study the language?  
Please explain.

13. What is the length of each teaching period in the foreign language?

14. Was it necessary to eliminate something from the curriculum to include foreign language?

15. How is the problem of transfer students handled?

16. Can you give us any written materials related to your present program?