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A Consideration of Problems Involved in Instituting a Foreign Language Program in an Elementary School System

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A CONSIDERATION OF PROBLEMS INVOLVED IN INSTITUTING A FOREIGN LANGUAGE PROGRAM IN AN ELEMENTARY SCHOOL SYSTEM

Research 600
April 10, 1958
Joan Mans
TABLE OF CONTENTS

I. INTRODUCTION AND PRESENTATION OF PROBLEM .................. 1

II. RESOURCES USED ............................................ 9

III. CONSIDERATION OF PROBLEMS

A. At what age in a child's development is it most desirable to begin foreign language instruction? ..................... 13

B. Does the acquisition of a second language interfere with the child's progress in English? ......................... 19

C. How can a foreign language program get started in a system? ............ 21

D. Who should receive foreign language training? ...................... 25

E. Which language should be offered? ................. 27

F. What should be the length and frequency of the foreign language teaching period in each grade? .............. 29

G. Who will teach the language? ................. 31

H. How can foreign language teaching at this level be financed? ......... 35

I. What kind of outside and enrichment resources are available to use with the program? .................. 37
The author wishes to thank
Dr. Orlo Derby
for his help and consideration
in advising the writing of
this paper.
The days of isolationism, of concern primarily with our own country, are rapidly giving way to times of desire for better communication with and understanding of peoples of the world. Americans, many through first hand experience as G.I.'s or tourists in foreign lands, recognize the fact that knowledge of the language of the peoples of other countries is necessary in our ever shrinking world. Earl McGrath noted that "Americans are often embarrassed by their inadequacies in foreign language."¹ He cites our leadership in the United Nations and the responsibilities this position carries with it.

Norman McQuown reinforces this with his statement that "Life is real. Life is earnest. Life is complex. No man alone is adequate to its problems. Obtaining a sympathetic understanding of an appreciation for other peoples' answers to life's problems is good sense and may turn out to be enlightened self interest."²

Why, we may ask, why in America—the "melting pot" of nations—has the learning of foreign languages been neglected? Why have European schools surged so far ahead of us in this respect? Arthur Selvi, a foremost language expert and professor of education at the Teachers College of Connecticut, feels that "We have spent our time trying to amalgamate the various ethnic groups into one nation. Thus, our philosophy of education in respect to languages has differed from that of the European schools."¹

The history of foreign language teaching in our country has been rather stormy. (We will here disregard private schools where Latin, Greek and modern languages were the backbone of a liberal education.) The first settlers in America banded together in little communities, retaining the language, traditions and religion of their homeland. But as the country became established and a spirit of nationalism grew, foreign languages began to lose their importance to second and third generation Americans and for the most part were discontinued or left for high school and college. So that it was not really "until the end of the 19th century that foreign languages were given class time again and at the conclusion of the First World War, boards of education

quickly threw them out again. They were considered "un-American." Due to this, "between the years of 1914 and 1950, the percentage of high school students enrolled in foreign language courses dropped from 27% to 14% and a similar fall-off was found in college."

The leaders of the country became concerned over the lack of Americans with ability in languages. Studies were organized. "The Rockefeller Foundation made a $120,000 grant available to the Modern Language Association so that they might conduct a three year study to see what could be done."[3]

Many educators felt that the neglect was at the elementary level. The Modern Language Association leaped into action to survey the existing elementary language programs and to provide informed answers to the questions which would arise in the future.

Their findings are as follows:

"The rapid spread of this movement has captured the attention of the American Public, but the teaching of foreign languages in the grades is not wholly a recent growth. They have been taught in European schools for generations. French has been taught to selected pupils throughout the grades in Cleveland since 1922; French and Spanish in Public School.

3. Ibid.
School 208 in Brooklyn since 1931. Seven programs began in the 1920's and twenty in the 1940's.

"Among other outstanding and well-established programs are those in Los Angeles and San Diego, California; Fairfield, Connecticut; Washington, D.C.; Emporia and Lawrence, Kansas; St. Louis, Missouri; Jamestown, New York; York, Pennsylvania; Corpus Christi and El Paso, Texas; Seattle, Washington. By the fall of 1953, one or more foreign languages were being learned by at least 145,000 children in elementary schools of 145 cities and towns in 33 states and the District of Columbia. By the end of 1954, nearly every state was represented in the movement."

An article in School Life reports that fifteen years ago, "fewer than 5,000 pupils were taking languages in the elementary grades and by 1955, there were 300,000—a sixty times more." In 1954 alone, "110 new programs were launched."

These reports seem to indicate that foreign language instruction in the elementary grades is gaining momentum and will soon be kin in importance to the three R's. However, there are certain considerations that should not be overlooked. Although numerous communities throughout the country have already reported having a foreign language program, this does not imply that foreign languages are

3. Newsweek, op. cit.
taught throughout their school system. For example, numerous situations are reported where only one teacher who can speak the language is actually doing some teaching of it with her own classroom group.

A great majority of the schools use foreign language as enrichment for the bright students. Some language programs are only experimental.

There have been set forth many values in an elementary language program. These include: cultural benefit for college and later adult needs, improvement of language skills which would benefit the high school program, enrichment of the regular elementary program, enrichment for high I.Q. children, improvement of human relations and communication with foreign speaking population in the community and possible contributions to international relations. In considering these values, the educator or administrator interested in instituting a language program in his school system should not be blind to the problems which are concomitant. Mr. Selvi advises those contemplating the program to "approach the issue with an open mind— an attitude clearly exemplified in Francis W. Parker’s motto: 'O Lord, preserve Thou me from the foregone conclusion." He also emphasizes the fact that adverse criticism should not be ignored. Not every system can or even should have such a program. Not everyone agrees.

1. Selvi, op. cit.
that such a program is of value. In a piercing article in the Modern Language Journal, Anne Hoppock takes a stand against the program. She feels that "in the elementary school, children should have many vital experiences with several cultures including the languages of these cultures. Thus, the elementary school curriculum becomes a broad-based readiness program resulting in interest and readiness for more intensive study."¹ She feels that young children are a captive audience. They have no choice of courses. Also, they are lacking in real motivation. "Children pick up the foreign language like they would pig Latin. Although the young child may acquire many words in a second language, it is a mistake to think that he learns it as a mode of communication in the sense he does his native tongue."² She explains that in learning the language, he is not having any needs satisfied, he is not having to communicate in order to obtain food, etc. One especially interesting point made was that our most crucial need is for peaceful relations with people who speak Arabic, Chinese and Russian and that these languages are not being taught.

Regardless of the criticism directed against them

². Ibid.
language programs in the elementary school are becoming more and more common. The question is seldom, "Should we have a program?"—but more often, "Are we able to have one?" For, as in any curriculum change, there are problems involved. First enthusiasm over initiating a foreign language program often dies when confronted by the problems so often met.

The purpose of this paper is to consider some of the most common problems which arise in establishing and carrying through a language program in the elementary school, and to enumerate the solutions to them as found by the various language experts and school systems. While each system will have problems contingent with the particular system, we will consider those shared in common by most. These are as follows:

1. At what age in a child's development is it most desirable to begin foreign language instruction?
2. Does the acquisition of a second language interfere with the child's progress in English?
3. How can a foreign language program get started in a system?
4. Who should receive foreign language training?
5. Which language should be offered?
6. What should be the length and frequency of the foreign language teaching period in each grade?
7. Who will teach the language?
8. How can foreign language teaching at this level be financed?

9. What kind of outside and enrichment resources are available to use with the program?

Following a description, in the next chapter, of the resources used, each of these questions will be considered in turn, much in the fashion of the Modern Language Association's *Foreign Languages in the Elementary Schools---Some Questions and Answers*. Many have no definite all-inclusive answer, but various solutions and opinions will be given. This paper is not meant to be a recommendation for the adoption of the program nor for the rejection of it. It is merely a consideration of the problems which may arise.
Resources Used

Due to the limited time available for this project, the chief resource used had to be the library. Books and magazines from the following libraries were consulted: Brookport State Teachers College Library, Rundel Library (Rochester Public System), Nazareth College Library and the professional book collection of the Brighton #1 Schools. Curricula outlines and professional studies were made available by Miss Helen Bauer and Mrs. Dorothy Foster, language teachers in the Brighton Grade School.

The headquarters of the Modern Language Association--6 Washington Square North, New York 3, New York--was most cooperative and sent outlines, price lists and copies of studies made.

Very few hard-cover books on the subject are in print and they were not available at this time. Thus, magazine articles furnished the bulk of information. The principal magazines consulted were the: Elementary School Journal, School Life, N.E.A. Journal, American School Board Journal, Educational Research Bulletin, Nations Schools, Educational Administration and Supervision, Americas, Newsweek, UNESCO Courier, Teachers College Record, Modern Language Journal, French Review and Hispania. It is interesting
to note that most of the articles in these magazines quoted from the Modern Language Association's *Foreign Languages in the Elementary Schools—Some Questions and Answers*. Many of the articles overlapped. Of the twenty-three articles, only four questioned the adoption of the language program in the lower grades. Only one, by Anne Hoppock actually came out against the program.

Of special interest was a report by Elizabeth Engle Thompson, *Foreign Language Teaching in Elementary Schools*. It deals with personal observations made by the author in visits to approximately 125 classrooms throughout the country. The report, published by the Great Neck Public Schools, in Great Neck, New York, contains 66 mimeographed pages of helpful and interesting material. It will be quoted where pertinent in this paper.

Two printed booklets, "French for Children" by Colman-Carter and Nordon and *Record Roundup No. 2 — Many Tongues*, published by the University of the State of New York Press at Albany, were of interest. The former, a manual for teachers and parents, is a method of presenting the language for the first time. The later is a list of records available for foreign language classes.

Several curriculum outlines were examined, but were not in keeping with the topic of this paper, and thus were rejected. These were the Modern Language Association's
"Beginning French in Grade Three," "French in Grade Four,
"Beginning Spanish in Grade Three" and the Cleveland
Public School's "Course of Study, Juvenile French, Part I,
Grades 1-IV."

Besides readings in the field, there was opportunity
for personal observation in the Brighton #1 School System
where languages in fourth grade have been taught for 4
years, and in 5th and 6th grades since 1952.

Consultation was possible with the following persons:

Miss Helen Bauer, M.A., Middlebury (study at the Sorbonne,
Paris), who teaches elementary French
at Brighton #1.

Miss Dorothy Foster, currently working for M.A. in Spanish
at the University of Rochester. Born in
Guatemala, she is full time elementary
Spanish teacher at Brighton #1.

Mr. Edward Wunee, M.A., Middlebury (study at the Sorbonne).
French teacher at Brighton High School.

Mr. Claus Traumann
Mr. Joachim Wippermann, German assistants in the modern
language department of the University of
Rochester. Natives of Kolin, Germany.

Programs examined somewhat in detail include:
the French Program in the University of Chicago Elementary
School, the Vance School experiment in New Britain,
Connecticut. Also, programs in Atlantic City, New Jersey;
Washington, D.C.; Somerville, New Jersey; Cleveland, Ohio;
El Paso, Texas; Carlsbad, New Mexico; San Diego, California;
Los Angeles, California; Brighton, New York and Connecticut.
A CONSIDERATION OF THE PROBLEMS
At what age in a child's development is it most desirable to begin foreign language instruction?

According to the Modern Language Association:

"The evidence of numerous experimental programs (Brooklyn, Carlsbad, Cleveland, El Paso) shows that a child, having mastered at the age of five the basic aural and oral skills of his native language is ideally equipped to begin learning these same skills in a second language. The younger the child, the easier his acquisition of a new language; his ear is attuned to intonations, accents, and pronunciations and his tongue imitates foreign language sounds with effortless flexibility and with none of the self-consciousness that is such a handicap at a later age."

Research by Theodore Andersson of Yale University has indicated that "Babbling infants have been observed to produce an amazing variety of sounds in their own language but also sounds of other languages and indeed sounds which may belong to no language." He observes that very young children can produce any sound in any one of nearly 3,000 languages of the world. Mr. Andersson further believes that very young children "have almost intuitive ability to learn languages." He cites the case of

3. Newsweek, op. cit.
British children in India who speak English to their parents, Bengali to their nurses, Santali to the gardeners, and Hindustani to the house servants—all without confusion or apparent difficulty.

Considering the ability with language from a purely neuro-physiological standpoint, we have the address by Dr. Wilder Penfield, as given to the American Academy of Arts and Sciences. "There is an age when the child has a remarkable capacity to utilize these areas (of the cerebral cortex) for the learning of language, a time when several languages can be learned simultaneously as easily as one language. Later, with the appearance of capacity for reason and for abstract thinking, this early ability is largely lost."¹ The above passage from Dr. Penfield's address was sent by the Modern Language Association to a number of leading neurologists and psychiatrists. "Ten neurology specialists and three psychologists answered. Seven neurologists supported Penfield's theory. Three neurologists and three psychologists took major exception to it."²

Most language specialists agree with the statement of Andersson and Mario Pai that "the best way to learn a

language is to learn it from birth." Nevertheless, just because the child has the ability to learn the language, "this is no reason for setting the child to the task of doing so."¹

Most schools find it most pragmatic to begin language instruction when the child is about eight or in the third grade. This is often based on the idea that eight to ten year olds love codes and secret languages, like 'pig latin,' derived from the mother tongue and thus pick up the languages easily. However, "this is no argument because a foreign language has a completely new vocabulary not based entirely on the mother tongue."² Another reason for choosing this age group is the fact that "Young children do not have so many other interests as later on."³ As we have quoted before from Miss Hoppock, "they are a captive audience." Expert Mario Pei feels that "after 10, ease in learning languages is lost."⁴

Though the general census of opinion seems to hold that foreign languages should be taught before the age of ten, let us examine the other side of the picture. The experience of many service men during the past war in many

2. Ibid.
cases seemed to indicate that "the 'best age' for acquiring a foreign language may be later than we think. Service men began conversing in an Asiatic language after four to six weeks of instruction."¹ Many G.I.'s learned a new language with fair fluency "by intensive study 17 or more hours a week for 36 weeks."² However, it must be remembered that these men were selected; that there was pressure on them and that they had an intense desire to learn. Nevertheless, they were able to do it. It is not uncommon for Americans living abroad to pick up the language within a short time. Probably the main reason for this ability in adults to acquire additional languages is the motivation they have. It is true that an older person will have difficulty acquiring a perfect accent in the language, but he may have less struggle with vocabulary and grammatical construction due to his maturity and past learning experiences.

In countries where bi-lingualism is common, language instruction begins young. "In Sweden, English is begun at the age of 11, German added at 13 and French at 14. France also begins the first foreign language at 11 and a second when the child reaches 13. In Italy, the language is added at 12; in Egypt, at 9. In Lebanon, bi-lingualism in

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1. Hoppock, op. cit.
2. Leonard, op. cit.
in kindergarten is not uncommon.¹ In Holland, where survival in business depends upon the ability with languages, many school children study Dutch, English, French and German (besides Latin, Greek). "Some children study a foreign language during the last two years of elementary school."² This is in the 4th or 5th grades.

While it is generally believed that the younger the child is when he begins the language, the better he will take to it, it is interesting to note the experiences of the University of Chicago Lab School in introducing languages to grades 3 and 4 simultaneously. "There were no marked differences in grades 3 and 4. The younger children showed no superiority. Starting in grade 3 is advisable because it makes possible an additional year's study of the language."³

Although "childhood is not the only time for language learning and language learned in the elementary school may be forgotten through lack of use,"⁴ most authorities agree with the Modern Language Association: "Both common sense and the observations of neurologists, psychiatrists and language researchers indicate that the years from

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1. McGrath, OP, cit.
Fives to ten are the best years for children to learn to understand and to speak a foreign language. So, first grade is none too soon to introduce a child to some rudiments of a second tongue.

Does the acquisition of a second language interfere with the child's progress in English?

Authorities seem in accord with the theory that the acquisition of a second language, far from interfering with the child's progress in his native tongue, actually seems to help him with language activities. However, a report in the *Educational Research Bulletin*, noted that "Observations made by the International Bureau of Education at Geneva, Switzerland in 1928 and at a conference in Luxemburg under Professor P. Bovet, tended to support the conclusion that bilingualism retards the development of personality (especially of the intelligence and the affective life) and results in arrears at school (mainly in the mother tongue)." But the article went on to note that this theory was not in general acceptance since sufficient data was not available.

The *UNESCO Courier* is one of many sources which share the feeling that there is no interference with the native tongue due to the fact that by the age of five, the child has already developed the skills needed in his native tongue. *Children in grade one have an 'understanding vocabulary of___________

1. *Bougeres, op. cit.*
24,000 words and a 'writing' vocabulary of over 5,000 words, according to studies made by Mary Katherine Smith and Henry D. Rinsland.¹

The N.E.A. Journal says: "Foreign language does not interfere with improvement of one's own language or cause other psychological disturbances."² School life even infers that "Learning a second language is often a help in the study of the mother tongue."³ This is especially true if the language is Latin, from which so many of our words are derived. One source is even more blunt and says: "Everyone who is not deaf or idiotic has fully mastered his native language by the end of his 5th year."⁴

In an article dealing with Latin-American schools, it was noted that "children who attend bilingual schools become fluent in both languages and develop a comprehension of and respect for the way of life of others."⁵

And—
"It is well known that once a second language is acquired, it is easier to master the third and still easier to get a fourth. In France and Germany, more time has been devoted to the study of foreign language by the time the child is 11 than has been spent on the study of his native tongue."⁶

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2. McGrath, op. cit.
How can a foreign language program get started in a system?

Most language programs have been sparked into existence through the interest of some administrator, teacher or civic organization. Typical of many beginnings is that of the Atlantic City, New Jersey program. John Milligan, Superintendent of schools was interested in the idea. A meeting was called of all interested teachers. On March 1, 1952, 150 (of a total staff of 350) were present. They agreed to appoint a committee to work out the incidentals, and meanwhile the teachers with any foreign language background were encouraged to experiment in their own classrooms. In early Spring, the committee reported. As a result, an experimental program was set up for 1953-1954. The committee decided on the following:

1. Only the 3rd grade in one school would learn Italian while the 3rd in another school of the same system would learn Spanish.
2. Instruction was to be by a special language teacher assisted by the classroom teacher.
3. Instruction would be 20 minutes per day, 3 days.
4. There were to be no marks given to pupils.
5. The foreign language experience was to be made as enjoyable as possible for the children.
6. The aural-oral approach would be used exclusively.
7. The program was to be evaluated by students, teachers and parents.
8. Any parents who wished could have their children excused from the program.*

At the end of the experimental year, the program was evaluated, again by the committee, administration and civic groups.

The Somerville, New Jersey program got its start in 1949. The school administration introduced the idea at conferences, in study groups, at parent-teacher meetings and at various educational panels. It met with approval and it was decided to initiate the program with Spanish at all levels from third to eighth grade. High school teachers took over the program which would be held three times a week for 20 minute periods. A rather interesting point in this program was the fact that the languages to be taught would be rotated. One year Spanish would be taught to 3rd grades and continued to eighth; the next year (1950) French was begun in third grade. Thus, the language studied by a child is an accident of his birth date, but he continues this language to 8th grade.¹

The University of Chicago started its program in the Fall of 1955. French was introduced to 3rd and 4th grades simultaneously. Identical materials were to be used in both grades, and the curriculum was planned on a long-range basis to insure continuity of instruction at least through pre-Freshman year (Grade 7 and 8). All children were to study

the language, and skills were to be emphasized, rather than culture. Special subjects (music and art) would, wherever possible, integrate French into their programs. Reading would be introduced toward the end of the first year. The Chicago program planned to introduce French first, with German following in 1956-57 and other languages in succeeding years.1

The Washington, D.C. Board of Education sent questionnaires to parents regarding languages in the elementary schools. Of the 22,773 answers received, 22,663 said "yes" and 110 said "no."2 Curriculum materials were prepared by language specialists aided by elementary supervisors. Workshops were arranged for teachers. Lessons on T.V. were made available to both children and parents. Since 1953, this program has been going strong.

The Brighton #1 program was begun in 1952 due to the interest of Miss Alice Foley, then principal of the grade school. All children in the 5th and 6th grades were given instruction in French by a teacher from the high school. Classes were held twice a week for 15 minute periods. In 1954, both French and Spanish were offered, the child and his parents denoting their preferences. In 1958, two full-time language instructors, one for French, one for Spanish

are carrying out the program which begins in 4th grade and is carried on two periods a week for 25 minutes. In the case of Brighton, language was begun on a high grade level and gradually lowered to include intermediate grades.

In many cases, foreign language classes were begun as enrichment for bright students. The Cleveland, Ohio Program, the Oakwood, Ohio and Louisiana Schools are among these. In some cases, the programs were begun as experiments and with support from colleges and universities in conjunction with their schools of education. The Lawrence, Kansas and University of Chicago programs are examples.

The Modern Language Association states that "initiative by the school administration or by the elementary school teacher is the most obvious and natural way of starting such a program. A college or secondary school teacher may have difficulty in initiating a program of foreign language teaching the elementary school if there is any 'pressure' involved. Parents or interested laymen, too, will need to proceed in an objective way and without the use of pressure tactics."1

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Who should receive foreign language training?

The Modern Language Association believes that all children of a given grade should have the opportunity to learn a foreign language.

"The elementary school curriculum is properly considered as a sum of learnings acquired by individual children as they progress through the years at their own speed, in keeping with their individual talents. Language learning, then, should not be restricted to children of superior intelligence; but it should not be imposed indiscriminately on slow-learning children. However, any child who shows a desire and ability to learn a foreign language should be allowed to participate in the program. In border areas and wherever there are frequent contacts with non-English speaking groups there are obvious advantages in extending foreign language instruction to all children in a grade. In other communities foreign language instruction may at first have to be limited simply because in these areas there may not be enough teachers qualified to give such instruction. It may be necessary, at the outset, to use these teachers with selected groups of pupils in order to insure the needed continuity of instruction."

If a limit is to be imposed, one of the big problems is choosing the children who will study the language. Should they be chosen on the basis of "better than average I.Q.?" or "giftedness?" or for "better than average ability in reading?" Should the teacher choose? Should it be a

matter of parental consent?

Frequently, the choice is made on basis of I.Q. However, this is not always the best way. John Geissinger states that "pupils with low I.Q.'s learn foreign languages as well as high I.Q.'s and sometimes better. A 'good ear' is important. Even speech defects in English do not carry over to the foreign language."1

Miss Bauer, of Brighton, feels that slow children frequently do as well as brighter students, though often they do not retain the material as well.

There is no set rule for choosing pupils for the program. Each school must use its own method. However, it should be on a basis of interest and ability, rather than high I.Q.

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1. Qu. cit.
Which language should be offered?

Spanish is by far the most popular language being offered in the elementary school. This is followed by French, German, Italian, Latin, Norwegian, Modern Greek, Swedish and Japanese.¹ The following chart² gives an idea of the breakdown:

<table>
<thead>
<tr>
<th>Language</th>
<th>1953</th>
<th>1954</th>
<th>1955</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>127,271</td>
<td>172,659</td>
<td>221,583</td>
</tr>
<tr>
<td>French</td>
<td>17,616</td>
<td>34,049</td>
<td>46,849</td>
</tr>
<tr>
<td>German</td>
<td>493</td>
<td>2,202</td>
<td>2,484</td>
</tr>
<tr>
<td>Other</td>
<td>263</td>
<td>639</td>
<td>704</td>
</tr>
</tbody>
</table>

(The above chart is only a rough estimate. It would be next to impossible to take into account every language program throughout the country.)

One of the chief factors affecting the choice of language should be the known or inferred preference of the majority of the parents. If more than one language is designated by the parents, it is well to try to offer two, though conditions may sometimes prevent this. The "ethnic composition of the community has a good deal to do with choice of language."³ "Local interest" is another factor. This infers also the traditions and culture of the region.

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¹ School Life, op. cit.
² Ibid.
³ Solvi, op. cit.
One of the most "determining" factors, however, is the availability of teachers qualified to teach the language. Although all indications might lead to Spanish as the logical choice, a school system with only a French teacher available will not take too long in making its decision!

The question was brought up by Miss Hoppock (and referred to elsewhere in this paper) as to the advisability of learning European languages when Russian, Chinese and other oriental languages seem to be the ones we should be concentrating on. This is a well founded point and one which will, no doubt, be considered to a greater degree by educators and language specialists in the future. One reason most schools begin with Spanish or French is that they can find teachers with experience in these languages. Another is the fact that these languages, being somewhat related—via Latin—to our own tongue, are presumed easier to master. At any rate, Spanish, French and German are the most frequently considered languages for the elementary school child.2

2. While it is not mentioned in any articles or books I have found, Hebrew is studied by many young Jewish children with a great deal of success. Brighton children can converse as well in Hebrew as they can in French or Spanish and they learn to read and write it much as they learn English.
What should be the length and frequency of the foreign language teaching period in each grade?

The answer to this question will depend a great deal upon the resources available. According to the Modern Language Association:

"Experience has shown that the minimum desirable, in kindergarten and first and second grades is 15 minutes from three to five times a week. In grades three to six, 20 to 30 minutes have proved desirable although an able class can continue for a longer time without tiring if the teacher is skillful in varying activities. Foreign language need not be confined to the period formally allotted to it. The teacher can create opportunities for children to use and hear the foreign language in everyday classroom situations...The effectiveness of language learning will be in direct ratio to the amount of time given to its use in school and out."

In the Washington, D.C. program, the 81 participating classes get 20 minutes daily of Spanish. Other programs and their time lengths are as follows:2

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic City, New Jersey</td>
<td>20 minutes, 3 times week</td>
</tr>
<tr>
<td>Cleveland, Ohio</td>
<td>30-40 minutes daily</td>
</tr>
<tr>
<td>Oakwood, Ohio</td>
<td>Related when possible</td>
</tr>
<tr>
<td></td>
<td>with music and art.</td>
</tr>
<tr>
<td></td>
<td>No definite time</td>
</tr>
<tr>
<td>Lawrence, Kansas</td>
<td>15-20 minutes, 3 times</td>
</tr>
<tr>
<td></td>
<td>week</td>
</tr>
<tr>
<td>El Paso, Texas</td>
<td>15-20 minutes, 3 times</td>
</tr>
<tr>
<td></td>
<td>1st yr. 15 minutes</td>
</tr>
<tr>
<td></td>
<td>2 times week</td>
</tr>
<tr>
<td></td>
<td>2nd year 20 minutes</td>
</tr>
<tr>
<td></td>
<td>2 times week</td>
</tr>
<tr>
<td>Carelsbad, New Mexico</td>
<td>20 minutes, three times</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Los Angeles, California  
Depends on teacher  
20 minutes, 3 times  
4, 5, 6 grade, 40 min.  
3 times  
3rd grade, 30 minutes  
3 times  

Lake Forest, Illinois  
Jamestown, New York  
Fairfield, Connecticut  
Brighton, New York  
About 15-20 minutes  
3 times, Depends on teacher  
3rd: 15 minutes daily  
4th, 5th and 6th--15 minutes daily  
4th, 25 minutes, 2 times a week  
5th and 6th--15 min.  
3 times a week.

From the above, it can be noted that 15 to 20 minutes a day, three times a week is the average and usual length of instruction. Language specialists agree, however, that frequent association with the language, even if this means greatly shortened periods, is far better than long periods only once or twice a week. In schools where the classroom teacher is responsible for language instruction, more opportunity to use the language in everyday situations arises and gives more meaning to the program than when language is dealt with in an isolated class period.
Who will teach the language?

The most serious problem in starting a foreign language program is "finding competent teachers."¹

"If the teacher does not speak the new language either as a native or with native-like command, he will be of little help to the pupil as a model. If the teacher is not thoroughly familiar with every detail of pronunciation and grammar, both of his pupil's mother tongue and of the language he is trying to teach the child, he will not operate efficiently. If the teacher is not equipped with every trick of the trade—time will be wasted. Most important, if the teacher does not present new tasks in such a way as to instil in the pupil a desire to learn the new language, the instruction will be of little value."²

More knowledge of the language is not enough for

"In contrast to most college and high school instructors, the teachers of elementary language are persons who have complete mastery of the language they teach and they seem to be able to transmit to their charges the enthusiasm they hold for the peoples and cultures which they are bringing to our youngsters."³

There are two types of language programs. The first type has a special well-trained teacher, meets at designated times and has its emphasis on listening and speaking. The second type is that in which the classroom teacher works.  

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with her own group and gives them the language when she sees fit.¹ Many programs have started with the second. In Washington, D.C., a survey was conducted in 1952 to see how many classroom teachers would be willing to use the language curriculum materials² in their classrooms. Those volunteering included: French 156, Spanish 132 and German 52. A total of 340 or 20% of the teachers felt that they would be interested in the project. About 15% of them actually did carry it through.³

Besides using teachers who have had language experience in high school, college or through travel; it was found in many systems that there were teachers available who had foreign language backgrounds. "Louisiana found many teachers with French family backgrounds."⁴ In some cases, people from the community who were fluent in a language could be used as a resource persons in systems which did not have many qualified language instructors.

One method of gaining teachers is through the use of summer workshops. In "1953, there were two; in 1954, 16 and each year more have been added."⁵ The purpose of these is to

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1. Curriculum materials were prepared by language specialists, aided by elementary supervisors.
2. Hansen, op. cit.
3. Ibid.
ways of presenting it on the elementary level. Among the best known Summer Workshops are those at:

"Michigan State, Purdue, Southern Illinois, Stanford, Western Reserve, Yale, University of Colorado, Delaware, Georgia, Michigan, New Mexico, Washington, Wisconsin, Kansas State Teachers College, Macalester (St. Paul, Minn.), Middlebury, Mills (Oakland, Cal.), Mississippi Southern, Plymouth Teachers (N.H.), Puget Sound, Rosary (River Forest, Illinois), and Texas Technological."

In the San Diego program, two teachers volunteered to teach in 1944. In 1951-52, the program had 120 teachers. This huge increase was due to in-service workshops, extension and summer courses and foreign travel.

Some teachers' colleges place their cadets who have foreign language experience in communities which lack qualified teachers. Practice schools doing this include University of Chicago, Maine, Kansas, Purdue, Florida and Western Reserve.

Where good teachers are at a minimum, other resources have had to be used. The Washington, D.C. program makes use of TV Station WNBW-NBC which furnishes free time for French lessons at 9:30 A.M. on Wednesdays and Spanish on Thursdays. Ninety-two French classes and 59 Spanish Classes in the Washington area "receive" instruction through these TV programs which are geared to the school curriculum. Parents can also watch in and take lessons at home, along with their

2. Johnson, op. cit.
The Modern Language Association's views on who should teach the foreign languages at this level, follow:

"In some schools the foreign language is taught by classroom teachers with varying degrees of foreign language preparation or by fully qualified classroom teachers; in other schools the classes are taught by language specialists. The question of who should teach the language depends upon the personnel and financial resources within the school or school system and also upon the individual teacher's enthusiasm, preparation and willingness to qualify. Any plan requires adequate supervision. There must be available an adviser or coordinator to raise and maintain the quality of instruction, to provide in-service training where needed, to to provide liaison among the departments of the elementary school and between school and community.

"Those who teach the languages are:

A. The regular classroom teacher. The teacher should have an acceptable pronunciation and be able to use the language in correct speech patterns, or at the very least, be developing this ability through in-service training.

B. The fully qualified classroom teacher. Qualified elementary teachers who have majored in or are fluent in a foreign language at different grade levels in a school.

C. The staff member with a part-time job. A regular member of the elementary school staff competent in a foreign language may combine teaching it with part-time work in another field (i.e. library).

D. The foreign language specialist. If he is thoroughly prepared in the language, in elementary school methods, and in child growth and development the specialist, who enters a classroom only to teach the foreign language, has an excellent opportunity for effective teaching." 

How can foreign language teaching at this level be financed?

In many places where the language taught is done so by the regular classroom teacher, by foreign language teachers from the high school or by volunteers from other sources, little, if any, additional cost has to be met by the school system. Some school systems such as P.S. 208 in Brooklyn pay the salary of the language teacher by charging a yearly fee of $10.00 (in Brooklyn) per pupil for instruction.

Many colleges are willing to lend the services of a foreign language major or cadet teacher familiar with a language or a student or professor engaged in research.

In some places, a community agency (the PTA, Home and School Association, foreign language group) pays a qualified person to do the teaching. (e.g., Staten Island.)

Often, foreign exchange students studying English in the United States will be willing as part of their study, to take over an elementary class for a half hour or so a week.

With none of the above aids, setting up a program would be expensive. "One suburban district figured it would cost nearly $42,000 to provide instruction for grades one through six."¹

¹ Hoppock, op. cit., p. 270.
Nevertheless, the National "PTA heartily supports the program"¹ and will help in every way to raise money to support it. "In hundreds of communities there are lay advisory committees that work with educators and administrators. These committees are made up of men and women representing major community groups. The PTA often takes lead in forming these advisory committees."²

"An elementary school language program can be instituted only when the school and community recognize the relationship of our country's position of world leadership to an increased ability on the part of our citizens to communicate in a second language."³

When the community is made to recognize the value of such a program, financial support will be found.

¹ Leonard, op. cit.
² Ibid.
³ Belvi, op. cit.
What kind of outside and enrichment resources are available to use with the program?

In a city of fair size, many resources are available. Nearby colleges and universities can provide speakers, often foreign exchange students (in native costume) or professors who have traveled widely.

Many cities have organizations such as Rochester, New York’s Cosmopolitan Club, Alliance Française, German Club, Italian-American Club etc., which provide information and often speakers and exhibits.

The foreign embassies, located in Washington, D.C. or national tourist offices in New York City will gladly provide maps, colorful posters, booklets and information, gratis. The French and Austrian Embassies are especially generous with material.

High school language clubs should not be overlooked. A grade school pupil would enjoy Caesar’s birthday party (complete with togas and laural wreaths) as much as the high school student who stands on the dais proudly reciting, "veni, vidi, vici."

A well-stocked library can provide much audio-visual material. Children’s books in French, Spanish, German and other European languages can be obtained in packages from American Library Association, 69-41 Groton Street, Forest
Hills, Long Island, New York. Prices range from $10 to $50 per packet. Children's books published abroad may be ordered from book importers such as:

Mary Rosenberg, 100 W. 72nd Street, New York 23, N.Y.
Franz Feger, 17 E. 22nd Street, New York 10, N.Y.
Stechert-Hafner, Inc., 31 E. 10th Street, New York 3, N.Y.

Films, film strips and slides can often be borrowed from a local library, university or organization. Teachers or parents who have returned from a trip abroad are more than happy to show their pictures and describe the places in them.

Field trips to special exhibits at local museums and art galleries offer enrichment, as do foreign doll collections, miniature scenes made of boxes and clay.

Many records would fit in well with the language program. Classical works like Bizet's "Carmen" or "Caprice Espanol" lend themselves well to the program. There are also records available dealing directly with the language. Some of these suitable for use in the elementary grades are:

Deux Petites Histoires (Reverse: Quel est mon nom?)
E.M.C. Recording Company
506 East Seventh Street
St. Paul, Minnesota
(one 5 inch dual track reel at 7.5 ips.)

French Children's Songs
Folkways Records and Service Corporation
117 West 46th Street
New York 36, New York
(one 12 inch 33-1/3 r.p.m. record)
French for the Younger Set
University Associated Children's Educational
154 11th Avenue
New York 11, New York
(Album $5.95 with instruction book)

Fun With French
Zodiac Recording Company
501 Madison Avenue
New York 22, New York
(78 r.p.m. record $2.95)

Petites Conversations
University of Wisconsin
Madison, Wisconsin
(33.3 r.p.m. record $4.50)

Beginning French in Grade Three
Modern Language Association
6 Washington Square, North
New York 3, New York
(12 inch, 33.3 r.p.m. record $5)
* Spanish also available

Spanish Through Pictures
Educational Services
1730 Eye Street, N.W.
Washington, D.C.
(two 12 inch, 33.3 records)

Spanish for the Younger Set
Children's Educational Records
154 11th Avenue
New York 11, New York
(Album $5.95)

See also: Record Roundup No. 2, University of the State