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ARTICULATED LANGUAGE LEARNING.

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FLORIDA ST. UNIV., TALLAHASSEE, SCH. OF EDUCATION

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A DESIRABLE SEQUENCE IN LEARNING A FOREIGN LANGUAGE AT ANY INSTITUTIONAL LEVEL IS (1) THE AURAL SKILL, (2) THE LINGUAL SKILL, (3) THE READING SKILL, (4) THE WRITING SKILL, (5) CULTURE, AND (6) LINGUISTICS. AS EACH NEW SKILL IS ADDED, IT EMPLOYS AND PERFECTS PREVIOUSLY LEARNED SKILLS. THERE IS EVIDENCE THAT LEARNING A SECOND LANGUAGE FACILITATES LEARNING A THIRD, EVEN IF THE TWO ARE UNRELATED. FURTHER EVIDENCE INDICATES THAT FOREIGN LANGUAGE LEARNING IDEALLY BEGINS IN THE PRIMARY GRADES. FOREIGN LANGUAGE INSTRUCTION MAY BE MORE SIGNIFICANT AT THE JUNIOR COLLEGE LEVEL THAN IN ANY OTHER PHASE OF AMERICAN EDUCATION. THE JUNIOR COLLEGE OFFERS MANY STUDENTS THE FINAL OPPORTUNITY FOR INTENSIVE ACADEMIC LANGUAGE STUDY WHILE FURNISHING OTHERS A BELATED BUT BENEFICIAL INTRODUCTION TO FOREIGN LITERATURES. FOREIGN LANGUAGE IS GERMANE TO EACH ROLE OF THE JUNIOR COLLEGE. WHILE IMPORTANCE OF LANGUAGE SKILLS VARIES WITH STUDENT OBJECTIVES, FOR STUDENTS IN EVERY PROGRAM A SECOND LANGUAGE IS ADVANTAGEOUS. THREE GROUPS OF LANGUAGE STUDENTS MAY BE EXPECTED--(1) THOSE WHO HAVE COMPLETED ARTICULATED ELEMENTARY AND SECONDARY SCHOOL LANGUAGE PROGRAMS, (2) THOSE WHO HAVE COMPLETED ONLY A HIGH SCHOOL PROGRAM, AND (3) THOSE WHO HAVE LITTLE OR NO PREADMISSION LANGUAGE EXPERIENCE. OBJECTIVES OF EACH TYPE OF PROGRAM ARE PRESENTED, AS ARE ARTICULATION GUIDELINES. THIS DOCUMENT IS AVAILABLE FOR \$0.80 PER COPY (PLUS \$0.10 POSTAGE) FROM UNIVERSITY BOOKSTORE, FLORIDA STATE UNIVERSITY, TALLAHASSEE, FLA. 32306. (W0)

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Revised Edition

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Paul Dickson

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Revised Edition

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FOREWORD

The development of skill, facility, and knowledge in the use of languages which are not our own is one of the important responsibilities of every educational institution--elementary, secondary, or higher. The importance of foreign languages in the programs of study is not the theme of this publication, however. We assume the reader accepts this fact before he reads this bulletin. This bulletin deals with the how; the ways in which we can be most effective.

Dr. Paul Dickson has carefully outlined for all of us a coordinated approach and has suggested corrective organization which will give full consideration to the problems which plague us in assigning advanced students to proper classes. He has suggested not only solutions, but also approaches to solving problems we have not yet completely defined.

James L. Wattenberger, Director
Division of Community Junior Colleges

Tallahassee, Florida
November 10, 1963

Preface

Administrators and teachers surveying the total field of foreign language instruction in the United States today are aware of an appalling waste. Waste not alone of potential, but even more strikingly, of human and material resources already being expended. Those who study the situation readily attribute this waste to three factors: (1) lack of continuity in programs at different school levels; (2) lack of congruence in teaching techniques at different school levels; and (3) lack of effective teaching in so many programs where one teacher has the pupil for three or four consecutive years.

The first two factors cause the learner to lose interest because his successive teachers and their administrators have not reached consensus on what to teach or how to teach it. The third factor produces very little learning in the few who stay with the program for as long as four years. Most of the pupils drop out because they see their time being wasted in dull worthless periods. Hence the usual pattern: 100 pupils in the first year course, 50 in the second year course, 15 in the third year course, and 5 or none for a fourth year.

To keep pupils interested we must lead them to meaningful achievement. Articulation is essential to this. By articulation I mean unbroken and steady progress through a coordinated curriculum from the beginning day to whatever terminal point the learner chooses, with one consistent, scientifically organized body of techniques leading to the desired goals. Unity of program and methodology, if both are good and implemented by master teachers, will lead to mastery of a foreign language.

ARTICULATED LANGUAGE LEARNING

I. Introduction

Language is human behavior; why not teach it as we teach behavior, by example and guidance? The child does not alter his behavior by studying ethics or morality--or by reading *The Sermon on the Mount*--unless his daily observations, environment, and activities confirm and reinforce the desired standards.

A thorough study of language teaching in America prompted Leonard Bloomfield to write in 1933:

"The large part of the work of high schools and colleges that has been devoted to foreign language study, includes an appalling waste of effort: Not one pupil in a hundred learns to speak and understand, or even read a foreign language. . . Disciplinary or 'transfer' value. . . can be safely estimated at almost nil. . . The result depends very much upon the conditions of teaching and upon the competence of the teacher. . . Aside from the esthetic factor, a clear-cut set of phonetic habits. . . is essential to fluent and accurate reading."¹

By 1942 he found little improvement evident and gave practical instructions for improvement in his Outline Guide for the Teaching of Foreign Languages.² These were utilized in the U. S. Army's intensive language training program during World War II. Bloomfield's precepts of linguistic science are followed in many of our famous college and secondary school language programs today.

The Foreign Language Program of the Modern Language Association of America and the United States Office of Education are committed to a planned sequence of teaching foreign languages for communication as a human behavior function.

Notwithstanding the impetus for improvement supplied by Bloomfield and other scholar-educators, the World War II programs, the Modern Language Association, the Office of Education and other sources, clearly the zenith of language learning has not been attained. Rather, we continue struggling to get teachers and students on the upward slope. Like changing any other human behavior, changing language teaching is a slow process which can be achieved only by demonstration, guidance, leadership, and above all, patience.

Leading foreign language educators have long been aware of inadequacies in the studial process of language instruction. The quest for more spontaneous learning originated long before this century; we read of it in literature over three hundred

years old. John Amos Comenius in his Gate of Tongues Unlocked (1631) expressed much the same thoughts as our contemporary linguistic scientists.³ Sixty years ago the great Danish scholar Otto Jespersen in How to Teach a Foreign Language⁴ advocated foreign language learning through much the same principles of human experience found in the modern writings of Nelson Brooks⁵, Robert L. Politzer⁶, and Simon Belasco⁷. Forty years ago Palmer urged spontaneous learning under instructors fluent in the particular language.⁸

Calling the recommended methodology "The New Key," as many do, may be equated with terming English, French, German, or Spanish "new" languages; nor should it be identified as the "American Way", reminiscent of such Kremlin arrogations as the claimed invention of the light bulb, radio, and gasoline engine. Call it what it is: the functional or spontaneous method. Irrespective of labels, let us above all teach foreign languages in a manner eliminating frustration, boredom, and discouragement. In brief, let us teach with contagious enthusiasm, inspiring fluency, reassuring clarity, and motivating goals.

II. A Sequence in Learning

The outline plan for teacher competency training adopted by the Modern Language Association and the several American associations of modern foreign language teachers, and used in general form by NDEA--supported foreign language institutes is briefly as follows:

1. The aural skill. Hearing native speech with comprehension.
2. The lingual skill. Speaking the foreign language with near-native fluency.
3. The reading skill. Reading original writings with complete comprehension and satisfactory speed.
4. The writing skill. Writing in the foreign idiom with structural accuracy.
5. Culture. An understanding of cultural forces, literature, history, geography, sociology, value judgments, customs, and institutions in the foreign language area.
6. Linguistics. Comprehension of linguistic principles related to the target language, such as structure patterns, phonetics (sounds and their production) and phonemics (sound differences affecting meaning); appreciation of source-target language differences.
7. Teaching methodology. Skill utilizing the latest teaching techniques, including audio-visual materials and the language laboratory.

Beginning at the first hour's contact with the second language, all language skills should be acquired in this same relative

order. The sequence resembles building construction, with each stone laid securely upon the lower one and with appliances and furnishings installed only after a sturdy weather-proof structure is assembled.

Language has an audio-lingual foundation, and the other language skills are more easily achieved through attainment of a thorough aural skill. Further, for most Americans understanding foreign speech is the most difficult of acquired language skills. While the aural skill is primary, the lingual skill is learned concurrently in a general sense although a brief time-lag must intervene. We must first hear and comprehend a good model utterance before attempting imitation of a unit of speech. This does not mean complete understanding of native speech precedes reading; rather that some acquired familiarity with structural patterns, sounds and sound combinations, mannerisms and expressions should usher in the study of written speech symbols.

To summarize the structural plan: one should never say what has not been heard, nor read what has not been said, nor write what has not been read. As each new skill is added, it employs and perfects previously learned skills.

A. The Aural Skill (Audio Portion of Audio-Lingual)

The student comprehends through listening, and the listening skill--hearing with discernment--is not easily acquired. True listening skill requires concentration yet its acquisition can be an exciting game for the learner at any age, most noticeably in the elementary school years. Several devices to assist learners are listed below, all presupposing a good model of native or near-native speech. Recordings are acceptable substitutes but lack much offered by the live model. All these devices are effectively employed before reading begins:

1. Tonal and facial expression
2. Expressive actions
3. Meaningful content
4. Repetition
5. Laboratory exercises
6. Questions and answers
7. Guest dialogues or guest-teacher dialogues
8. Motion pictures (La Caperucita Roja; Los Tres Osos)
9. Story reading
10. Responsive pupil reaction to teacher requests

B. The Lingual Skill

Correct speech follows imitation of an accurate model. The

American child requires remedial grammar training because he has heard non-standard English in lieu of consistently correct and accepted speech. Otherwise, there would be only the relatively simple task of transferring for him the legitimate correct usage heard into understandable written symbols.

In the foreign language the pupil has seldom heard and adopted unacceptable speech but is first influenced by what the teacher presents. While this is a distinct advantage it places a heavy responsibility on the teacher, who must guide and model carefully. Aural and lingual skills in the foreign language are developed effectively and relatively rapidly through the technique of providing accurate modeling, eliciting precise imitation, and stressing extensive repetition.

The following devices are helpful in developing the lingual skill:

1. Sensible models. Make each utterance complete, meaningful, and in context; avoid isolated words, rules, and tables.
2. Phonetic demonstration. After a complete utterance is modeled and attempted by the pupil, demonstration of a particular enunciation is permissible (as phonetic training, not as part of speech).
3. Phonetic explanation. If demonstration fails to elicit a good response, resort to explaining the articulatory process.
4. Minimal pairs. A minimal pair consists of two words which differ from each other only in one minimum unit of sound. Examples in English are: yellow-jello; heart-harp; tin - ten; pin - pen; bāth - bāth. Some of these minimal changes in sound may make a clear difference in meaning. However, some may not signal any difference. Native speakers in wide sections of America do not distinguish between tin and ten or pin and pen. Bāth and bāth are regional differences in pronunciation but do not cause semantic confusion between Americans. These same phenomena occur in many languages. They are frequent in French, German, and Spanish. Special training is needed for an American to discriminate between the variations when heard and in distinguishing between them in speaking. They must be drilled in phonetic exercises apart from normal speech. The two units of a pair must be practiced first as a pair, in immediate juxtaposition. Then they may be used in complete statements with meaning.

The few examples of minimal pairs listed below serve to illustrate the principle:

a. Different meaning:

French: vous-vu; Vous l'avez vu chez nous.

fermier-fermer; Le fermier va fermer la porte.
des-dans-daims; Il y a des daims dans la forêt.
grand-grande; Il est grand; elle est grande.

German: kamen-kommen; Sie kamen und kommen.
noch-nach; Er ist noch nach.
nicht-Licht; Das ist nicht ein Licht.
schon-schön; Das ist schon schön.

Spanish: perro-pero; Pero el perro es pequeño.
carro-caro; El carro es caro.
caja-cara; La caja es cara.
cada-cara; Cada es cara.

b. Same meaning:

French: aou^t (final t pronounced or silent)
(r) rue (aspirated or trilled)

German: Koenig (final g soft or hard, similar to American sounds
Burg k (hard) and sh (soft)

Spanish: Yo me llamo. (y and ll both pronounced similar to American y or j)

5. Imitation-repetition. If a pupil makes a statement or asks a question in English, model it for him in Spanish and have him repeat it twice; have the class repeat it in unison (if short); have several individuals repeat it.
6. Warm-up. Have a warm-up drill at the beginning of each class, using familiar expressions and eliciting spontaneous responses.
7. Questions and answers. These may be teacher-to-pupil, pupil-to-pupil, or pupil-to-teacher.
8. Dialogues and short talks.
9. Recitation of short rhymes and songs, singly and in unison.
10. Description of articles, the room, a person, an animal, the outside scene.
11. "I've got a secret." "Who am I?" "What am I?"
12. Panel of experts (pupils) to be quizzed by the class.
13. Pattern drills.
14. Individuals in speech clinic sessions.

C. Reading

Introduction of written symbols for those sounds previously articulated must be accomplished with care, as a potential hazard exists. With minor variations, West European languages utilize the same alphabet (written symbols) as English. However, the same written symbols do not represent identical

sounds; the pronounced Spanish alphabet sounds quite different from the English although both are written the same. The French, German, and Spanish alphabets all differ from each other in symbol-sound relationship, and of course the speech is yet more variable.

Without proper insulation between graphic symbol and English sound symbol there exists the danger of a "short-circuit" giving American pronunciation to foreign words, since the pupil has learned to associate his native speech with certain visual symbols. The result is a "parole" unintelligible except to the teacher following the printed matter with what he hears. Illustrative of the problem are experiments conducted with pupils having a year's audio-lingual training at the secondary school level. Results show an inability, without introductory training, to read properly a printed text of speech previously used conversationally and with acceptable pronunciation in the classroom.

An effective sequence for teaching the reading skill is outlined below in seven steps. The first four steps are especially designed to prevent native language interference with the target language. The recommended sequence is:

1. The teacher reads a short passage while pupils watch and listen with books closed.
2. The same text is read again while pupils look at the written text but are warned not to read but only to listen while looking at the symbols. This greatly assists in producing the proper symbol-sound relationships.
3. The teacher reads a sentence, asking a pupil to repeat the sounds aloud while looking at the written symbols. This must be a continuous cycle of sounds entering the ear and immediately flowing from the mouth, with no superimposed studial interference.
4. A pupil reads aloud, with immediate teacher re-modeling of each complete statement or sentence not acceptably near-native.
5. One pupil reads aloud while all other pupils listen with their books closed. Here every individual is involved either actively or passively. There must be careful, well-intoned meaningful reading which demonstrates comprehension by the reader and begets comprehension in the hearer. A brief discussion of the passage should follow. Pupils must be required to ask and answer questions about the content, or to re-tell it. Thus the attention of each one is obtained.
6. Silent reading for comprehension is another and faster-moving exercise which develops the reading skill. Es-

pecially-selected passages should be duplicated and distributed to the students, who are allowed reasonable time to read the passages carefully, and then tested orally using the devices set forth in step 5. Passages should not be from the standard text but should be carefully chosen connected narratives or expositions containing known structural forms and a generally familiar vocabulary with some new words. If well-written published material meeting these criteria is not available, the teacher should compose original passages.

7. Extensive reading, fast reading for content and ideas, should be practiced after mastery of the first six steps. Excessive studial reading, as normally employed for a foreign language, may promote habitual plodding since it emphasizes deliberate assimilation and structural comparison. This habit restricts foreign language reading and may be transferred to English reading.

Reading with speed equal to that normal in the native idiom is desirable and attainable. Extensive reading should be introduced in the class, at first utilizing moderately simple passages of several hundred words. Reading time is sharply reduced from that afforded for tested silent reading. When time is called, texts are turned over and individual pupils are questioned for the main ideas presented or the general situation set forth in the text. Initially a reading speed of some 200 words per minute should be attempted. In succeeding exercises, greater speed is demanded concurrently with greater comprehension of increasingly difficult texts. Ideally, 400 to 500 words per minute should be covered with comprehension of all main concepts. As in tested silent reading (Step 6), connected narratives should be utilized in lieu of the standard text. However, for extensive reading exercises there is no emphasis upon known structural forms or an assimilated vocabulary.

Techniques for increasing speed and comprehension used in English as described in several readily available texts should be employed. Scanning, skimming, idea glean- ing, and reading for complete understanding should all be practiced from time to time.

D. Writing

Writing, the last of the four basic skills, is the easiest for the person properly trained in the other skills through audio-lingual techniques, if approached with suitable introducing and

perfecting exercises. Thus, in the initial training phase the learners should write only what has already been heard, spoken, and read.

Writing does not mean penmanship, but composition. It involves using standard structure and spelling, functional punctuation, clarity of style, and effective presentation of ideas. One says at once: "Oh, that is training in grammar!" Correct! Now for the first time the teaching of something most people call grammar is undertaken; but it is not called that, nor taught as "grammar" is traditionally taught.

In audio-lingual methodology structural forms and all other aspects of grammar are learned inductively, by spontaneous use, before writing begins. No rules, paradigms or rote memory exercises are necessary now or ever, except for reference during the more advanced stages of training.

A recommended sequence for beginning and perfecting the writing skill begins with simple copy work and ends with free literary composition. This sequence may be outlined briefly as follows:

1. Simple copying. The pupil copies from the text simple statements that he has previously learned audio-lingually and read. This should be done in the classroom and checked at once for accuracy; even in this simple exercise errors will be made by beginners. Checking may be done by trading papers, although this is not a test and should not be graded.
2. More difficult copying. Compound and complex sentences, questions, exclamations, quotations, and other writing requiring closer attention to punctuation, form, and spelling is used. Again, these materials must always be from those previously read.
3. Dictation. At first this all-inclusive, highly effective technique requires simple familiar passages. Week by week, it should progress through more difficult texts. Two or three dictations a week are recommended. At first, 40 to 50 words at a time are enough. This specific method should be followed: (a) read the whole passage through as normal speech, pupils listening only, pencils on the desk; (b) read a short breath group of from three to eight syllables; (c) allow a pause long enough for the average pupil to write half of it; (d) repeat it; (e) allow time for all to complete it; (f) read the next breath group and each succeeding one in the same manner; (g) re-read the whole passage as normal speech; (h) during this reading, the pupils check their transcribings for punctuation, spelling, and omitted

words; (i) allow another minute or two for final corrections; (j) have pupils exchange papers for checking.

The teacher should explain the entire procedure before beginning the dictation. The teacher should place the passage on the chalkboard prior to class and cover it, for later use as the model for corrections. Corrections should be made by underlining the error and writing the complete correction (word, phrase, or punctuation) above it. All work should be double-spaced. As many pupils as possible should write the dictation on rear or side boards out of class vision.

4. Completion and fill-in. This work includes completing unfinished sentences, filling-in missing words in a familiar passage, and choosing the appropriate form of an indicated verb, noun, or modifier.
5. Controlled compositions. This is the beginning of free writing and involves selection of vocabulary and structure. However, the concepts and content must be carefully controlled; otherwise the imaginative beginner chooses topics appropriate for his native speech but outside the area of his second language learning.

Examples:

Ma Maison

- a. Où est-ce que vous habitez? (ville, rue, numéro)
- b. Votre maison est grande? (couleur? combien de pièces?)
- c. Décrivez votre chambre.

Mes Vacances

- a. Quand? Où? Avec qui?
- b. Décrivez l'hôtel, la pension, ou la maison.
- c. Combien de temps étiez-vous en vacances?
- d. Qu'avez-vous fait pendant les vacances?

Meine Sommerferien

- a. Wann fahren Sie ab? Wohin? Wer fuhr mit?
- b. Beschreiben Sie das Hotel, Pension, oder Haus.
- c. Wie lange waren Sie da?
- d. Was haben Sie dort getan?

Mein Haus

- a. Wo wohnen Sie? (Stadt, Strassennummer)
- b. Ist Ihr Haus groß? (Farbe? Wieviele Zimmer?)
- c. Beschreiben Sie Ihr Schlafzimmer.

Mi Casa

- a. ¿Dónde? (ciudad, calle, número)
- b. ¿Grande? ¿Color? ¿Cuartos?
- c. Mi cuarto

Mis Vacaciones

- a. ¿Cuándo? ¿Adónde? ¿Con quién?
- b. Hotel
- c. Divertidas

6. Uncontrolled compositions. These should not be attempted until training in controlled composition reaches the level of fair proficiency. Then a subject without any further control may be assigned.

In all initial stages of writing, training exercises should be done in class. Even the first few uncontrolled compositions should be written in the classroom, read aloud, and corrected at once. A fundamental of language learning is to avoid errors where possible and when errors do occur to erase them immediately by correction. Errors made at home and uncorrected until the next day's class are potentially ingrained habits, since the pupil will probably read the exercise over two or three times and fix false structures in his mind and behavior.

Remember: Writing is not speech; but a substitute, a symbol of speech, to be used to reinforce language competence and stimulate better language behavior.

III. In the Elementary School

There is good evidence that learning a second language facilitates learning a third, even if the two are unrelated. Although there is not complete agreement in the profession concerning the appropriate beginning age, further evidence indicates language learning ideally begins in the primary grades. Not everyone supports beginning with kindergarten or first grade; many think the third grade affords optimum conditions. There is a general consensus among those who have researched and studied the question that language learning should not be delayed further than fourth grade.

While a recent study dramatically illustrates the values of a FLES⁹ program¹⁰, FLES is one segment of a broad program ideally extending unbroken through grade 12 and not an end in itself. If both FLES and a Secondary program are not possible, priority must lie with the later years. However, the program should reach the lowest grade conditions will permit. For example: 1st priority, grades 10 through 12; 2nd priority,

grades 7 through 12; 3rd priority, grades 4 through 12; 4th priority, K through 12.

The following are essential conditions for an elementary school foreign language program; no program should be attempted if they cannot be fulfilled:

1. It must be a material and integral part of the school day and of the school's total foreign language program;
2. There must be a planned syllabus in progressing sequence;
3. The program must be coordinated with further learning and administration-supported;
4. Foreign language specialists must be available.

The teacher should be an expert in the language, with native or near-native fluency and accent, accomplished in teaching the young. In the elementary school the teaching skill is the prime requirement; fair competency in the language may be supplemented with expertly recorded authentic speech. The difference between this statement and a prior one naming the availability of foreign language specialists a prerequisite for FLES must be explained. One calls for teacher fluency while tolerating supplementary recorded native speech; the other states a specialist must be available. There is no inconsistency; the classroom teacher need not be a foreign language specialist if one is available for planning, guidance, and curriculum evaluation. Were we to await a sufficiency of teachers fluent in the language and superlative in pedagogy, there doubtless would never be foreign languages in the elementary schools.

The Modern Language Association publishes teaching guides for elementary school French, German, Russian, and Spanish beginning at the third grade level. Native speech recordings are available for each guide. Teachers will find the guide and recorded material of great assistance. The sequence and techniques for presenting vocabulary and structure are excellent, and activities are carefully designed to elicit spontaneity. Experience with these guides indicates an accomplished classroom teacher with meager or nonexistent foreign language background can bring pupils far along the way to fluency.

For fourth and succeeding grades thirty-minute class periods are advantageous, while sessions of twenty minutes are recommended for lower levels. English should be avoided in the classroom, except for administration, instructions, and occasionally for comprehension. Understanding cannot be sacrificed to abstract methodology, and absolute devotion to the "direct method" (no English) is not necessary.

The first two years' program should avoid foreign reading and writing. Teachers should not write foreign words on the

chalkboard. Generating enthusiasm and maintaining interest in nine-year olds presents problems enough without including the added complications accompanying reading and writing. Valuable materials for teaching vocabulary and stimulating conversation are found in pictures without words; parts of the building; classroom objects and objects brought into the classroom such as fruit, toys, and hobby collections; and objects visible from the classroom such as sky, grass, trees, and animals. The class may also discuss the family and its members, activities and home, and all the interests of a young child.

Most children of this age prefer talking and acting to reading and writing. Their natural inclinations are effectively channeled and utilized through such devices as short rhymes, songs, dramatic skits, and brief memorized dialogues. These delight the children and promote an eagerness for further language learning. Slightly more advanced and equally thrilling is the opportunity of playing teacher and quizzing classmates in the foreign language. For classroom use it is helpful to have the pupils choose fictitious foreign language names as theirs in the play-acting of the foreign language island.

Reading should be introduced in the fifth grade, following a few weeks' review of previous audio-lingual learnings. Simple stories, anecdotes, fairy tales, and elementary dialogues are readily available in the foreign languages usually taught in the elementary school, and waiting longer before giving the pupils printed materials causes restlessness and impatience. The foreign language specialist in the school or school system can compose original supplementary material as required. These reading materials afford training in the reading skill, provide discussion content, and satisfy the urge for something different and more difficult.

Writing is best introduced no earlier than the sixth school year. This innovation, providing numerous varied possibilities new to the learner, satisfies those same psychological needs which reading satisfied in the preceding year. However, writing beyond the copy-work and dictation stages should not be attempted until a later year.

Teachers should experiment with materials and techniques. Systematically-conducted programs fashioned from professionally-prepared plans to be utilized by trained and experienced teachers are preferable to mere random addition of items considered fashionable.

Structure during the elementary school years should be confined to the simple present tense. After these three or four years of experience in the basic skills, a pupil is prepared for

the broader more intensive learning phase of the secondary school program.

IV. In the Secondary School

The secondary school language program has traditionally begun no earlier than the ninth year, with many schools offering only two years of foreign language study. While a two-year program may be better than none, only serious obstacles should so severely restrict the secondary school program. Unless impediments such as teacher shortages, insufficient funds, or lagging community interest render it impossible, there should be a complete, articulated program from the first secondary school year to graduation.

The regrettable waste of potential opportunities too prevalent in secondary language programs finds apt illustration in a recent comment by a Philadelphia language teacher. He teaches in "a large junior-senior high school which has the advantage of uninterrupted continuity in its curriculum from the eighth to the twelfth grade." "According to the school's policy, the best pupils coming to us from the elementary schools are channeled into eighth grade Latin." Concerning an eight grade German "foundation course" he began, he writes: "This course being an innovation, and no other modern language being offered in this grade, choice of language played no part in the venture."¹¹ (Emphasis added.)

A junior high school should offer three years in chosen languages, and senior high schools should have a fully articulated program extending from the first year to graduation. Each school must carefully place all entering students according to individual language ability level. Beginners and students with significant prior training should never be placed in the same course.

For many young people, high school signifies terminal education; such students should have the opportunity for directed learning of one or more foreign languages. A number will find practical applications for a foreign language and all could derive cultural benefits from language study. A well-planned three-year course furnishes basic skill training for later individual studies culminating in eventual language proficiency.

All secondary schools should begin with what is generally termed LEVEL ONE¹² of the audio-lingual materials offered by several prominent textbook publishers. While excellent new materials are constantly appearing and no compilation can be complete, a listing of type materials is offered as an appendix. Most publishers continue with LEVEL TWO, THREE, and further

advanced texts.

Both FLES graduates and beginners should use the same LEVEL ONE materials, although in different groups at different tempos. These materials should be completed by FLES students in the seventh grade and by junior high school beginners in the eighth grade. Many FLES graduates will complete LEVEL TWO in the eighth grade, but some will require up to two years for this material. The great majority of secondary school language beginners will commence LEVEL TWO in the ninth grade, and some few will complete LEVEL TWO before entering high school. If there are sufficient numbers for a realistic class and other conditions permit, students completing LEVEL TWO during junior high school should begin LEVEL THREE work. Most schools can provide a select preliminary LEVEL THREE course, which may consist of supervised individual reading and conversation, even for a comparatively small number of pupils.

The disparate language backgrounds and learning adaptabilities in each incoming class mandate secondary school provisions for progressive advancement at intervals more frequent than once annually. In this manner individual language study may be augmented irrespective of age; and language learning is a field well-suited to heterogeneous class age levels. In larger schools mobility is attained on a monthly or semi-monthly plan, and for most schools advancement at least semi-annually is administratively feasible. Without such a system the adept language student and the dullard must sooner or later suffer through a common class section, to the former's understandable irritation and the latter's unfortunate bewilderment. Even the smallest school may provide special work for "extra credit" or "honors" or some similar recognition of linguistically gifted pupils necessarily retained in less advanced class sections. To do otherwise condones relaxation of effort and muzzles initiative.

The senior high school should provide for beginners, for those with no FLES training but some junior high school language study, and for FLES graduates who have continued language learning. Pupils not previously finishing LEVEL ONE take it in class sections of homogeneous foreign language histories. This is not burdensome for the high school having sufficient pupils for two LEVEL ONE sections. The more advanced section should finish LEVEL ONE in the first year.

The FLES-junior high school graduate who has completed LEVEL ONE (TWO) but not LEVEL TWO (THREE) is placed in an appropriate LEVEL TWO (THREE) section upon entrance,

together with students who may have already been in high school for one or more years. In brief, the scheme throughout secondary school should provide as many class sections at as many levels as budgetary, faculty, and related considerations permit.

The student beginning LEVEL THREE at or before the tenth grade will have completed by graduation the course of study typically offered at first and second year college levels; but he should have acquired skills far beyond those usually achieved by the college student pursuing two years of work. However, his college placement is not ordinarily difficult. Many universities now offer exemption with graduation credit at the rate of three semester hours for each year of successful high school study, and direct freshman admission into advanced undergraduate courses is not unusual.

V. In the Junior College

The value of foreign languages both to society and the individual, fully detailed with forceful clarity in Dr. William Riley Parker's monograph, "The National Interest and Foreign Languages,"¹³ need not be further developed here. Foreign language learning may be more significant at the junior college level than at any other stratum of American education. Our junior colleges provide for many students the final opportunity for intensive academic language study while furnishing others a belated yet beneficial introduction to foreign literatures.

The educational role generally accepted by American junior colleges is three-fold:

1. Offering terminal education to high school graduates;
2. Furnishing at considerable saving and within commuting distance two years of a senior college general education program;
3. Providing technical education and training at the sub-professional level.

Foreign language is germane to each role. While the relative importance of competence in essential language skills varies with individual student goals, for students in every program a second language is advantageous when not imperative. For some students oral communication with native speakers or fluent reading ability in foreign literature assumes importance, while for others correspondence in the foreign idiom will be of prime social or professional benefit.

The junior college foreign language program may be set forth as follows:

1. Furthering training of articulated FLES and secondary school program graduates;
2. Continuing language training commenced only at the secondary level;
3. Imparting basic skills to those with little or no pre-admission language experience.

The junior college lacking provision for all three varied language backgrounds neglects a vital educational responsibility. Co-ordination with feeder school programs in content and methodology is basic to success; otherwise students stifle, the staff stews, and funds are dissipated. The programs outlined briefly below will initiate or increase motivation, avoid duplication and provide meaningful learning goals.

A. For the FLES-Secondary Graduate

A FLES-Secondary program should have trained its graduates in the basic language skills of understanding, speaking, reading, and writing. Its graduates should converse with native speakers in near-native speech, read extensively in both classical writings and current literature, and write in accurate structural form with fair ease and grace of style.

For these advanced students maintaining already-acquired skills is the first prerequisite, since regression is swift in foreign language learning once behavior in it lapses. Beyond preventing regression, perfection of acquired skills is the junior college task. In addition to being proficient in the basic skills when he graduates, the student beginning in the elementary school should be conversant with much of current and classical literature in the language area and well informed about its history, geography, institutions, and customs. These abilities should be developed under the guidance of similarly equipped instructors effectively employing those techniques outlined in section II, "A Sequence in Learning."

The over-all program must recognize that language is speech--human behavior which must be oriented upon human interests. At this level, student participation--behavior in the language--should be the dominant feature. Variegated projects and activities should be included, such as: discussions of foreign area current events and magazine articles, radio broadcasts and films; book reports; interviews of foreign guests; interpreter exercises; and oral and written reports founded upon independent research in geography, customs, and traditions of the subject area.

One caveat: avoid lectures on history, philosophy, or literature of the foreign language area. The junior college foreign

language objectives of regression prevention and skill expansion are best achieved without lecturing. Further, penetrating analysis of these areas is best maintained as a university function. Any university receiving a junior college graduate highly proficient in basic language skills, and capable of attending erudite lectures in native speech, will doubtless be impressed and grateful.

B. For the Secondary Foreign Language Graduate

Marked differences in language competency among those students entering from secondary school foreign language programs will require careful testing and placement policies. While students from a six-year program (7-12) may not vary significantly from FLES-Secondary graduates, if both programs were equally articulated and effective, extreme disparity in mastery of basic skills will exist in comparison with two to four year secondary school language students. In all cases, fluctuations in spontaneity of audio-lingual behavior will be prevalent, irrespective of analagous technical accomplishments.

The junior college obligation to this group is affording opportunities for unbroken progress in the elementary skills. Most students will require corrective work in aural and lingual skills; many will be deficient in writing, particularly in structure and style. Several class sections will necessarily devote extensive hours to drills, exercises, and workshops, while others quickly and easily proceed to the type activities of the FLES-Secondary graduate as outlined in the previous subsection.

Until secondary schools in the feeder area develop effectual and remunerative articulated programs, the junior college faces an intricate and arduous undertaking. Without efficient placement and sufficient courses tailored to the various student capabilities, boredom, and perplexity may be anticipated.

C. For the Beginning Language Student

The junior college may reasonably anticipate a rather large student group with little or no foreign language experience. These students must be furnished an opportunity for acquisition of basic skills in selected foreign languages, together with such perfection of skills as student schedules and aspirations permit.

This program should equip terminal students with the basic skills for continuing individual study after leaving the junior college. In addition the junior college program should provide

some foreign language training specifically designed for use in trade or business, or helpful in job selection and job qualification.

All students should complete material of LEVEL THREE caliber after two years of study; some during the second year will be engaged in more advanced and selective work. For students planning or with the potential for further education, the junior college language program should be tailored to insure placement at the upper level in the university.

Teaching methodology should follow the general scheme outlined in Section II. While class activities follow the basic format used for all beginners, for this group geographical and historical studies provide an excellent departure point and course content.

VI. In the University

The university must afford terminal liberal education to students while providing opportunities for research and study at the highest levels of scholarship in foreign languages as in other fields.

Ideally, and consistent with the university tradition, basic language training forms no part of the university role; such training should be acquired in the secondary school or junior college. The university should devote its full resources to advanced studies of the foreign language literature, philology, and structural linguistics, and the institutions, philosophy, and culture of the related language communities. These studies are pursued more effectively and meaningfully in the medium of the foreign language without recourse to English.

At present, of course, American universities do not maintain such discriminating programs; but rather allocate extensive segments of staff and budget to beginning language courses.¹⁴ At the same time, the all too typical student selects one "beginning" course, to be followed by one "intermediate" course, in satisfaction of some personal predilection or academic requirement.

Inevitably, and in the foreseeable future, the incoming university student will have already acquired fluency in the foreign language selected for higher level study. Then faculty scholars may freely perform their chosen work, without obligation to train students in basic language skills.

With junior colleges available within commuting distance for every high school graduate and with the increased effectiveness of secondary school language programs, universities may soon require a minimum of four years of high school or two years of junior college foreign language study for admission to their

colleges of liberal arts. While they may continue to offer some elementary graduate reading courses for doctoral candidates, these are not basic skill courses.

VII. Programs for Foreign Language Learning

A. A Twelve Year Program

School Year

Syllabus

Note: M.L.A. Teacher Guides with accompanying records are recommended for grades 3 through 6.

3. Introduce the sound system with simple pattern sentences. Learning of simple present tense structure through use of repetition and simple substitution. Pattern drills. The teacher models; the pupils imitate, repeat, and memorize. Songs, rhymes, simple dialogues. As little English as possible.
4. Continue present tense pattern drills using repetition and simple substitution, but with expanding vocabulary. Add simple numbers and mathematics. More songs, short poems, and dialogues. Twenty minutes each week in the laboratory or with recordings in class. Have pupils act as teacher occasionally.
5. Introduce reading while continuing previous class activities. English in classroom only for necessary administration and occasionally for comprehension. Two weekly periods of twenty minutes each in the language laboratory.
6. Introduce writing while continuing previous class activities. Writing limited to approximately one-fourth of class time. Copying of simple sentences from a familiar text as the primary writing skill. Speaking (questions and answers, dialogues, discussion and recitation of short poems) should dominate the period. Reading aloud or silently should be secondary.
7. Begin the secondary school program with LEVEL ONE of a set of audio-lingual mater-

ials from a leading educational publishing house. Vary the patterns, enrich the program, add activities. For writing, add completion exercises and controlled composition.

8. Continue with reading and writing skills. Use audio-lingual LEVEL TWO material.
9. Continue with reading and writing skills at a more difficult level. Use audio-lingual LEVEL THREE material, supplemented by humorous or light reading material.
10. Introduce formal study of structure in a modern textbook, not for discussion in class other than by example, but rather for home study and reference in writing. Add uncontrolled composition and reading of good modern literature. Use it for discussion and oral or written reports.
11. Review and continue study of structure. Add phonetics. Read well-known literature. Have oral and written reports on outside reading, with student criticism and evaluation in class.
12. All classes in the total school program taught in the foreign language; all discussion, writing, and tests in the foreign language. Literature, social studies, and mathematics should pose no problem. If competent instructors are not available for all subjects, teach as many as possible in the foreign language.
13. Advanced study of structure, composition, and writing style. Reading of reputable classical or modern authors. Discussion of current events. Discussion and reports on assigned readings. In this phase, language skills already acquired are continued and refined.
14. Continue activities listed for the thirteenth year. Add introduction to linguistic science and the systematic analysis and study of contrasts between the target language and English, both in structure and sound.

B. An Eight Year Program

7. LEVEL ONE of audio-lingual materials. Introduce reading after six to fifteen weeks, depending upon student progress and impatience.
8. LEVEL ONE materials continued, with reading and free discussion.
9. Begin audio-lingual materials, LEVEL TWO. Continue development of conversation, discussion, and reading skills. Introduce writing.
10. Review and complete LEVEL TWO materials. Continue development of reading and writing skills.
11. Introduce LEVEL THREE of audio-lingual materials. Continue development of reading and writing skills. Improve conversation. Begin controlled composition.
12. Introduce formal study of structure in a modern textbook, not for discussion in class other than by example, but rather for home study and reference in writing. Reading of good modern literature, using it for discussion and oral or written reports.
13. Introduction to the study of literature, using unabridged excerpts from well-known authors. Structural analysis. Phonetics. Oral and written reports on outside reading, with student discussion. Uncontrolled composition continued at an advanced level.
14. Advanced study of structure, composition, and writing style. Reading of reputable classical and modern authors. Discussion of current events. Discussion and reports on assigned readings. In this phase, language skills already acquired are continued and refined.

C. A Five-Year Program

10. Begin audio-lingual materials, LEVEL ONE. Introduce reading after four weeks, and writing after eighteen weeks.

11. Continue audio-lingual materials, LEVEL ONE, to be completed by mid-year. Continue development of reading and writing skills, together with the audio-lingual skill. Begin LEVEL TWO at mid-year. Use controlled composition. Free discussion of all materials, activities, and events.
12. Complete LEVEL TWO of audio-lingual materials. Formal study of structure. Uncontrolled composition. (Should exempt with credit 101, 102, and 201 at college entrance.)
13. LEVEL THREE of audio-lingual materials, supplemented by outside reading. Introduce more advanced study of structure. Advanced uncontrolled composition. Readings in modern literature, used for discussion and reports.
14. Continue study of structure, adding phonetics. Student discussion, criticism, and evaluation of well-known literature. Discussion and reports on assigned outside readings and current events.

Note: Students in this program may add 217 and 219 in the junior college.

D. A Junior College Program

101. Audio-lingual introduction to sound and structure. Pattern drills beginning with repetition and gradually adding simple substitution, compound substitution, negation, correlation, and transformation. Reading introduced after four weeks. Minimal English to be completely eliminated by the twelfth week. (Prerequisite: None)
102. Continue with audio-lingual techniques. Improve reading, adding discussion. Introduce writing. Controlled composition. (Prerequisite: 101 or 1 year of high school study*)

- 201 Begin formal study of structure. Uncontrolled composition. Reading of good current literature, using content for class discussion. (Prerequisite: 102 or 2 years high school study)
- 213 Conversation and discussion of activities and current events; foreign language broadcasts, films, and periodicals; interviews of foreign guests. Study of traditions, customs, and geography. (Recommended concurrently with 201). (Prerequisite: 102 or 2 years high school study)
- 202 Review and continue study of structure. Add phonetics. Read well-known literature. Have oral and written reports on outside reading, with student criticism and evaluation in class. (Prerequisite: 201 or 3 years high school study)
- 214 Continuation of 213. (Recommended concurrently with 202.) (Prerequisite: 213)
- 217 Readings and correspondence in business and commerce. Interpretership in foreign commercial transactions and negotiations. (Prerequisite: 201 or 3 years high school study)
- 219 Scientific and technical readings and correspondence. (Prerequisite: 201 or 3 years high school study)
- 301 Introduction to literature. Selected masterpieces from the earliest periods to the present day. Outside reference readings. Student criticism and evaluation in class. Oral and written reports on outside biographical and reference material. (Prerequisite: 202 or 4 years of high school study)
- 313 Advanced conversation and structure study.

Critical analysis of the language, writing styles, and linguistics. Perfecting of conversation and composition. Especially recommended for students interested in teaching the foreign language. (Recommended concurrently with 301)

(Prerequisite: 202 or 4 years high school study)

302 Continuation of 301.
(Prerequisite: 301 or 6 years secondary school study)

314 Continuation of 313.
(Recommended concurrently with 302)
(Prerequisite: 313)

*These prerequisites are not mandatory. Junior college placement personnel will frequently evaluate other significant foreign language experience as equivalents to the formal prerequisites listed for the courses herein.

Note: 201 and 202 are primarily devoted to development of reading and writing skills in general language learning. 213 and 214 are designed for students primarily interested in perfecting lingual skills. 217 and 219 are designed for those students anticipating or seeking preparation for use of the foreign language in a trade, business, profession, or sub-profession. 301 and 203 are advanced literature courses. 313 and 314 are primarily linguistics and teaching courses.

APPENDIX "A"

A sample listing of LEVEL ONE materials*

Harcourt, Brace & World, Inc.

French, Level One
German, Level One
Italian, Level One
Russian, Level One
Spanish, Level One

D. C. Heath and Company

Spanish for Secondary Schools

Holt, Rinehart and Winston

Le français: Ecouter et Parler
Deutsch: Verstehen und Sprechen
Español: Entender y Hablar

McGraw-Hill Book Company, Inc.

Learning French the Modern Way, Book 1
Learning Spanish the Modern Way, Book 1
Ins Deutsche Hinein!

*Available for each listed course are a teacher's guide and native speech recordings of the entire text. Second Level materials are already available for most of the listed LEVEL ONE items.

Appendix "B"

Approximate Placement Tables, for Average Students

1. In the Senior High School

<u>Year</u>	<u>Status (By Level of Material)</u>		
	<u>Beginner</u>	<u>Jr High Grad</u>	<u>FLES Grad</u>
Soph (10)	I	II	III
Jr (11)	II	III	IV
Sr (12)	III	IV	V

(Example: The average student who began language study in grade 7 should do LEVEL THREE work as a junior. These tables are not exact, as they cannot be, but are approximations of the attainment levels described in Section VII)

2. In the Junior College

<u>Year</u>	<u>Beginner</u>	<u>Sr High Grad</u>	<u>Jr High Grad</u>	<u>FLES Grad</u>
Fresh (13)	101	202	301	302
	102	213	313	314
Soph (14)	201	301	302	
	202	302	314	

3. In the University

<u>Year</u>	<u>Beginner</u>	<u>Sr High Grad</u>	<u>Jr High-FLES Grad</u>
Fresh (13)	101	202	301-313
	102	301	302-314
Soph (14)	201	313	400 level
	202	302-314	
Jr (15)	301-313	400 level	
Sr (16)	302-314		
	400 level		

4. Approximate Attainment According to Beginning Point

<u>School Year</u>	<u>FLES</u>	<u>Jr High</u>	<u>Sr High</u>	<u>Jr College</u>
3	1			
4	2			
5	3			
6	4			
7	I			
8	II	I		
9	III(II)	II		
10	III	II(III)	I	
11	IV	III	II(I)	

12	V	IV	III(II)	
13	302-14	301-02	201-02	101-02
14	400 level	400 level	301-02	201-02
15			400 level	301-02
16				400 level

FOOTNOTES

1. Leonard Bloomfield, Language. (New York: Henry Holt and Co., 1933), pp. 503, 505.
2. Leonard Bloomfield, Outline Guide for the Teaching of Foreign Languages. (Baltimore: Linguistic Society of America, 1942.)
3. For an interesting and informative article on the role played by Comenius and others in the formation of foreign language pedagogy, see Harold B. Dunkel, "Language Teaching in an Old Key," The Modern Language Journal, XLVII (May, 1963), p. 203.
4. Otto Jespersen, How to Teach a Foreign Language. (London: Allen and Unwin, Ltd., 1904.)
5. Nelson Brooks, Language and Language Learning. (New York: Harcourt, Brace and World, Inc., 1960.)
6. Robert L. Politzer, Teaching French. (Boston: Ginn and Company, 1960); Robert L. Politzer and Charles N. Staubach, Teaching Spanish. (Boston: Ginn and Company, 1961.)
7. Simon Belasco, ed., Anthology. (Boston: D. C. Heath and Company, 1961.)
8. Harold Palmer, The Principles of Language Study. (Yonkers, N. Y.: World Book Company, 1926.)
9. Foreign Languages in the Elementary School.
10. "Is FLES Worth While?", Publications of the Modern Language Association, LXXVIII (March, 1963), viii. The comment summarizes a 1962 NDEA-sponsored research study of a New Jersey FLES program.

11. Eric Rosenbaum, "German in the Eighth Grade," Notes in Brief, The German Quarterly, XXXVI (May, 1963), p. 317.
12. Use of the term "LEVEL ONE" is not meant to identify the work of any particular author or publisher, but is intended as a convenient expression of ability level.
13. William R. Parker, The National Interest and Foreign Languages. (3rd. ed.; Washington, D.C.: U.S. Government Printing Office, 1961.)
14. Cornell University is something of an exception: it has a Division of Modern Languages in the College of Arts and Sciences teaching the four basic skills in twenty modern foreign languages using approximately one hundred native speakers; a separate Department of German Literature; and a separate Department of Romance Literature. The linguistics program at the upper undergraduate and at the graduate levels draws most of its staff from the Division of Modern Languages.

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