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PROGRAM FOR SECONDARY TEACHERS
OF MODERN FOREIGN LANGUAGES.**

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GRADUATE COLLEGE

THE UNDERGRADUATE PREPARATORY PROGRAM FOR SECONDARY
TEACHERS OF MODERN FOREIGN LANGUAGES

A DISSERTATION
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1965

THE UNDERGRADUATE PREPARATORY PROGRAM FOR SECONDARY
TEACHERS OF MODERN FOREIGN LANGUAGES

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CHAPTER I

INTRODUCTION

One of the ultimate goals of education in a free society is that of preparing individuals for the responsibility of making wise choices. The manner selected for offering appropriate education to the citizenry of a nation depends upon the philosophical concept of education at any given time, for indeed, it is this concept that determines the educational objectives, the body of knowledge to be used in attaining these, and the manner in which that knowledge is to be disseminated.

The elementary and secondary school curriculum has been expanded to envelop many areas. This fact presents to educators the responsibility for making a decision as to what knowledge merits time and place, which knowledge shall be included as a part of the educational processes designed for youth, who shall teach that knowledge, and how such knowledge shall be taught.

Because cognizance of trends in objectives is a specific part of curriculum planning, the colleges which have as one of their aims the preparation of teachers must, in their turn, keep informed about trends in pre-college education and alter teacher preparation programs as the need arises.

In the area of foreign languages two decided trends have emerged in recent years that affect the teacher preparation curriculum of the colleges. First, the quantity of foreign language being offered at the elementary and secondary school levels has been increased making greater the demand for teachers. Second, there has been some shifting of emphasis on objectives of foreign language instruction from that of the written language primarily to those of comprehension and speaking as well as reading and writing.

World War II and its aftermath presented an international situation which resulted in the need for a modification of objectives in the study of foreign language, and therefore required an accompanying modification in methodology. For the first time Federal subsidizing funds in appreciable amounts were made available to foreign language educators for the purpose of improving instruction through research and through the re-education of teachers. The best manner for approaching these problems is still being sought with research being conducted on many facets of foreign language education.

Although curriculum improvements need to be made at all levels, it is probable that of the many available avenues of approach to the problem, that phase dealing with the improvement of the teacher education programs may be one of the most rewarding. To this end this study is dedicated.

Need for the Study

It has been stated that the teacher preparation institutions have the responsibility for devising appropriate curricula for preparing future teachers. Many institutions throughout the land are making progress in such programs for the education of foreign language teachers. This is evidenced by the trends in the curricula, by the great body of research being conducted under the auspices of the Modern Language Association, and by the reports in the professional foreign language journals.

The Modern Language Association in a recent statement reported: "while no exact figures exist at present on the number of persons engaged in the teaching of modern foreign languages in the United States, it would appear that at least 35,000 persons, from kindergarten through graduate school, are teaching foreign languages, but the supply of competent teachers falls far short of the need."¹ Other surveys show

¹The Modern Language Association of America, Reports of Surveys and Studies in the Teaching of Modern Foreign Languages, An Introduction Prepared by J. Wesley Childers, Donald D. Walsh, and George Winchester Stone, Jr. (New York: Modern Language Association, 1962), p. viii. Cited hereafter as MLA Reports.

that there was an increase from 4.5 per cent in 1958 to 5.6 per cent in 1960 of graduate enrollments in modern language. Inasmuch as the majority of the graduate language students go into teaching, this growth offers encouragement, "but," the Modern Language Association report concluded, "it appears that each year we should have about twice as many new teachers of modern foreign languages as we now have, and means must be provided to make it possible for more students to prepare to teach the common and some of the principal uncommon languages."¹

Elton Hocking of Purdue University predicts for the coming decade that "the high school population will increase by 50% and the foreign language enrollments will double or perhaps treble. ... We need to double the present number of foreign language teachers in the next few years."² Hocking believes that this cannot be done and that other approaches must be sought. One of the approaches which he thinks to be feasible is that of superior preparation of teachers of foreign languages to take over large group instruction.

Teacher preparation and certification requirements should be reviewed and revised regularly in order to offer programs that will insure competence in newly certified

¹Ibid.

²Elton Hocking, "The Decade Ahead," The Modern Language Journal, XLVIII (January, 1964), pp. 3-6.

teachers. The prime purpose in making this study is that of securing data which might be used to improve the certification standards and preparation of foreign language teachers.

Statement of the Problem

The problem was that of investigating trends and practices of current programs for the preparation of teachers of modern foreign languages and developing recommendations for the improvement of programs in this area. This investigation had two phases requisite to its completion.

The first was to discover the characteristics of an effective program designed for the preparation of foreign language teachers for the secondary school level. The criteria used for judging an effective preparatory program were based on these characteristics. The second was the evaluation of the programs of a sampling of institutions that prepare foreign language teachers with a view to determining the degree to which these programs were fulfilling their objectives.

It is believed that through such analyses a pattern of undergraduate study might be proposed that would result in the more effective preparation of foreign language teachers for the secondary school level.

Delimitation and Scope of the Problem

This study was limited to an investigation of the undergraduate curricula designed by forty institutions of

higher education that grant the Bachelor's degree and that are accredited by regional or national agencies to prepare candidates to teach modern foreign languages at the secondary school level. It was intended specifically to identify those characteristics of specialized and professional education that lead to more effective preparation of language teachers. No attempt was made in this study to analyze the area of general education.

The survey was limited as follows:

1. To those colleges and universities offering a four-year curriculum leading to a Bachelor's Degree and certification to teach modern foreign languages.
2. To those institutions accredited by the National Council for the Accreditation of Teacher Education.

Definition of Terms

These definitions of the terms used in the study are offered for purposes of clarification:

Foreign Language Teacher Preparatory Programs. This term is applied to the complete four-year undergraduate curriculum offered to prospective teachers of foreign languages. It is the curriculum which leads to the Bachelor's Degree and to certification to teach a foreign language in the State in which the certificate is issued.

Target Language. This term is regularly used to refer to the specific foreign language being studied. In addition, the term is used in this study to designate the language for which certification to teach is sought.

Modern Foreign Languages. For purposes of this study this term is applied to those languages in current use throughout the world excluding the English language. It excludes the classical languages because the objectives and the methods for the teaching of these languages are different.

General Education. This term will be defined here as that common body of knowledge and acquaintance with which can reasonably be expected of all college graduates. Such knowledge will provide the student with sufficient intellectual maturity to read critically and to discuss with an acceptable degree of understanding general topics in the areas of the social and natural sciences, the languages and the literatures, the humanities, the mathematics, and the aesthetic arts. It is that part of the curriculum that is considered to be essential for the educated person, and therefore is required for all students graduating from the four-year institution with the Bachelor's Degree.

Professional Education. For this study the term refers to that part of the teacher preparation program which provides the future teacher with the opportunity to gain:

1. An understanding of the school as a social institution, its history, its foundations, and its purposes in the American democratic society.
2. An understanding of the learner.
3. An understanding of the learning processes.
4. An understanding of the method and material including testing and evaluation.

5. An understanding of the problems of teaching through a series of practical experiences in observation, participation, and directed student teaching.

Area of Specialization. The term relates to that portion of the teacher preparation program directed toward acquiring proficiency in the basic skills of speaking, listening comprehension, reading and writing the target language. It further includes phases of the program directed toward gaining knowledge and appreciation of the cultural aspects of the language. And finally, it includes that portion of the program directed toward gaining a knowledge of the science of language, including among its fields phonetics, phonemics, morphology and syntax and usually referred to as descriptive and comparative (or historical) linguistics.

Related Foreign Language Experiences. This term is used with reference to special phases of the curriculum planned by some teacher preparatory institutions to provide for foreign travel, foreign study, residence in a foreign language house, residence with a foreign family that speaks the target language, special dining facilities where foreign language students may benefit from the use of the target language, or employment opportunities that provide additional practice in the use of the foreign language.

The National Federation of Modern Language Teachers Associations. This is an organization comprised of its eleven

constituent Associations of modern foreign language teachers.

These Associations are:

1. The Central States Association (of which Oklahoma is a member).
2. The American Association of Teachers of Spanish and Portuguese.
3. The Pennsylvania Association.
4. The New York State Federation.
5. The Middle States Association.
6. The New England Association.
7. The New Jersey Association.
8. The American Association of Teachers of French.
9. The American Association of Teachers of Italian.
10. The American Association of Teachers of German.
11. The American Association of Teachers of Slavic and East European Languages.¹

The official publication of the organization is The Modern Language Journal and it is devoted primarily to problems of the modern foreign languages. The publication is regularly cited in the literature as the MLJ.

The Modern Language Association of America. This is an organization representing the interests of all language teachers, modern languages (including English) as well as classical languages. The official publication of this

¹The National Federation of Modern Language Teachers Associations, The Modern Language Journal, A Report prepared by the Editorial Staff (Milwaukee: The University of Wisconsin, May, 1965), Vol. XLIX, No. 5.

organization is the Publications of the Modern Language Association of America. This publication is officially cited in the literature as PMLA.

Sources of Data

The data for this investigation were based upon the study of two primary sources of material. First, opinions were secured concerning the characteristics of a good undergraduate foreign language teacher preparation program. These opinions, which served as the evaluative criteria for the study, were solicited from a Committee of Specialists¹ in the area of modern foreign language education.

Second, from a March, 1961 survey, 742 institutions accredited by Regional or National accrediting agencies were reported to have secondary foreign language teacher preparatory programs leading to the Bachelor's Degree.² From these institutions twenty universities³ and twenty liberal arts colleges⁴ were selected. The curricula of these institutions were examined for trends and practices in foreign language teacher preparation.

Secondary sources of data to be used for validation and clarification of information gained from the

¹Appendix A.

²Wesley Childers, Barbara Bell and Harry Margulis, "Teacher Education Curricula in the Modern Foreign Languages," MLA Reports, p. 154.

³Appendix B.

⁴Appendix C.

questionnaires were the college catalogs of those institutions selected for study and the information gained from an analysis of the current professional literature and research.

Procedure

The first step in making this study was that of selecting and soliciting the aid of a Committee of Specialists¹ in foreign language education. This group of ten Committee members was selected on the basis of their publications and their leadership in the current modern foreign language movement. In September, 1964, there was prepared and sent to this Committee an opinionnaire² with a cover letter³ which attempted to define the characteristics of an effective teacher preparation program. From these opinions and the suggestions of the Committee the evaluative criteria for the study were formulated.

The second step was the preparation of the questionnaire.⁴ The primary problem involved in structuring this instrument was to determine which information was to be used in collecting the data. An analysis of the opinionnaires, the related literature, and the local problems connected with the foreign language teacher preparatory program were considered before the questionnaire was finally prepared, tested and revised.

¹Appendix A.

²Appendix D.

³Appendix F.

⁴Appendix E.

The third step was the selection of the forty colleges and universities to be used in the study. The systematic sampling method¹ of taking every nth name from a list was used, and the steps in the selection procedure are listed below:

a) The report of Teacher Education Curricula² released by the Modern Language Association in March, 1961, listed alphabetically by the fifty states and including the District of Columbia 742 graduate and/or undergraduate institutions that prepare modern foreign language teachers for the secondary schools.

b) From this 742 number offering such programs, 320 were found to be accredited by the National Council for the Accreditation of Teacher Education. Of these 320 accredited institutions, 135 were listed as universities and 185 were listed as colleges.³

c) From the list of universities the first and each subsequent seventh name⁴ was selected. From the list of colleges the ninth and each subsequent ninth name was

¹Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 601.

²Childers, Bell and Margulis, "Teacher Education Curricula . . .," MLA Reports, pp. 153-164.

³National Council for Accreditation of Teacher Education Ninth Annual List Effective July 1, 1962 to June 30, 1963, and the Tenth Annual List Supplement Effective July 1, to June 30, 1964 (Washington: Mills Building, 17th. Street and Pennsylvania Avenue, N. W., 1963-1964).

⁴Appendix B.

selected.¹ The twenty colleges and the twenty universities to be sampled in the survey thus covered the widest geographical area.

d) A catalog was obtained from each institution included in the survey for use as a secondary source of data.

For the fourth step copies of the revised questionnaire were mailed to the chairmen of the foreign language departments of the selected institutions. With the questionnaire was included a cover letter² explaining the purpose of the study and the possible use of the results. Additional comments and opinions from the respondents were sought through the use of unstructured questions. The first copies of these revised questionnaires were mailed in November, 1964, with follow-up letters³ and second copies of the questionnaire being mailed to those not replying after a reasonable interval.

A total of 19 replies or a 95 per cent return was received from the universities. From the four-year colleges was received a total of 17 replies or an 85 per cent return. All of the responses used in the study were received on or before March 1, 1965.

The fifth step in the problem was the tabulation, summarization and presentation of the data collected. The final step was the formulation of conclusions and their suggested application for the improvement of foreign

¹Appendix C.

²Appendix G.

³Appendix H.

language requirements for the preparation of secondary teachers of modern foreign languages.

Related Studies

Surveys of teacher preparation programs are not unusual. A search of the literature revealed that four such surveys dealing with foreign language were made between 1924 and 1957. Of these, the survey of Purin begun in 1924 and published in 1929 on the preparation of teachers of the modern foreign languages appears to be the most thorough.

The Purin survey investigated such phases of the foreign language teacher program as the degree of specialization required for certification, the quantity and type of professional education of practicing foreign language teachers, the nature and quantity of post-graduate study, residency of teachers in the country of the target language, number of years of foreign language teaching experience of the teachers, professional morale of language teachers, and the strengths and weaknesses of specific skills of the language teachers. Included also were reports of state certification requirements in the period of 1924-1929. The investigator reported that "foreign language teachers in this country, as a class, are poorly equipped both in the the fundamentals of their subject and in the theory of teaching and the technique provided by practice teacher supervision."¹

¹Charles M. Purin, The Training of Teachers of the Modern Foreign Languages (New York: The Macmillan Co., 1929).

The second report was unpublished, but again in 1955, a survey was made by the Modern Language Association of those institutions listed in the Publications of the Modern Language Association as having foreign language departments, and a report was made of their status on several questions. It was found that only 28 out of 368 had at that time a foreign language residential house, 32 had a plan for exchange of foreign language teachers or for living abroad, about half had area studies or courses correlated with other departments, and most reported aural-oral stress and the use of the language extensively in class. Foreign language clubs, special dining facilities, foreign language activity centers were scattered and about one in seven schools reported a language laboratory.¹

The fourth of these surveys was conducted, also by the Modern Language Association in 1957, on methods courses and professional education. Again, no report was published because of an insufficient number of responses to insure accuracy.

Since the passage of the National Defense Education Act of 1958, numerous studies have been made under that act concerning the status of modern foreign language teaching and learning in the United States. Of these, some were

¹"Foreign Language Teaching in College," PMLA, Vol. LXX, No. 4, (Sept. 1955), pp. 50-51.

devoted exclusively to reports of foreign language activities in higher education.

In 1959-1960, Vamos, Harmon, White and Fischer-Lorenz reported on the number of degrees earned in the common and the critical languages, number of majors by language, distribution of degrees and majors by college and university, and the number of foreign language residential houses and their locations. Also considered in the study was information pertaining to the use of the language laboratory in colleges, the report on numbers of available qualified foreign language teachers and special teaching practices evolving in certain institutions.¹

In March, 1961, Childers, Bell and Margulis published their report on teacher education curricula. A survey of liberal arts colleges, teachers colleges, graduate schools of arts and sciences and graduate schools of education was made. Their study reported minimum requirements by states for certification to teach foreign languages, and the names of institutions in each state meeting such requirements.²

In the sixth revision of college entrance and degree requirements, also made under a National Defense Education

¹Mara Vamos, John Harmon, Frank White, and Hannelore Fischer-Lorenz, "Language Learning in American Colleges and Universities: Data on Degrees, Majors, and Teaching Practices," MLA Reports, pp. 127-152.

²Childers, Bell, and Margulis, "Teacher Education Curricula" MLA Reports, pp. 153-164.

Act grant, Plottel concluded that in 1960 for the Bachelor of Arts Degree program only 31.6 per cent of colleges had foreign language entrance requirements, and 85.9 per cent had graduation requirements. The usual entrance requirement was two units and even this was often waived. Degree requirements never were based on proficiency, but rather on completion of an intermediate course in the language. The most encouraging item noted by the author was the fact that beginning in September, 1963, all North Central accredited high schools should have begun to offer a foreign language. This ruling was expected to increase not only the demand for but also the improved preparation of language teachers.¹

Balakian published a report on certification requirements for modern foreign language teachers. This report offered information by states and showed that the requirements for a major varied from 12 to 30 semester hours. The report also indicated which states have proposals for changes, and the semester hour requirements for certification of foreign language teachers. It is interesting to note that no state was basing certification on proficiency at the time the report was made. Oklahoma required from 24-30 hours of college language, with a limit of six hours being allowed for the courses taken in high school. There were no plans

¹Jeanine Parisier Plottel, "Entrance and Degree Requirements for the BA Degree of Accredited Colleges and Universities," PMLA, Vol. LXXV, No. 4, Part 2, (Sept., 1960), pp. 14-28.

for a change in the program at that time, and it was reported that native-speakers might be certified by the United States Office of Education.¹

Another report of some significance was that made in connection with a two-day conference in New York, in 1961, held by the Modern Language Association. From the conference there was published a set of recommendations for foreign language teaching in college. Through these recommendations the committee advocated thorough training in the basic skills, an increased amount of student time spent with electronic teaching aids which would be comparable to the Army Language School minimum of four times the usual public school maximum, study abroad whenever possible, higher specific qualifications of college teachers of modern foreign languages, and a degree requirement based on proficiency rather than hours in the language.²

Bruce Gaarder's report concerning the basic modern language course stated his thesis that course content should be so varied that students are allowed to proceed at their own rate rather than to know failure because of inability to

¹Anna Balakian, "Certification Requirements for Modern Foreign Language Teachers in American Public Schools, 1959-1960," PMLA, Vol. LXXVI, No. 2B, (May, 1961), pp. 20-35.

²Modern Language Association, "Foreign Language Teaching in College: A Set of Recommendations and Some Workpapers," A Report Prepared by the Modern Language Association of a Two-Day Conference in New York, 1961, MLA Reports, p. 165.

keep pace with a course plan. Again, credit would be granted on the basis of proficiency rather than credit hours.¹

Mead presented recommendations on a foreign language program for college freshmen who enter college with four to ten years of language study. Noting that language students were often lost in this transition, two plans were suggested. The first would involve a completely redesigned college program with new aims and methods, evaluative techniques and time allotments. This plan was believed by the investigator to be expensive and perhaps ultra-liberal. The second and more conservative method dealt with the revamping of present courses to meet new trends. Mead made it clear that his recommendations did not include the detailed plans for these changes, but rather that he was raising a question which needed additional study, and upon which work should be done in the three major areas of literature, culture, and linguistics that would provide a program superior to the present ones provided for foreign language majors.²

In 1961, a program of Spanish studies for the college student was prepared jointly under the auspices of the American Association of Teachers of Spanish and Portuguese and of the Modern Language Association of America, and edited

¹A. Bruce Gaarder, "The Basic Course in Modern Foreign Languages," MLA Reports, pp. 168-172.

²Robert G. Mead, Jr., "Suggestions for a New FL Program for College Freshmen with 4-10 Years of Language Study," MLA Reports, pp. 172-174.

by London and Mead. This report offered valuable recommendations for any Spanish major program, either commercial or liberal arts orientation, but it made no effort to define the program needed for the prospective foreign language teacher. The data contained in the report, therefore, may be helpful only for the specialization phase of the foreign language teacher preparation program.¹

In September, 1962, Starr published his terminal report on the Modern Foreign Language Proficiency Tests for Teachers and Advanced Students. This is a test designed to measure proficiency in the seven areas of (1) listening comprehension, (2) speaking, (3) reading, (4) writing, (5) applied linguistics, (6) culture-civilization, and (7) professional preparation. While these areas were considered by the Modern Language Association to be the best criteria for determining teacher proficiency, it was noted that neither the Modern Language Association nor the Federal Government was undertaking to impose qualifications standards on certification agencies, but rather to suggest guidelines to such agencies for qualification for certificates. The Association further suggests that "important uses can be made of the tests in terms of proficiency measurement for advanced students in teacher-training programs, in Master of Arts and

¹Gardiner H. London and Robert G. Mead, Jr., "A Program of Hispanic Studies for the College Student," Hispania, Reprint from May, 1961, Vol. XLIV, No. 2, (May, 1961), pp. 383-406.

Doctor of Philosophy programs, as guides for placement and diagnostic purposes or as indicators of achievement."¹ The Director believed that the widespread use which the tests have had to date in the National Defense Education Act Summer and Year-long Language Institutes "cannot help but have an impact upon language teachers in terms of an increased sense of professionalism and in the profit which derives from the identification of strengths and weaknesses."² Several Institutions, Agencies, Local School Boards, and a few states have contracted for the use of these tests for certification standards. The Director says that the reports from the users indicate enthusiastic satisfaction and he is optimistic about the gradual increase in participation of their use.

At a Conference in New York convened by the Modern Language Association in December, 1963, a statement was released which was addressed to state departments responsible for the certification of teachers and to institutions that prepare elementary and secondary-school teachers of modern foreign languages. The purpose of the conference was to identify and clarify acceptable standards of preparation. Their eight-point program was defined, and is given below in summary:

¹Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," PMLA, Vol. LXXVII, No. 4, Part 2, Preprint, (September, 1962), p. 2.

²Ibid., p. 7.

1. Carefully selected students having qualities of intellect, character, and personality that will make them effective teachers should be admitted to the teacher-preparation program.
2. Such education as will make the future teacher a well-educated person with a sound knowledge of United States culture, the foreign culture and literature, and the differences between the two cultures. It must also enable him to:
 - a) Understand the foreign language spoken at normal tempo.
 - b) Speak the language intelligibly and with an adequate command of vocabulary and syntax.
 - c) Read the language with immediate comprehension and without translation.
 - d) Write the language with clarity and reasonable correctness.
 - e) Understand the nature of language and of language learning.
 - f) Understand the learner and the psychology of learning.
 - g) Understand the evolving objectives of education in the United States and the place of foreign-language learning in this context.
3. In addition to possessing the requisite knowledge and skills, the language teacher must be able to:
 - a) Develop in his students a progressive control of the four basic skills.
 - b) Present language as an essential element of the foreign culture and show how this culture differs from that of the United States.
 - c) Present the foreign literature effectively as a vehicle for great ideas.

- d) Make judicious selection and use of methods, aids, and equipment for language teaching.
 - e) Correlate his teaching with that of other subjects.
 - f) Evaluate the progress and diagnose the deficiencies of student performance.
4. An approvable program to prepare such a teacher must include:
- a) Evaluation of pre-college language study and proper course placement through results of proficiency tests.
 - b) An offering of language and literature courses advanced enough to enable him to teach the gifted student.
 - c) Such courses and directed readings as will give him adequate acquaintance with major works of literature, to be tested by comprehensive examinations.
 - d) Use of the foreign language as the language of instruction in all language and literature courses.
 - e) Extensive and regular exposure to several varieties of native speech, through teachers, lecturers, discs, tapes.
 - f) Instruction in the foreign geography, history, and contemporary culture.
 - g) Instruction in stylistics, phonetics, and linguistics.
 - h) Instruction in the psychology of language learning and the philosophy of education.
 - i) Instruction and practice in the use of the language laboratory and audio-visual aids.
 - j) Systematic observation of the foreign language being expertly taught, followed by the experience of teaching under expert direction.

- k) Evaluation of the teacher candidate through
 - 1) proficiency and other appropriate tests, and
 - 2) appraisal of his teaching skill by experts.
- 5. An approvable program should also make provision for:
 - a) Native speakers as teachers or informants.
 - b) Study abroad for at least one summer.
 - c) Organized extra-curricular foreign-language activities.
 - d) Training in evaluating and diagnosing pupil progress.
- 6. Institution must provide a modern language staff of sufficient size and competence to give the desired instruction. There should be at least two well-qualified teachers of each language and at least one teacher of each language should hold the Degree of Doctor of Philosophy.
- 7. A candidate's readiness to teach (as attested by his foreign-language department, the education department, the academic dean, and the principal of the school in which he does his apprentice teaching) must be certified not only by the departments directly concerned but in the name of the whole institution.
- 8. Teacher-preparing institutions should regularly evaluate the effectiveness of their programs by arranging for visits to their graduates on the job and by inviting evaluation from administrators of the schools in which their graduates teach. It is the responsibility of institutions that prepare teachers of foreign languages, together with the state departments of education that certify them, to scrutinize constantly the effect of their programs upon foreign-language learning in the schools that employ their graduates.¹

¹Modern Language Association, "Standards for Teacher-Education Programs in Modern Foreign Languages," PMLA, Preprint, Sept., Part II, 1964.

The Conference outlined, in addition to the above eight points, a plan for certification of foreign-born or native speakers of the language who demonstrate possession of the requisite personal qualities, skills, and educational background no matter how or where they have been acquired.

The guidelines set forth by the Conference may be somewhat idealistic, in view of the present supply and demand of teachers of modern foreign languages. They should, perhaps, be considered as goals rather than as immediately attainable standards.

J. Lloyd Trump, Associate Secretary of the National Association of Secondary School Principals, pointed out in an article in which he applied the "Trump Plan" to the teaching of modern foreign languages that new language laboratories, films and filmstrips, programmed learning aids and other excellent aids for modern foreign language teaching are now available, but research evidence indicates that teachers are not making adequate use of these resources. He feels that "the difficulty lies in the fact that schools are trying to impose new teaching goals and methods on conventional educational settings--with teachers and students reluctant to change."¹

¹J. Lloyd Trump, "The Trump Plan Applied to Modern Language Teaching," The Journal of the National Education Association, Vol. 54, No. 4, (April, 1965), p. 50.

The author offers seven suggestions for improving this situation. These are summarized as follows:

1. Evaluation should be an integral part of the learning process and should consider and report separately on:
 - a) what each student demonstrates in the four basic skills of speaking, listening, reading and writing;
 - b) the degree of use to which a student puts his language skills outside of class such as letter writing, reading, interest in other nations and peoples; and
 - c) the quality and amount of work done in independent study with a minimum of teacher supervision.
2. Revision of curriculum content such that teaching is done on a nongraded basis, and that short segments of work in a continuous program replace the traditional semester or year-long courses. A clarified statement of goals for each segment is needed to guide both teachers and students, with the goals to be divided into categories for the "below average," "the average," and "the talented."
3. Development of flexible schedules in such a way that utilization of student time is planned on a short term basis, perhaps only a few days in advance, and there should be a division of that material which is required of and that which is elected by the student for completion.
4. Variation of group sizes in accordance with instructional purposes, that is, a program planned to utilize large and small group instruction techniques as well as independent study situations.
5. Provision of proper educational facilities to make better use of buildings and teaching tools. Specialized facilities for large groups, small groups and independent study provide for more students in less total space than do the multi-purpose rooms in conventional schools, and the

money saved in the building can be used to provide more tools for learning.

6. Coordination of the instructional system such that learning topics are divided into:
 - a) those which students are able to learn by themselves, given proper facilities and supervision;
 - b) those which they learn best from others;
 - c) those which require personal interaction among teachers and students.
7. Reeducation of teachers for the changed roles because this plan can succeed only to the degree that teachers learn different instructional roles and try constantly to improve their teaching techniques.¹

In summary, Trump stated that the present preservice teacher education programs do not adequately prepare teachers of modern foreign languages and that in-service programs should be provided to improve language instruction along the lines indicated.

The article further concluded:

Significant improvement in language teaching and learning requires fundamental changes in the organization of instruction. Piecemeal modifications will produce disappointing results--or at best, fewer gains than otherwise might occur. Revisions in curriculum content, pupil groupings, pupil and teacher schedules, educational facilities, evaluation techniques, and teacher education are needed in a carefully coordinated instructional system.²

A ten-point program for raising standards for modern foreign language teaching was presented to the Pennsylvania

¹Ibid., pp. 50-54.

²Ibid., p. 54.

Modern Language Teachers Association in May, 1964. The Council approved for immediate implementation the first three of these points. These appear below in summary:

1. Provisional certification: 36 undergraduate credits in each language to be taught shall be required.
2. Permanent certification: 24 additional credits in the foreign language shall be required, of which 12 must be graduate credits.
3. Permanent certification: Candidate shall make a grade of at least "good" on the Modern Language Association Test of Teacher Proficiency.¹

The remaining seven points were approved for implementation as soon as feasible. These were:

4. For permanent certification, at least nine months of study in an accredited foreign institution of higher learning shall be required. This study may be a part of the undergraduate program.
5. The State shall grant an interest-free loan for two-thirds of the cost of study at a foreign institution, this loan to be excused after the teacher completes five years of teaching in the Pennsylvania public schools.
6. The State shall pay one-half the cost of post-graduate study at an American institution of higher learning.
7. Foreign language teachers may take the Modern Language Association Test of Teacher Proficiency, and those that receive a grade of "superior" are to receive a merit salary increment.
8. All foreign language teachers shall take an oral-aural test every five years, those scoring "superior" to receive a merit salary increment.

¹Modern Language Association, "Foreign Language Program Notes: Upgrading," PMLA, Vol. LXXIX, No. 4, Part 2, September, 1964, p. A-8.

9. The same linguistic requirements shall apply to teachers of foreign languages in the elementary school as apply to teachers in the secondary school. The same increments shall be paid.
10. State-wide foreign language tests shall be given to all high-school seniors studying a foreign language, high scorers to receive State scholarships to college.¹

¹Ibid.

CHAPTER II

THE OPINIONNAIRE

Introduction

In order to discover the characteristics of an effective program designed for the preparation of foreign language teachers for the secondary school level, an opinionnaire¹ was sent to a Committee of ten Professors and Writers, State Coordinators of Modern Foreign Languages, Modern Language Association Advisers on Teacher Education, and National Defense Education Act Language Institute Directors.² Responses were received from eight of these specialists which gave an 80 per cent return. These replies, coupled with the available literature on modern foreign language teacher education, were used as the basis for the subsequent questionnaire to be used in securing data in the three areas of specialized education, professional education, and certification. This chapter is devoted to an analysis of the opinionnaire.

¹Appendix D.

²Appendix A.

Specialized Education

Placement

Students who have acquired some degree of modern foreign language proficiency are enrolling in college in increasing numbers. The degree of proficiency varies such that there ensues the problem of proper placement. Procedures for placement are many. Among the most common of these are repetition of some or all courses for credit, repetition for audit, repetition for half-credit, enrollment in specially designed review courses--with or without credit, and review through programmed courses.

Andersson, who served on the Committee for this study, concluded in a survey which he made for the Modern Language Association:

. . . if two years or the equivalent are offered for admission, they should be validated by a language qualification test, which normally equates the proficiency with that acquired at the end of two semesters in college and the college programs should start from this point.

. . . It is of great importance that a reasonable achievement of a language major be defined and that this definition be revised from time to time, perhaps by a Commission Association of America. The principle of proficiency, no matter how acquired, should be emphasized until it is widely recognized as preferable to a system of hours and credits. At the same time, tests will have to be used to measure such proficiency as objectively as possible. Presumably, the tests now in process of development by the Modern Language Association will serve this purpose.¹

¹Theodore Andersson, "A Program for the Foreign Language Major," MLA Reports, pp. 174-175.

The entire Committee concurred with Dr. Andersson in that placement should be made on the basis of proficiency, preferably, proficiency as indicated by the Educational Testing Service-Modern Language Association Cooperative Test,¹ and that some type of course should be made available allowing credit for what has been achieved without wasting time and money while auditing or repeating for credit the same course.

¹Distinction should be made between the following tests:

1. The Educational Testing Service-Modern Language Association Cooperative Foreign Language Tests, usually cited as ETS-MLA Cooperative Tests, and
2. The Educational Testing Service-Modern Language Association Tests of Teacher Proficiency, cited as ETS-MLA Tests of Teacher Proficiency.

The ETS-MLA Cooperative Foreign Language Tests in Spanish, French, German, Italian and Russian, were prepared and released for publication in 1964 under a National Defense Education Act grant. The work was directed by Nelson Brooks of Yale University and Director of the MLA Classroom Testing Project, and Donald D. Walsh, Director of the MLA Foreign Language Program. It is distributed by the Educational Testing Service of Princeton, New Jersey at a cost of fifty cents (50¢) per test.

The L Form of the test was normed on secondary students completing one and two years of foreign language study, and on college students with one and two semesters of study. It was designed to test the proficiency of students in the four basic skills of listening, speaking, reading, and writing, with separate norms for students taught by the traditional and by the audio-lingual methods.

The M Forms were normed on secondary students with three or four years of study and college students who have completed four semesters of study. No differentiation by type of instruction is available for the M Forms.

Subject-Matter Areas

The Committee was asked to consider: (1) the demands placed upon the secondary teacher of modern foreign languages, and (2) a time allotment in the undergraduate program of thirty-six hours for the target language, and to make recommendations as to the number of hours to be devoted to the various subject-matter areas of the major language program. Instead, a definite preference was shown by 62.5 per cent of the Respondents to the opinionnaire to recommend study in

The ETS-MLA Tests of Teacher Proficiency, also prepared under an NDEA grant, was directed by Wilmarth H. Starr, New York University and under the auspices of the Modern Language Association. This test also is distributed by the Educational Testing Service of Princeton, New Jersey, and it has been used in the NDEA Language Institutes since the summer of 1960.

These tests were designed to rate proficiency of foreign language teachers and of advanced students in the four basic skills plus culture and civilization, applied linguistics and the area of professional preparation. Language competence is rated as "minimal," "good," and "superior."

The tests require three hours and fifty-five minutes for completion and they are available for the five languages of Spanish, French, German, Italian and Russian. The complete battery of seven tests is available at a cost of \$13.50 per set or they may be purchased individually by subject matter area at a slightly higher price per unit. These tests are presently available only to institutions of higher learning that prepare teachers of modern foreign languages, and to Agencies empowered to certify such teachers. Several states already have adopted them to be used as certification criteria, and the Modern Language Association recommends strongly that other states and accrediting agencies consider their adoption. In 1964, new contracts were made to work out a scale for equating the scores with the various levels of proficiency described in the MLA Statement of Qualifications for Teachers of Modern Foreign languages and to prepare new test batteries D, E, and F.

certain areas and to set the hours required only as averages and to require a minimum rating of "good" on the Modern Language Association Tests of Teacher Proficiency for satisfactory completion of the program.

Obviously, this policy would require a reorganization of the curriculum of most college language departments, perhaps along the guidelines set by Trump which call for dividing the subject matter into smaller segments that may be completed in accordance with the student's ability and at his own rate of speed.¹ Completion of any given segment and its evaluation would then be determined upon the basis of proficiency test scores.

Table I, page 35, shows the areas in which the Committee recommended study, with averages suggested for the time allotment for acquiring proficiency in that area. But these would represent guidelines and the program of each student would be structured and revised from time to time according to his proficiency.

It will be noted that the summary indicates an average need of some ten hours for the elementary level, about ten hours for the intermediate level, and from nine to eighteen hours of upper level literature including the survey course. In addition, it was considered essential to study a course in linguistics and in foreign culture and civilization to

¹Trump, NEA Journal, (April, 1965), pp. 50-54.

TABLE I

AREAS OF STUDY RECOMMENDED FOR A PROGRAM LEADING TO
CERTIFICATION TO TEACH THE MODERN FOREIGN
LANGUAGES AT THE SECONDARY LEVEL

BASIC SKILLS NEEDED ¹	SUBJECTS	HOURS
COMPREHENSION: Ability to understand conversation of normal tempo, lectures and news broadcasts.	Elementary	1- 2 yrs. H.S. or 1-10 hrs. College
SPEAKING: Ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with reasonably good pronunciation	Intermediate	1- 2 yrs. H.S. or 1-10 hrs. College
READING: Ability to read with immediate comprehension prose and verse of average difficulty and mature content.		
WRITING: Ability to write a simple "free composition" such as a letter with clarity and correctness in vocabulary, idiom, and syntax.		
APPLIED LINGUISTICS: Ability to apply to language teaching an understanding of the differences in the sound system, forms, and structures of the foreign language and English; plus additional knowledge of the development and present characteristics of the language.	Applied Linguistics to include History of the Lang.	3- 6 hrs.
CULTURE: An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own; plus first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.	Culture and Civilization Literature	3- 6 hrs. 9-18 hrs.

¹Modern Language Association, "Qualifications for Teachers of Modern Foreign Languages as Recommended by the Planning and Advisory Conference," Modern Language Association Foreign Language Testing Program Conference, September 18-19, 1959.

include the history of the country, customs, culture and contributions to society.

The Committee agreed that in addition to the above a course in Methods of Teaching Modern Foreign Languages, perhaps three hours, should be given as a joint effort of the departments of language and of education.

Other Proficiencies to Be Required

In this study no attempt was made to investigate the general education pattern of the teacher preparatory program, but inquiry was made regarding certain skills which either are related closely to the general teaching process or are related specifically to foreign language teaching. It is interesting to note the sentiment of the Committee concerning proficiency requirements in other areas prior to certification.

Perhaps the most surprising finding on the opinionnaire was the fact that of these eight modern foreign language specialists none recommended a requirement of basic Latin grammar. Neither did they indicate that proficiency in a second modern foreign language should be requisite to certification in the first.

All, however, did agree that the entire block of specialization should be in the modern languages, with two members favoring the no-minor plan and preferring that all specialization should be done in one language to insure complete competency. Three believed that the minor should be completed in a second modern foreign language, and one

believed that an effective and common combination was a modern foreign language major and an English minor. Of the two remaining respondents one favored a double major believing that equal competency should be acquired in two modern foreign languages, and one said the decision should be made on the basis of the student's previous study and his proficiency in the major.

On the basis of these suggestions, it would seem that a minimum requirement of acquaintance with a second foreign language should be made with students being directed into a minor when feasible through counselling and advisement.

As a related study many modern foreign language curricula require courses in the history of the country of the target language. Such courses are sometimes offered in English by the history department, and sometimes as a part of the regular language program. The Committee showed little concern for the department in which this subject was offered, but all believed that it should be basic to the program and that proficiency should be acquired.

With reference to the remaining areas in which proficiency might be recommended, 62.5 per cent of the Committee favored some type of proficiency requirement for speech, and all favored formal instruction in audio-lingual-visual education, such courses to be given as a part of the professional preparation program. One respondent thought that a typewriting skill was helpful to any teacher and should be considered if time permitted.

One of the respondents said that instead of imposing additional proficiencies to be acquired, he would prefer to raise from "good" to "superior" the required rating in the basic skills of the target language, and one said that no proficiency requirements should be imposed other than those in the seven areas recommended by the Modern Language Association.

Foreign Study and Foreign Travel

Numerous institutions are currently providing summer, semester, or year-long sessions abroad for study of the target language. The Committee was unanimous in the opinion that such study should be recommended and credit allowed for the modern foreign language teacher candidate. One member indicated that foreign study should be required. There was, however, less agreement on the question of allowing credit for foreign travel with the majority of the Committee favoring such credit only after investigation of the travel program and satisfactory performance on a written comprehensive examination covering such experiences.

Related Foreign Language Experiences

Job experience and other non-classroom language activities were considered by the Committee to have merit, but these should bear no credit, according to 75 per cent of the Committee, toward completion of the college program. The remaining two members of the Committee felt that the contributions of such experiences to the general proficiency of the

student should be considered and tested, and that credit should be allowed upon that basis.

The National Defense Education Act Institutes generally offer to participants the opportunity of residence in language dormitories and dining at language tables. These are directed, usually, by native speaker students on the campus. The Committee was not in agreement as to the merit of such plans, but the general consensus was that the programs vary in value depending upon the quality of the leadership and direction. With proper supervision and planning the programs have great value and might well be a part of the teacher preparatory program.

Informants

The National Defense Education Act Institutes initiated a plan whereby the services of student native-speakers have been used in a capacity known as "informants" to conduct conversation sessions with language students. Seven members or 87.5 per cent of the Committee favored such practices if conducted on a carefully supervised basis. The remaining member of the Committee opposed the plan on the basis that such student "informants" generally lack the necessary experience and preparation for effecting a successful program.

Extra-Class and Club Activities

The use of films, lectures, and club activities as a part of the modern foreign language program used as an

audio-lingual-visual adjunct was unanimously accepted by the Committee, but it was noted that these were onerous to administer and had value only if conducted in the target language under careful departmental supervision. They should be accredited only as they contribute to over-all proficiency.

Laboratory

A language laboratory session scheduled just as the college natural science laboratory is scheduled appears to be advantageous as 62.5 per cent of the Committee favored scheduling and requiring daily laboratory sessions of one-half hour duration under the supervision of a modern foreign language specialist. Three of the Committee or 37.5 per cent believed that such laboratory should be recommended to the student by the instructor on an optional basis with the ultimate requirement of oral proficiency. Replies to the question as to which classes had the greatest need for laboratory practice showed a preference for the beginning and intermediate classes, but indicated that some literature classes, especially those in poetry and drama, also needed the opportunity for laboratory facilities and materials.

Time Element

One element of language learning that can never be overlooked is that of "time." The erroneous impression has been circulated that a language can be learned in a short time period by methods similar to those used by the armed forces. It is true that some conversational command may be

acquired in such courses, but for the average student to gain anything near mastery of the four basic skills requires a large number of contact hours.

Language learning involves the mastery of a whole set of linguistic habits such that the individual has complete control of the phonology, morphology, syntax and lexicon of the target language with little or no interference from the influence of his native or other language. Most linguists, psychologists, and educators agree that the earlier a person begins to study a foreign language, the more rapid, fruitful and permanent will be the language learning experience. Also, inasmuch as one-year of high school study is normally equated with one semester of college study, the beginning college language student finds himself at a disadvantage on two important scores. Thus, the number of contact hours becomes a major factor in language learning success, and in addition to the scheduled class time of one hour daily plus the recommended one-half hour of faculty-supervised laboratory, opportunity should be provided for the student to use the language laboratory for as many "contact hours" as he needs to gain proficiency.

Implications of Federal Support for Modern Foreign Languages

It is assumed that the National Defense Education Act Language Institutes developed with the aid of federal money are upgrading the effectiveness of the teachers of modern

foreign languages. The Committee was asked to define the implications of these programs for the revision and improvement of the preparatory program at the undergraduate level.

The responses of the Committee are summarized as follows:

1. Recent graduates reveal the need for upgrading which indicates a drastic need for revision of undergraduate methods.
2. The entire program should be supervised by a "Clinical Professor" as defined by Conant,¹ and the major emphasis should be linguistic and it should be tested by the Educational Testing Service-Modern Language Association Test of Teacher Proficiency.
3. A graduate of a teacher preparatory program should not be recommended for a certificate unless he has:

¹James Bryant Conant defined the "Clinical Professor" in his book The Education of American Teachers, (New York: McGraw-Hill Book Co., Inc., 1963), p. 143 and p. 215. "The professor from the college or university who is to supervise and assess the practice teaching should have had much practical experience. His status should be analogous to that of a clinical professor in certain medical schools. He might carry the title of 'Professor of the Theory and Practice of Modern Foreign Languages' (or other field). The salary should be equal to that of any professor in the institution. There would be no junior or intermediary grades. The clinical professor must be an excellent school teacher; he would not be expected to do research or publish papers. He must from time to time return to the school classroom as a classroom teacher. He might serve the college either on a part-time basis or on a full-time basis.

... "Every institution awarding a special teaching certificate for secondary school teachers should have on the staff a Clinical Professor for each field or combination of closely related fields."

- a) a proficiency of "good" on the "minimal, good, superior" MLA scale; plus
 - b) demonstrated proficiency in the classroom; plus
 - c) a knowledge of basic professional education.
4. The undergraduate program should be reorganized to include proficiency tests, improved methods courses, applied linguistics and cultural anthropology.
 5. Greater emphasis is needed on the spoken language.
 6. Methods courses should emphasize the audio-lingual approach.

These reactions indicated that in the opinions of the Committee the current modern foreign language teacher preparatory programs in the colleges have not kept pace with the educational philosophy relating to foreign language education today. As noted throughout the analysis, the primary suggestions for improvement lie in those aspects of the program dealing with an improved proficiency in the basic skills and greater emphasis on the proper preparation of candidates for teaching by use of the audio-lingual approach.

Professional Education

As defined earlier in this study the term professional education envelops a wide range of subjects each of which places special emphasis on some particular phase of the general area. Inasmuch as the undergraduate student is limited by time and practicality from pursuing all courses

that might have value to him, it becomes necessary to make a choice of the subjects to be included in the area of professional education.

The Committee was asked to indicate the subjects in professional education to a maximum of 24 semester hours deemed to be of greatest value to the prospective teacher of modern foreign languages. Table II, page 45, shows the preferences indicated.

It will be noted that 100 per cent of the Committee considered it advisable to include a course in Methods of Teaching Modern Foreign Languages with emphasis placed on the audio-lingual-visual methodology approach. Also, all of the Committee agreed upon the need for the opportunity to study and observe the organization, purposes, curriculum and instruction in the secondary school and to engage in student teaching activities at that level under expert supervision.

Similarly, the Committee advocated by 87.5 per cent offering to teacher candidates the opportunity to study in the areas of Child and Adolescent Psychology, Tests, Measurements and Evaluation, and Audio-Lingual-Visual Education including instruction in the selection, purchase, care and operation of language laboratory equipment.

Two of the Committee mentioned the need for study in Guidance and Counseling, and one member suggested an additional education offering of the Psychology of Language Learning. None considered the very general courses such as General

TABLE II

RECOMMENDATIONS FOR STUDY REQUIREMENTS
IN PROFESSIONAL EDUCATION

Professional Education Subjects	Number of Committee Showing Preference for each Area	Percentage Showing Preference for each Area	Proposed Semester Hours
Methods of Teaching Modern Foreign Languages	8	100	2-3
Study and Observation of the Secondary School	8	100	2-3
Student Teaching Activities in the Secondary School	8	100	6-8
Child and Adolescent Psychology	7	87.5	2-3
Tests, Measurements and Evaluation	7	87.5	2-3
Audio-(Lingual)-Visual Education	7	87.5	2-3
Social Foundations of Education	2	25	0-2
Guidance and Counseling	2	25	0-2
Psychology of Learning (with special emphasis on language learning)	1	12.5	0-2

Education Methods as an important contribution to the total professional proficiency desired.

The undergraduate program should provide opportunity for language teacher candidates to study the psychology of language learning and to develop understandings regarding the conditions most conducive to maximum learning. Obviously, this is most likely to be accomplished in a course taught by the educational psychologist. However, the Committee suggestion that the psychology of language learning should be taught as a separate effort in professional education is highly questionable. It appears that if there are unique elements associated with the psychology of language learning that these should be identified and taught within the framework of special courses in modern language methods and materials.

Many effective programs of professional education in good teacher education institutions, of course, do not follow the practice of teaching piecemeal courses in the areas of professional education identified above, but they identify broader areas for concentrated attention with larger segments of time allotted. These are, therefore, to be considered as guidelines and the Committee was consistent in its demands that "proficiency" in the general area of professional education be sought rather than hours completed in designated courses.

In reply to the question concerning the criteria for determining the individual and departmental responsibility for giving the methods courses, the following is a summary of the opinions and the number of members recommending each:

1. Interest (2)
2. Teaching experience at the level in question (6)
3. Proficiency in one or more modern foreign languages (5)
4. Joint effort (team approach) of the Departments of Education and of Modern Foreign Languages (2)
5. Taught by a Clinical Professor as defined by Conant¹ (1)

It will be noted that "teaching experience at the level in question" was recommended by 75 per cent and "proficiency in one or more foreign languages" by 62.5 per cent. These two, which are requisites in the Clinical Professor approach of Conant, head the list. Two Committee Members or 25 per cent based their recommendation on a "joint effort of the Departments of Foreign Language and of Education," and two others emphasized "interest." These factors were included also by Conant in the Clinical Professor definition.

The courses in Methods of Teaching Modern Foreign Languages, then, would best be a joint effort of the Departments of Education and of Modern Foreign Languages with the class being conducted by a teacher who:

¹Ibid.

1. is proficient in the target language;
2. is keenly interested and highly informed in the methods of teaching;
3. is experienced at the level in question;
4. returns frequently to teach foreign language at the level in question.

Finally, the Committee was asked to define a set of conditions under which the student teaching experience should be conducted for greatest value to the prospective teacher of modern foreign languages. These reactions are listed as follows:

1. The master or critic teacher-supervisor should possess skills, experience, tact, and dedication to the task, so that student teaching may be a real apprenticeship composed of observation, practice, meaningful and helpful criticism and guidance.
2. The student should have practice in a school with adequate audio-lingual-visual facilities, and with an expert master-teacher; he should, if possible, have experience in more than one school.
3. The student teaching program should have the team supervision of the department of foreign languages, the department of education, the classroom teacher and the school principal.
4. The student teacher should have the supervision of a competent and interested professional and foreign language educator.
5. The methods, observation, and student teaching should be performed for at least one full semester under supervision of the high school teacher and the college teaching supervisor.
6. The student teacher should be visited weekly by a professor who knows both modern foreign language methodology and the foreign language being taught.

7. The student teaching should be performed according to the plan proposed by Conant.
8. Student teaching should be done under the supervision of a superior classroom teacher.

The Committee was virtually in agreement as to the merits of the team approach on this phase of the preparation program. Most, it will be noted, advocated the Conant proposal or a slight variation of that plan.

Certification

State Agencies issuing certificates to teach usually have three courses open to them for approving applicants. One is that of using the college transcript or a statement from the college showing satisfactory completion of a specified program; another is that of using the results of some testing instrument, and a third is through the use of a combination of these two. Of the professional Committee of eight members represented in this study, seven agreed that certification should be granted upon the basis of completion of an approved but flexible program plus satisfactory performance on a proficiency test--with preference being shown for the Modern Language Association Test of Teacher Proficiency. The remaining member advocated these two criteria plus the more selective qualification standards outlined by the Modern Language Association.¹

¹Supra, pp. 22-24.

At present, the policy advocated for certification of teachers of modern foreign languages by the Modern Language Association as well as by the recommending Committee for this study is that of completion of an approved program plus proficiency as demonstrated by the use of terminal program tests plus proficiency as demonstrated in classroom teaching. It should be noted, however, that it is not necessary and perhaps not desirable that these be three separate steps toward certification. All can and should be included in any good teacher education program, and a higher degree of proficiency might well be required in the skills as the student moves through the program.

Native speakers who present themselves as potential teachers of modern foreign languages should have their programs structured on the basis of their own proficiency rather than on the basis of some general pattern. It is common for such students to show a strong deficiency in grammar, composition, and cultural or literary background. In other instances it may be English or professional education that shows the greatest weakness. In such cases the language requirement might be reduced in order to strengthen these areas.

Several Institutions and Agencies already have adopted the proficiency examination or have contracted for its use¹ as one of the criteria for certification. The

¹Starr, "MLA Proficiency Tests," p. 7. "These

New York State Education Department, under a newly-formed policy, administered the Modern Language Association Tests of Teacher Proficiency to 127 persons most of whom were foreign born with native language ability, but who lacked the college course credits in the area of specialization to meet state certification requirements. The applicants who took the test already had an American Bachelor's Degree or its foreign equivalent. In no case was the examination substituted for course work in professional education (in New York this is 12 semester hours in foundations courses and 8 in student teaching). Of the 127 applicants taking the examinations 41 passed all parts of the test and had completed all other requirements to teach, 12 passed the test but had to complete requirements in general or professional education, and 74 were weak in some skill such as Culture, Literature, Linguistics or Professional Preparation and were required to complete additional study before certification. The New York State Department of Education reported that its new policy of offering such tests "made it possible for the schools of New York

Institutions and Agencies are already using the tests or have contracted for their use: Hampton Institute (for undergraduate majors); University of Massachusetts; Emmanuel Missionary College, Michigan; Indiana University (Russian Study Group); Oberlin (French Study Group in France), (Spanish Study Group in Mexico); Associated Colleges of the Mid-West (Saint Olaf, Beloit, Monmouth, Lawrence, Coe); State of Pennsylvania; State of New Hampshire; State of Delaware; Washington D. C. (Local Board). In addition, the following States are seriously exploring the possibility: Vermont, Hawaii, Massachusetts."

to tap a rich additional source of foreign language teachers."¹

¹National Commission for Teacher Education and Professional Standards, "Certification of Language Teachers in New York," Newsletter, December, 1963, p. 6.

CHAPTER III

A COMPARATIVE ANALYSIS OF THE AREA OF SPECIALIZATION

Introduction

The degree programs of teacher preparing institutions, in general, are divided into three major areas. These include: (1) general education or that information which, hopefully, enables the teacher to become an intelligent citizen and to adjust to the society of which he is a part; (2) specialized education which is that information to be taught by the teacher; and (3) professional education which includes the development of teaching skills and abilities that will enable an individual to teach successfully and to adapt to a teaching situation.

By delimitation this study excluded general education and treated the areas of specialization and professional education. In addition, the institutional practices of recommending applicants for certification to teach modern foreign languages were examined.

Chapter III is devoted to a comparative analysis of the practices found in the area of specialization in the

institutions¹ involved in the study.

Of the twenty universities surveyed, replies were received from nineteen or a 95 per cent return. Of the twenty four-year liberal arts colleges surveyed, replies were received from nineteen, seventeen of which were used in the analysis. Two of the institutions replying were disqualified on the basis of recent changes to university status. The analysis of the four-year colleges was, therefore, based upon an 85 per cent return.

Placement

What shall be the procedure for placement of students in college language classes on the basis of high school foreign language study presented at the time of admission?

Criterion 1. It is recommended that the beginning and intermediate college courses be so segmented that placement can be made on the basis of standardized test scores (Educational Testing Service-Modern Language Association Cooperative Test recommended), at the level of proficiency which the student has attained.

Assuming the combined beginning and intermediate levels to contain twenty segments (or semester hours), the program of studies for each individual should be structured according to his individual proficiency placement. If, for example, a student's proficiency were segment three, the

¹Appendices B and C.

elementary and intermediate requirements for that student would be seventeen semester hours.

There were three common practices used for student placement in college language classes:

TABLE III
BASIS FOR PLACEMENT IN COLLEGE CLASSES

PRACTICES:	UNIVERSITIES:		COLLEGES:	
	No.	%age	No.	%age
ETS-MLA Cooperative Test	4	21.05	0	0.00
Other proficiency test (teacher-made or CEEB, etc.)	6	31.58	5	29.41
Counseling and advisement	5	47.37	12	70.59

The popular practice of placement by counseling and advisement traditionally has been based upon the equation of one year of high school language study with that of one semester in college. Inasmuch as there is wide variation among students in secondary school language achievement, this practice has resulted in the loss of many college foreign language students in the transition. Several respondents expressed dissatisfaction with their present counseling and advisement placement policies, and some indicated that their departments were considering the adoption of a standardized test. Since the Educational Testing Service-Modern Language Association Cooperative Test was designed specifically to test skills based on the new multiple-objective approach, the

respondents showed a preference for that test over older ones such as the College Entrance Examinations Board Tests which placed greater emphasis on the grammar-reading approach.

With respect to the problem of the type of course in which college students should be placed, several practices were found none of which made provision for the student to begin at his level of proficiency and continue the remainder of the sequence for credit at his own rate of speed.

The summary in Table IV below explains the practices.

TABLE IV
ACCREDITING FOR PREVIOUS STUDY

PRACTICES:	UNIVERSITIES:		COLLEGES:	
	No.	%age	No.	%age
Repeats course for credit	8	42.10	8	47.07
Repeats course for audit	7	36.86	5	29.41
Non-credit review course	2	10.52	0	0.00
Non-credit programmed course	0	0.00	0	0.00
Special review course w/ elective credit; non-credit toward major or minor	2	10.52	1	5.88
Repeats course for one-half credit	0	0.00	1	5.88
Problem being considered for a definite policy	0	0.00	2	11.76

It has been mentioned that the majority of departments which were consulted sectioned their students on the basis of counseling and advisement. There followed the understandable

sequel that the student, already fearful of the implications of college-level study, would repeat a part or all of the basic course--sometimes for audit, but more often for college credit.

Also observed was the fact that institutions of higher learning were taking little, if any, advantage of the newer educational approach to independent study through programmed courses. Several modern foreign language courses have been programmed, and this is one approach to the problems of increasing enrollment and insufficient staff that was specifically recommended by Hocking in the opinionnaire.

Proficiencies in Subject Matter Areas

What shall be the design of the undergraduate curriculum in the area of specialization that will most effectively prepare the student to teach modern foreign languages at the secondary level?

Basic Skills

Criterion 2. It is recommended that the subject matter requirements for the modern foreign language teacher candidate in the area of specialization be flexible guidelines which lead toward proficiency in the six basic skills needed.

The summary in Table V, page 58 shows the basic skills, the subject matter areas for strengthening those skills, and the flexible time allotments that have been recommended.

TABLE V

BASIC SKILLS NEEDED IN SUBJECT MATTER AREAS

SKILLS NEEDED:	SUBJECT MATTER AREA:	RANGE OF HOURS:
A. Listening Compre- hension	Elementary Level: Phonetics Conversation	1-10
B. Speaking	Syntax Reading	
C. Reading	Composition	
D. Writing	Intermediate Level: More advanced concepts in the above areas	1-10
E. Culture	Foreign Culture: Geography History Art and Cultural Contributions Customs Modern Civilization Literature	3- 6 9-18
F. Lin- guistics	Applied Linguistics: Phonology to include phonetics or the science of speech sounds and their production, and phonemics or the discrimination of speech sounds; Morphology or the patterns of word formation including inflection, derivation and composition; Syntax or the patterns of sentence and phrase formation from words; Lexicon or the vocabulary belonging to a specific field; Descriptive linguistics or the treatment of the classification and arrangement of the features of language; Comparative linguistics or the treatment of linguistic change based on the study of data taken from various languages.	3- 6
TOTAL ABOVE ELEMENTARY:		35-40

A statistical analysis of the requirements for the programs which prepare students to teach modern foreign languages is presented in Table VI, page 60. This table shows the language areas which were reported as requirements by the institutions, the range and the mean in semester hours required, and the number and percentage of institutions requiring work in each area. An examination of the table shows several interesting points relating to teacher preparatory programs.

The importance of the number of contact hours was discussed in Chapter II.¹ Table VI shows that there is wide variation in the credit value, and therefore in the number of contact hours in the basic skills courses. With a range of five to fifteen semester hours and a mean just short of eight, the mode or most frequently occurring pattern was the organization of the basic skills into two elementary courses of four hours each and two intermediate courses of three hours each. This is in comparison to a recommended twenty hours of course work for acquisition of the basic skills, assuming that there had been no reduction of this requirement on the basis of previously acquired proficiency.

The mean of 15.19 semester hours required by universities and of 14.00 semester hours required by the four-year colleges falls short of the recommendations for the time

¹Supra, p. 40.

TABLE VI

SUBJECT MATTER REQUIREMENTS FOR CERTIFICATION
TO TEACH MODERN FOREIGN LANGUAGES
FOUND IN 19 UNIVERSITIES AND
17 LIBERAL ARTS COLLEGES

Subject Matter Areas Required	Hours Reco- mend- ed.	UNIVERSITIES			
		Sem.	Hrs.	Credit	No.
		Required		Mean	Req. Credit
		Range			
Elementary	1-10	6-12	7.77	19	100.00
Intermediate	1-10	6-15	7.42	19	100.00
Upper Level Skills	0- 0	3- 9	2.92	11	57.96
Literature	9-18	6-24	15.22	19	100.00
Culture	3- 6	3- 6	2.68	12	63.16
Linguistics	3- 6	0- 3	0.63	4	21.05
TOTAL HOURS OF MFL ABOVE ELEM. LEVEL	35-40	16-40	27.22	19	100.00
FOUR-YEAR LIBERAL ARTS COLLEGES					
Elementary	1-10	6-10	7.74	17	100.00
Intermediate	1-10	5- 8	6.36	17	100.00
Upper Level Skills	0- 0	3- 7	3.15	11	64.70
Literature	9-18	6-18	13.95	17	100.00
Culture	3- 6	3- 6	3.30	12	70.59
Linguistics	3- 6	0- 3	0.70	4	23.53
TOTAL HOURS OF MFL ABOVE ELEM. LEVEL	35-40	14.5-38	24.30	17	100.00

required for the average student to acquire proficiency in the basic skills. It would, however, be entirely possible to compensate for this difference through additional contact hours such as laboratory, upper level skills courses, and related language activities.

Advanced Skills Courses

Some of the institutions surveyed did indeed make provision for junior and senior level courses for further improvement of the basic skills. In the universities the mean requirement for this was 2.92 semester hours with 57.96 per cent of the schools making such provision. In the colleges the mean requirement was 3.15 semester hours with 64.70 per cent having such requirement. This did, in part, compensate for the lower number of elementary and intermediate requirements previously noted and gave a final total of 18.11 semester hours average for universities and 17.15 semester hours average for the colleges to be devoted to the acquisition of the basic skills.

Literature

No distinction was made in Table VI summary between "survey" and "specialized" upper level literature courses. The data received did permit tabulation of these, nevertheless, and it was found that 52.63 per cent of the universities and 58.88 per cent of the four-year colleges required from 3-6 hours of "survey of literature" courses.

More and more frequently the recent literature has contained articles in which the value of "survey of literature" courses is questioned. The recommending Committee was evenly divided with 50 per cent favoring and 50 per cent opposing such survey courses.

Regardless of the titles of the literature courses provided for the teacher candidate, it is essential that the offerings be presented in sufficient depth that the end result will enable him to understand the foreign literature as a part of the culture and to differentiate objectively that culture from the native culture, and he should be made to understand literature as the "vehicle" of great ideas. The breadth of the literature studied should be sufficient to provide the student with an acquaintance of the major works so that he, in turn, can challenge the most capable secondary school students that he may teach.

With respect to the total requirements in upper-level literature studies the range found for universities was 6-24 semester hours and for colleges 6-18 hours. The mean literature requirement in universities was 15.22 semester hours and for colleges it was 13.95 semester hours. This was in comparison to the 9-18 hour range recommended for proficiency.

Culture

The word "culture" as defined by the Modern Language Association on the Qualifications Scale covers a vast body of subject matter. It includes, in addition to the ability to

differentiate between the foreign and native cultures, the geography, history, cultural achievements, social customs and some acquaintance with the contemporary civilization of the people. Also included in this area is the study of literature, through which much of the above subject matter is introduced. Some institutions do, however, provide specific courses in the culture and civilization.

The survey showed the university mean requirement in this area to be 2.68 semester hours and that of the colleges to be 3.30 semester hours. Of the universities 63.16 per cent had a special course requirement for this phase of the program, and 70.59 per cent of the colleges reported such requirement. The most common pattern found both in universities and colleges was one three-hour course in "culture and civilization." A provision of 3-6 hours had been recommended for acquiring proficiency in this area.

Linguistics

Linguistics, a comparative new-comer to the undergraduate preparatory program for teachers of modern foreign languages, was found to be the weakest link in the program. Only four universities or 21.05 per cent and four colleges or 25.53 per cent of the institutions surveyed had a linguistics requirement. Each of these programs required one three-hour course. Also, it was noted that in most of these cases there was a federally subsidized Institute or Area Studies Program and a linguistics offering is a requirement for securing such programs.

Summary

A final item noted from Table VI shows that the total credits of modern foreign languages above the elementary courses (which are not considered because students frequently enter college with high school credit for these) ranged for universities from 16-40 and for colleges from 14.5 to 38 semester hours. The mean for universities was 27.22 and for colleges 24.30 semester hours. The range recommended for acquisition of these proficiencies was 35-40 semester hours above the elementary level.

It appears from the data available that (1) the universities have a preparatory program slightly stronger--requiring an average 2.92 semester hours more for its completion than do the four-year colleges, and (2) both universities and colleges have preparatory programs ranging from 7.78 to 10.70 lower than the 35 semester hours recommended as a minimum.

Other Proficiencies to Be Required

Second Foreign Language

Criterion 3. It is recommended that a minimum requirement of elementary course level acquaintance with a second foreign language be made, and when feasible, that students be directed into a second foreign language minor.

The minor, often selected through counseling and advisement, may be chosen ordinarily from subjects which are

not necessarily closely related. It seems advantageous that the secondary specialization study of the prospective foreign language teacher be selected from a very closely related area, preferably a second foreign language.

The summary following shows for the institutions surveyed the nature of second foreign language requirements:

TABLE VII
SECOND FOREIGN LANGUAGE REQUIREMENTS

POLICY:	UNIVERSITIES:		COLLEGES:	
	No.	%age	No.	%age
A.				
Second foreign language minor required	1	5.26	0	0.00
Elementary knowledge of second foreign language required	2	10.53	2	11.76
Second foreign language recommended	2	10.53	1	5.88
No policy concerning second modern foreign language	14	73.68	14	82.36
B.				
Elementary knowledge of Latin required	1	5.26	1	5.88
No policy concerning Latin	18	94.74	16	94.12

Foreign language study and requirements have been strengthened greatly since the National Defense Education Act was passed in 1958. Donald D. Walsh reported in December, 1964, at a meeting of the Modern Language Association:

Two MLA surveys show that between 1960 and 1963 the college population increased 30 per cent and the enrollments in modern foreign languages increased 31 per cent, from 608 thousand to 801 thousand. But enrollments in graduate courses in this three-year period rose from 18 thousand to 32 thousand, almost double the undergraduate rate of increase. This is a healthy sign for our supply of teachers. It is also indicative of a general trend, which we have noted in PMLA, toward increased college enrollments in intermediate and advanced courses while enrollments in beginning courses in the most popular languages (French, German, Spanish) have stood still or declined. . . . of sixty-six students in beginning German at Brown this fall, one had studied no foreign language in school, twenty-nine had studied one other language, thirty-two had studied two others, and four had studied three others. We can henceforth with some justification anticipate more sophisticated students in our beginning language classes in college, and we may hope that the materials and the teaching will be correspondingly sophisticated.¹

In spite of this trend of increasing foreign language enrollments, the policies concerning language requirements found in this survey seemed inadequate and disappointing. Perhaps this is the time for advisers in the department of modern foreign languages to reconsider their techniques of counseling and to make stronger recommendations to their administration for revision of the program for their majors or for those completing the teacher education program. It might also be the time for modern language specialists to reconsider the extensive and undeniable values to be gained from the study of the classical languages and to direct those students with aptitude, interest, and ability into minors in the Classics.

¹Donald D. Walsh, "The Foreign Language Program in 1964," Hispania, Vol. XLVIII, No. 2, (May, 1965), p. 339.

Speech

Criterion 4. It is recommended that the foreign language teacher candidate be directed into such speech activities as will enable him to gain adequate proficiency in speech to meet his needs as a foreign language teacher.

Speech was the only proficiency outside the major field that was strongly urged by a majority of the recommending body. An analysis of the data is shown in Table VIII.

TABLE VIII
SPEECH PROFICIENCY

POLICY:	UNIVERSITIES:		COLLEGES:	
	No.	% age	No.	%age
Have speech requirement	4	21.05	9	52.94
Have no speech requirement	15	78.95	8	47.06

An examination of the general education pattern of the catalogs showed that speech frequently may be elected as a part of the English or communications block. When this is not possible, the foreign language adviser can and should, it is believed, direct the student into elective speech activities unless previously acquired proficiency can be shown. The foreign language teacher has a two-fold need for superior speech skills. First, it is useful to him as to any teacher in the usual professional practices, and secondly, the language teacher relies strongly on audio-lingual equipment, an adequate knowledge of which greatly ameliorates its usage. In spite

of these needs, however, more than three-fourths of the universities and almost one-half of the colleges made no provision for this important adjunct to the foreign language teacher preparatory program.

Foreign Study

Criterion 5. It is recommended that the foreign language teacher candidate be required to spend a minimum of nine weeks of the undergraduate preparatory program in formal accredited study in the country of the target language.

Sometimes supported by the National Defense Education Act, sometimes supported privately, and sometimes aided through a loan plan, numerous foreign study programs have been organized to make such study possible without imposing a too great financial burden. These summer, semester, or year-long sessions have become a regular part of the teacher preparatory program in many progressive colleges and universities, and, it is believed, that the values derived therefrom merit their continuation and expansion.

It has been charged that such programs result in time loss, that credit is often earned for museum visiting and that institutions of higher learning should not become involved in tourism. But it is believed that to the teacher of foreign languages both tourism and museum visiting make a defensible contribution to general language competency and that the recommended tests of proficiency compensate for any weakness that may be found in scholastic rigor.

The data concerning this phase of the program is summarized in Table IX.

TABLE IX
FOREIGN STUDY

POLICY:	UNIVERSITIES:		COLLEGES:	
	No.	%age	No.	%age
Foreign study required	0	0.00	0	0.00
Foreign study recommended and accredited	15	78.95	13	76.48
Foreign study sponsored, conducted and accredited through the institution	4	21.05	1	5.88
No policy concerning foreign study	0	0.00	3	17.64

The universities were unanimous in accrediting approved foreign study, and more than one in five of these institutions surveyed participated in a foreign study program. The colleges have been a little more conservative both in accrediting foreign study and in sponsoring such programs.

Non-Credit Foreign Language Activities

Foreign Travel

Criterion 6. It is recommended that the foreign language teacher candidate travel, when possible, in the country of the target language, but that such travel be accredited only as it contributes to acquisition of general language proficiency.

Because of the near impossibility of accurately evaluating foreign travel programs, it was recommended that credit for such travel be granted on the basis of its contribution to general proficiency in the language.

The tabulation of the policies of the institutions surveyed showed the following:

TABLE X
FOREIGN TRAVEL

POLICY:	UNIVERSITIES:		COLLEGES:	
	No.	%age	No.	%age
Foreign travel recommended but on non-credit basis	12	63.16	10	58.82
Foreign travel accredited by examination	1	5.26	0	0.00
Foreign travel evaluated and accredited depending on the individual case	6	31.58	6	35.30
No policy concerning foreign travel	0	0.00	1	5.88

Non-school sponsored foreign travel, though recommended, was found to be on a non-credit basis in the majority of cases. Several respondents noted the difficulty in evaluation of this type of activity.

Other Non-Credit Activities

Criterion 7. It is recommended that opportunities for these well-directed but non-credit related language experience be provided as a part of the teacher preparatory program:

- A. Foreign language dormitory with experienced native-speaker counselors;
- B. Foreign language dining tables for conversational practice directed by native speaker assistants;
- C. Foreign language conversation classes with native speaker informants;
- D. Foreign language lectures, films, and club activities conducted in the language;
- E. Foreign language work experience opportunities such as interpreter, guide, translator, bilingual secretary, etc.

Well-organized related foreign language activities contribute a great deal to the competency of the student. Similar to the travel program, however, it is virtually impossible to evaluate these objectively. It was recommended that such experiences be provided by the foreign language department, and that they be carefully planned and as well-coordinated as the accredited phase of the program. They should, however, bear credit only as they contribute to general proficiency in the language.

The following data from the institutions surveyed showed that the extra-class experience of the preparatory program was a weak phase. Also apparent was the fact that the universities provided more extensive opportunities for these activities than did the colleges.

Administration of these aspects of any departmental plan would present numerous obstacles and impose additional strain on budgets already laboring under laboratory, equipment, and expensive teaching materials costs. These activities

TABLE XI

EXTRA-CLASS ACTIVITIES

POLICY:	UNIVERSITIES:		COLLEGES:	
	No.	%age	No.	%age
A.				
Department provided for dormitory with native speaker counselors	2	10.53	0	0.00
No provision	17	89.47	17	100.00
B.				
Department provided for dining table with native speaker assistants	5	26.32	0	0.00
No provision	14	73.68	17	100.00
C.				
Department provided for extra-class activities (films, club, lectures)	14	73.68	10	58.82
No provision	5	26.32	7	41.18
D.				
Department provided for non-credit conversation classes directed by native speakers	5	26.32	7	41.18
No provision	14	73.68	10	58.82
E.				
Job experience recommended on non-credit basis, but no under departmental supervision	16	84.21	14	82.36
Job experience evaluated and accredited on individual basis	2	10.53	2	11.76
No departmental policy	0	0.00	1	5.88
Not considered of value	1	5.26	0	0.00

would require: (1) expanded physical facilities, (2) more extensive materials and equipment outlay, (3) larger supervisory staff, and (4) larger staff of assisting personnel. Thus, such activities, found to be effective in the language institutes, have been and likely will continue to be neglected in the teacher preparatory program.

Language Laboratory

Criterion 8. It is recommended that adequate modern language laboratory facilities be provided as follows:

- A. for beginning classes,
- B. for intermediate classes,
- C. for advanced classes when appropriate such as those for drama, poetry, and phonetics,
- D. on a scheduled and required basis,
- E. supervised by a specialist in the target language,
- F. for daily practice sessions of one-half hour in addition to the regular class time.

Foreign language laboratories have come into widespread use since the passage of the National Defense Education Act, and the availability of federal funds has made it possible for common schools to purchase laboratories on a subsidized basis. Such money has not been generally available to purchase similar equipment for higher education departments of modern foreign languages. It has, therefore, been necessary to channel a large part of the college and university foreign language departmental budget into the purchase of laboratory facilities if these are to be supplied. In some instances

this has not been possible, and some departments are preparing teachers who will go into public schools to teach without adequate preparation for using this equipment. Specific recommendations, therefore, were made for the effective use of the modern foreign language laboratory.

The summary on page 75 shows the practices followed by the institutions surveyed.

Some type of laboratory is now available in the language departments of most institutions of higher learning. Of the colleges included in this survey only one reported using the tape recorder as the exclusive audio-lingual aid.

Problems are created, however, with the advent of the language laboratory, and some Respondents noted that the capacity of the laboratory was inadequate for the student load, thus restricting its use to lower level classes. About half of the Respondents reported that the size of the staff was inadequate for faculty supervision of laboratory practice sessions, and most of the departments having faculty laboratory supervision used only the regular class period for such practice thereby limiting the number of supervised contact hours. Only two departments, both colleges, reported having as much or more than the recommended minimum requirement of two and one-half hours weekly laboratory sessions. The majority reported one hour weekly, and this was usually without faculty supervision. Several mentioned financial difficulties in keeping the laboratory open even with student attendants.

TABLE XII

LANGUAGE LABORATORY UTILIZATION

POLICY:	UNIVERSITIES:		COLLEGES:	
	No.	%age	No.	%age
A.				
Availability of language laboratory to modern foreign language teacher candidates:				
Yes	19	100.00	16	94.12
No	0	0.00	1	5.88
B.				
Laboratory is available for:				
Beginning classes only	4	21.05	0	0.00
Beginning and intermediate classes	10	52.63	7	41.18
Beginning, intermediate and upper level classes where applicable	5	26.32	10	58.82
C.				
Laboratory sessions are:				
Scheduled, required, and have instructor supervision	8	42.11	7	41.18
Scheduled, required but without instructor supervision (student assistants)	10	52.63	8	47.06
Neither scheduled nor required; recommended by instructor on individual basis	0	0.00	2	11.76
Optional with student	1	5.26	0	0.00
D.				
Weekly laboratory practice in addition to regular class period:				
2½ or more hours	0	0.00	2	11.76
½ hour but less than 2½ hours	13	68.42	6	35.30
No specific laboratory time	6	31.58	9	52.94

These data indicated that the laboratory sessions as described are virtually useless toward providing the foreign language teacher candidate with the number of contact hours and the type of laboratory instruction needed to achieve proficiency in the four basic skills.

Summary

Based on the data received the following observations and recommendations for improvement of the area of specialization of the foreign language teacher candidate's program are submitted:

1. Placement of incoming college and university students from secondary schools with foreign language credit is made far too often on the basis of counseling and advisement resulting either in repetition of work or in their being placed in classes beyond their ability and often resulting in loss from the language program. The college courses should be so segmented that students can be appropriately placed regardless of their level of proficiency attainment. A revision is needed in the 20-hour elementary and intermediate sequence to provide for placement at the level for which each student is prepared. Proficiency of students should be tested at the time of admission by appropriate skills tests. The Educational Testing Service-Modern Language Association Cooperative Test is recommended as the best currently available for testing the four basic skills.

2. The student should continue this trend of study to the point that he attains the proficiency rating "good" or better in each of the four basic skills. None of the language departments included in this survey offered an elementary and intermediate program with this degree of flexibility.

3. Both colleges and universities should increase the recommended range of literature and culture courses by two to six semester hours.

4. Linguistics studies should be made available in all language departments and should be raised from the average requirement of .70 semester hours to a minimum of 3 semester hours.

5. The average range of foreign language requirements for the teacher candidate should be raised for colleges from 24.30 and for universities from 27.22 to a minimum of 35 semester hours above the elementary level.

6. In both colleges and universities the requirements for study in a second modern or classical foreign language should be raised to a 10-hour minimum, with a minor being strongly recommended.

7. In more than 75% of the universities and more than 50% of the colleges there is a need indicated for a speech proficiency requirement.

8. In all colleges and universities a minimum foreign study requirement of nine-weeks, so important to the language teacher, should be imposed. None of the institutions surveyed had such foreign study requirements.

9. Opportunities for non-credit foreign travel and non-credit related foreign language activities should be greatly extended and made available to all language teacher candidates. Very strong recommendations for participation in one or more of these activities should be made.

10. The plan for the use of the language laboratory showed need of revision in all institutions surveyed. Students should be provided with the opportunity for profitable laboratory experiences contributing to their general language proficiency.

But successful experience in the six basic skills of the foreign language does not, by itself, qualify the student to become an effective teacher. There is need for a seventh--professional preparation--and these two phases of the total program should be closely correlated as a "joint effort" of the two departments most commonly concerned.

CHAPTER IV

A COMPARATIVE ANALYSIS OF PROFESSIONAL EDUCATION CURRICULA

Introduction

It would be extremely difficult to separate subject matter from methodology and other phases of professional education in the teaching of foreign languages. The Modern Language Association made this admission when, in outlining the basic skills needed by the practitioner, it listed "professional preparation" as one of the seven areas for which proof of proficiency should be shown prior to certification.

In Chapter III, the first six of these areas were analyzed according to current practices in the institutions selected for this study. This chapter will be devoted to a similar analysis of the seventh, professional preparation.

Objectives

In 1959, the Modern Language Association defined the professional education skills needed by the foreign language teacher as follows:

Professional Preparation: Knowledge of the present day objectives of the teaching of foreign languages as communication and an understanding of the methods and

techniques for attaining these objectives; plus knowledge of the use of specialized techniques, such as audio-visual aids, and of the relation of language teaching to other areas of the curriculum. Ability to evaluate the professional literature of foreign language teaching; plus a mastery of recognized teaching methods, evidence of breadth and depth of professional outlook, and the ability to experiment with and evaluate new methods and techniques.¹

This definition was more inadequate and misleading than had been those for the first six basic skills² and it could ill be used as criteria for the planning of an effective education pattern. A special conference for the explicit purpose of clarification of definitions was called by the Modern Language Association in December, 1963. From this conference an eight-point program was released defining what was considered as an acceptable standard of preparation. That portion pertaining to professional preparation objectives is summarized for additional study.

The total teacher education program should enable the foreign language teacher to understand:

- a) the nature of language and of language learning;
- b) the learner and the psychology of learning;
- c) the evolving objectives of education in the United States and the place of foreign language learning in this context.

The total teacher education program should provide the teacher candidate with the ability to:

¹Modern Language Association, "Qualifications."

²Supra, p. 35.

- d) develop in students a progressive control of the four basic skills;
- e) present language as an essential element of the foreign culture and show how this culture differs from that of the United States;
- f) present the foreign literature effectively as a vehicle for great ideas;
- g) make judicious selection and use of methods, aids, and equipment for language teaching;
- h) correlate teaching with that of other subjects;
- i) evaluate the progress and diagnose the deficiencies of student performance.

An approvable program of foreign language teacher education must include:

- j) instruction in the psychology of the learner;
- k) instruction in the psychology of language learning;
- l) instruction and practice in the use of the language laboratory and audio-visual aids;
- m) systematic observation of the foreign language being expertly taught, followed by the experience of teaching under expert direction;
- n) appraisal of teaching skill by experts.¹

There appears to be some inadequacy and weakness in this revised definition. For example, the Association has rather consistently failed to include in its recommendations sufficient attention to the school in the American culture and an understanding of the curriculum and organizational structure of the American secondary school.

¹Modern Language Association, "Standards."

It is commendable, however, that the Association was considering the requisites of the total preparation program rather than piecemeal division into responsibilities of the language department versus the education department. In other words, the responsibility for the preparation of a teacher was placed on the institution as a whole and necessarily involved a joint effort. This is noted as a strength, and it was regrettable to find so little co-ordination between the departments in actual practice.

What, then, shall be the design of the undergraduate curriculum in the area of professional education that will most effectively prepare the student to teach modern foreign languages at the secondary level?

Criterion 9. It is recommended that the subject matter requirements for the modern foreign language teacher candidate in the area of professional education be flexible guidelines which lead toward proficiency in: (1) knowledge of the learner, (2) knowledge of the processes of learning foreign languages, (3) testing and evaluation procedures, (4) audio-lingual-visual techniques, (5) social foundations of education, (6) the organization, purposes, practices, and principles of the secondary school, and (7) the practical application of teaching techniques at the secondary school level.

For the mastery of these objectives and skills a lifetime of study of professional education could be spent.

It is expedient, however, to (1) acquaint the foreign language teacher candidate with the facts and concepts basic to each area; (2) set minimal and measureable standards that are to be attained as the student advances through the program and before recommendation for certification; (3) provide him with adequate bibliographical sources; and (4) inspire in him the desire to continue to pursue and evaluate his professional education studies. This is seen to be the role of the undergraduate professional preparation program for foreign language teachers, and indeed, that for all teacher candidates.

For the sake of convenience to the administrator and to the registrar these objectives may be translated into courses and time allotments as shown below in Table XIII.

TABLE XIII
PROFESSIONAL EDUCATION STUDY AREAS

STUDY AREA:	SUGGESTED TIME: (Sem. Hours)
Psychology of Childhood and Adolescence	2-3
Educational Psychology to include the Psychology of Language Learning	2-3
Methods and Materials of Teaching	
Modern Foreign Languages to include Tests, Measurements and Evaluation, and Audio-Lingual-Visual Education	6-9
Social Foundations to include the purposes of education	2-3
Organization, Objectives, and Principles of Secondary Education	2-3
Observation and Student Teaching	3-6
SOME COMBINATION TO TOTAL	24

By using this pattern some 20 per cent of the total undergraduate program, as it presently exists, would contribute to the professional preparation of the future teacher. This is not to imply that professional mastery can be attained in this short time span, but it is believed that a "good" proficiency rating in the areas indicated as well as a "superior" proficiency rating in enthusiasm and motivation to continue professional study could be acquired.

Assuming that these objectives are defensible and realistic, it seems appropriate to proffer an analysis of the professional education patterns approved and employed by the institutions included in this survey. Table XIV, page 85, shows the professional education areas found to be required, the guidelines for the recommended time in semester hours for purposes of comparison, the range, mode, and mean of semester hours that was found to be required, and the number and percentage of institutions stipulating each.

Professional Education Study Areas

Psychology

All institutions surveyed were found to have a psychology requirement. In most cases this took the form of the so-called Child and Adolescent Psychology, but in a few cases there was, instead, an Educational Psychology or a Psychology of Language Learning requirement. Certainly, titles are deceiving and the scope of materials vary, but all

TABLE XIV

PROFESSIONAL EDUCATION PATTERNS FOR CERTIFICATION
TO TEACH MFL AS INDICATED BY
19 UNIVERSITIES AND 17 LIBERAL ARTS COLLEGES

PROFESSIONAL EDUCATION AREAS REQUIRED:	Rec. Time in Sem. Hrs.	UNIVERSITIES				
		Semester Hours of Credit Required			No. Req. Credit	%age Req. Credit
		Range	Mode	Mean		
Obs. & Teaching	3-6	5-10	6	7.63	19	100.00
Methods of MFL	2-3	0- 3	3	2.21	17	89.47
Gen.Educ.Methods	0	0- 3	3	2.05	16	84.21
Child & Adol. Psy.	2-3	0- 3	3	2.00	13	68.42
Social Foundations	2-3	0- 3	3	2.16	13	68.42
Tests, Meas. Eval.	2-3	0- 3	3	1.16	8	42.10
Psy.of Lang.Learn.	2-3	0- 3	3	1.10	8	42.10
Educ. Psychology	2-3	0- 5	3	1.15	7	36.84
Prin.of Sec. Educ.	2-3	0- 3	3	.89	6	31.57
Audio-Visual Educ.	2-3	0- 3	2	.52	4	21.05
Educ. Electives	0	0- 6	1	5.26	4	21.05
Mental Hygiene	0	0- 2	2	.10	1	5.26
Guid. & Counseling	0	0- 3	3	.15	1	5.26
TOTALS:	24	18-32	24	21.95	19	100.00
FOUR-YEAR LIBERAL ARTS COLLEGES						
Obs. & Teaching	3-6	3-15	6	7.50	17	100.00
Methods of MFL	2-3	0- 3	2	2.14	16	94.11
Child & Adol. Psy.	2-3	0- 6	3	3.29	13	76.47
Gen.Educ.Methods	0	0- 3	3	2.00	12	70.59
Social Foundations	2-3	0- 6	3	1.97	11	64.70
Tests, Meas. Eval.	2-3	0- 3	3	1.18	8	47.06
Audio-Visual Educ.	2-3	0- 3	3	1.06	7	41.18
Prin.of Sec. Educ.	2-3	0- 3	3	1.00	6	35.29
Guid. & Counseling	0	0- 3	2	.41	3	17.64
Educ. Psychology	2-3	0- 3	3	.53	3	17.64
Psy.of Lang.Learn.	2-3	0- 3	2-3	2.94	2	11.77
Cultural Mat.for MFL	0	0- 3	3	1.18	2	11.77
Developmental Read.	0	0- 2	2	.23	2	11.77
Educ. Electives	0	0- 5	3-5	.47	2	11.77
TOTALS:	24	15-27	21&24	17.88	17	100.00

institutions surveyed had a psychology requirement for its teacher candidates.

Tests, Measurements, and Evaluation

Faring not so well was study in the area of Testing and Evaluation with fewer than one-half of the institutions surveyed making provision for proficiency in this all-important teacher skill. Presumably, the high percentage of institutions that required courses in General Education Methods offered some instruction in evaluation techniques in that course. But again, titles and catalog descriptions are deceiving and none save the professor himself, can ascertain the content of a given course.

Audio-(Lingual)-Visual Education

This term is neoteric to the field of foreign language education. Rather recently has it appeared in the language literature and it has not been noted in any course description studied. It did appear, however, in the recommendations of the consulting committee for this study, and a few departmental chairmen respondents employed the term to describe parts of their preparatory program. In some cases it was noted that the language department took responsibility for this phase of the student's preparation. But by whatever name or whichever department responsible for its offering, all too few language teacher candidates (21.05 per cent for universities and 41.18 per cent for colleges) were provided the opportunity to learn how to use most effectively the equipment that would presumably be found in the secondary school language department.

Social Foundations of Education

About 65 per cent of the students were given specific instruction in Social Foundations courses. Again, it is possible that this might be treated in general or in introductory education courses. A few institutions mentioned a requirement for History of Education or Philosophy of Education, and a few others gave a combination course or an election between the two.

Secondary Education

A surprisingly few (about one-third) of the departments surveyed made a requirement for the study of the institution in which the candidates were preparing to teach. This could be treated casually in a general education course, but it is unlikely that there would be adequate time to present the organization, objectives and curriculum of the secondary school in sufficient depth to have real value.

Miscellaneous Education Requirements

In a very small percentage of cases (5.26 per cent for universities and 17.64 per cent for colleges) instruction in Guidance and Counseling was required. This may be another topic covered in the more commonly offered General Education Methods.

In one university there was noted a statewide requirement for instruction in Mental Hygiene, and in two colleges located in states having a large rural school population there were state certification requirements for Methods

of Teaching Reading. In a very few cases there was a provision for several hours of elective education which might permit study in some of the needed areas through counseling and advisement.

Methods of Teaching Modern Foreign Languages

Criterion 10. It is recommended that the courses in the methods of teaching modern foreign languages be given through a joint effort of the Departments of Education and of Modern Foreign Languages. The class should be conducted by a teacher who has the following qualifications:

- a) is proficient in the target language;
- b) is keenly interested and highly informed in the methods and professional education phase of teaching;
- c) is experienced at the secondary school level;
- d) returns frequently to the teaching of modern foreign language at the secondary level.

Almost all (17 universities and 16 colleges) of the institutions surveyed required instruction in the Methods of Teaching Modern Foreign Languages. Such methods courses were found to be given most frequently by a member of the language department staff and they were most often given as a three-hour course. One college chairman mentioned, in addition to the usual methods instruction, a newly organized course in Methods and Materials taught by the language department staff and in which the principal objective was to teach the availability, source and usage of the wealth of materials now available for foreign language study.

Another described a required course in Cultural Materials for Teachers of Foreign Languages as an attempt to replace study in a foreign country through the extensive use of native guest lecturers, films, slides and other cultural aids. This course, perhaps more properly, might be listed as a part of the area of specialization rather than as a professional education study.

Observation and Student Teaching

Observation and student teaching, required by all institutions surveyed, had a wide range of required time (3-15 semester hours) and was often listed by "clock hour" requirements. The most frequently occurring pattern was six semester hours. The "block plan" was mentioned in a few instances as being a highly successful plan. This entails a semester, or perhaps more, of professional education which includes the apprentice teaching as well as the specified basic courses in education. In short, during this time interval the student would be concerned completely with the area of professional preparation.

Under what set of conditions, then, can the observation and student teaching experiences be conducted in order that the teacher candidate may derive the greatest benefit?

Criterion 11. It is recommended that the observation and student teaching experiences be performed under the following set of conditions:

- a) with adequate physical facilities;

- b) during a minimum of one full semester;
- c) under the joint supervision of the secondary school cooperating teacher and the college teaching supervisor;
- d) under a cooperating teacher who possesses skill, experience, tact, and dedication to the task;
- e) under a clinical professor (as described by Conant)¹ who is given the time and resources to visit and confer at least weekly with each student teacher whom he is advising and instructing in the audio-lingual-visual approach to teaching modern foreign languages at the secondary level;
- f) in more than one secondary school, when possible.

It is obvious that student teaching in the modern languages should not be approved today in a secondary school lacking an adequate language laboratory. It is recommended that a minimum of one full semester be spent in the student teaching activity in order to place in better perspective the organization and the problems encountered in the secondary school. If, as is being considered by some knowledgeable educators, the professional education program were lengthened to five years, certainly the student teacher would be better off for having spent a full year in constant contact with the secondary teaching situation. It should be noted here in passing that of the institutions surveyed none was found to have a five-year teacher preparatory program and none had more than a one-semester requirement of student teaching.

¹Supra, p. 42.

The college supervisor of the student teaching program is seen as the key to its success. He should have the same qualifications as those listed for the methods teacher, and in no case should the supervisor be a person who is unfamiliar with or disinterested in languages. It is extremely doubtful that the supervisor lacking such special preparation can know when good foreign language teaching is being done and which techniques need improvement. Several respondents mentioned specifically that such was the case in their departments, and all were critical of this practice. The college supervisor must have adequate time in order that he may observe frequently and confer often with the student teacher concerning methods and problems. And finally, the student teaching experience would be more profitable for having been performed in more than one school and situation. This would, of course, entail an increased number of administrative problems and might not be feasible in all cases. Such a plan was not mentioned by any of the respondents. In many cases the respondents who described their apprentice teaching programs were extremely critical of the apprentice teaching policy at their institution.

In reply to a question relating to placement of responsibility for the supervision of the work of student teachers in the modern foreign languages, the following data summary is given:

TABLE XV

DEPARTMENTAL RESPONSIBILITY FOR STUDENT TEACHING

POLICY:	UNIVERSITIES:		COLLEGES:	
	No.	%age	No.	%age
Responsibility for supervision of student teaching was:				
with the Department of Languages	2	10.53	3	17.64
with the Department of Education	8	42.10	5	29.42
a joint effort of the two departments concerned	9	47.37	9	52.94

About one-half of the schools surveyed reported use of a "team approach" for this supervisory work and those using the plan were complimentary concerning the results.

The respondents were asked to describe the conditions or policies in the observation and student teaching program considered by them to be most successful or promising.

These are summarized as follows:

- a) An intern program or student employment program for foreign language teacher candidates in the operation and utilization of the foreign language laboratory;
- b) The "block plan" of one semester devoted completely to professional education, observation and student teaching;
- c) Required observation period in the secondary school in conjunction with the Methods of Teaching Modern Foreign Languages Course which is pursued in the semester preceding student teaching;

- d) Active Future Teacher Association offering opportunity to participate actively in many phases of professional activities;
- e) Transition from "Teachers College Concept" to "Liberal Arts College Concept" bringing closer cooperation between departments concerned with teacher preparation;
- f) Planned joint program between supervisor of student teaching and methods teacher;
- g) College-wide "Council of Teacher Education" which correlates work between departments and helps to develop greater interest in teacher preparation in the academic departments;
- h) Improved standards for screening applicants to teacher education program makes for better teacher candidates;
- i) Additional stress placed on audio-lingual-visual education for the foreign language teacher candidates;
- j) Special plan to include observation of foreign language at the elementary level for the purpose of acquainting secondary teachers with this phase of the language preparatory program;
- k) Nine universities (47.37 per cent) and nine colleges (52.94 per cent) mentioned joint supervision of student teaching by Departments of Education and of Modern Foreign Languages. Most of these specifically mentioned improvement in the language preparatory program for teachers.

Summary

The National Council for Accreditation of Teacher Education has had far-reaching influence concerning standards for the teacher education curricula of the nation. The Ninth List of June 30, 1963 plus the Tenth Annual List Supplement of June 30, 1964,¹ showed 411 institutions of some 1100 (about

¹NCATE, "Ninth List," and "Tenth List Supplement."

37 per cent) teacher preparing institutions to be so accredited. The advisability of this condition has been debated at length by leaders in teacher education, and certainly it is not the purpose of this paper either to attack or defend this organization and its influence on this all-important program. It does seem reasonable that a program prepared and regularly evaluated within a given framework such as that of the Council would be planned and directed with more careful consideration than without such guidelines. It was for this reason that the schools surveyed in this study were selected from the so-called National Council for the Accreditation of Teacher Education Institutions.

One of the standards of the Council states: "Advising will be regarded as most effective when it is shared by academic and professional education faculty members with well-formulated curricula, to be used by them as a basis for guidance."¹

A careful study of the questionnaires showed far too little co-ordination between the Departments of Education and of Modern Foreign Languages. A great deal of cross-reference and verification through the catalog was required to tabulate the data relating to the professional preparation of language teacher candidates. In several instances the respondents noted unfamiliarity with that phase of the work of the advisees.

¹NCATE, "Standards," Washington: Mills Building, 17th and Pennsylvania Avenue, N. W., 1960, p. 8.

It is believed that the purposes of the preparatory program can most adequately be accomplished through the combined efforts of these two departments, and that responsibility should be shared for its successful completion. All faculty members having teacher candidate advisory assignments should be thoroughly familiar with the total program of the prospective foreign language teacher. This may well be an area in which policy revision is indicated.

CHAPTER V

A COMPARATIVE ANALYSIS OF CERTIFICATION PRACTICES

Introduction

The remaining area subjected to investigation in this survey was that of certification practices. Although the individual institution of higher education may not have authority to certify, it does, nevertheless, have a strong voice concerning the type of preparatory program received. Close cooperation between the institutions that prepare teachers and the official certification agencies, usually the State Department of Education, is needed. Subject to strong attack has been the policy of basing certification on the completion of an approved program or the commonly employed state approach of simply counting the hours in the subject matter field. Equally strong has been the attack on standardized examination scores as the single criterion. Also criticized has been Conant's proposal for basing certification on the three criteria of the baccalaureate degree, successful student teaching, and official statement of adequate preparation for teaching from the institution of higher

learning.¹ What, then, should be the criteria for certification of modern foreign language teacher candidates to teach at the secondary school level?

Certification

Criterion 12. It is recommended that certification to teach modern foreign languages be granted on the basis of multiple criteria to include:

- a) completion of an approved but flexible preparatory program for the target language;
- b) completion of an approved but flexible program of study in professional education;
- c) demonstration of a minimum proficiency rating of "good" in each of the seven areas of the Modern Language Association Test of Teacher Proficiency;
- d) demonstration of satisfactory performance of student teaching activities under the direction of the college teaching supervisor.

Foreign language departments were found to recommend students for certification to teach languages at the secondary level on one of three bases in the institutions surveyed. Table XVI, page 98, explains the practices.

It was noted that a very high percentage of the schools surveyed continued to make their recommendations for certification solely on the basis of the completion of an approved program, and as shown in Chapter III, such programs often were found to be somewhat short of the recommended requirements for each of the basic skill areas.

¹Conant, p. 210.

TABLE XVI
BASIS FOR CERTIFICATION

POLICY:	UNIVERSITIES:		COLLEGES:	
	No.	%age	No.	%age
Completion of approved program for modern foreign language teacher preparation	18	94.74	11	64.70
Satisfactory performance on the Educational Testing Service- Modern Language Association Test of Teacher Proficiency	0	0.00	0	0.00
Completion of approved program plus satisfactory performance on the Test of Teacher Proficiency	1	5.26	6	33.30

The Tests of Teacher Proficiency

It should be emphasized that there was, at the time the survey was made, neither an institution that was recommending nor a certifying agency that was known to be using the Educational Testing Service-Modern Language Association Test of Teacher Proficiency to the exclusion of all other criteria. It should be made very clear that such procedure is recommended neither by the Modern Language Association nor by the individual leaders in the field of foreign language education. Rather, these tests were designed for the expressed purpose of (1) evaluating the preparation of the foreign language teacher, and (2) planning improvements in the curricula of teacher preparatory programs.

With respect to the reliability of the Tests, the Chairman of the Test Project reported:

At the original conferences of the MLA chairmen and the ETS advisors to set the specifications for the tests it was agreed to aim at individual test reliability of .80 and battery reliability of .90 in accordance with accepted testing procedures. It may be clearly stated that in every case the minimum requirements for validity and reliability have been appreciably exceeded. Responsible officers of Educational Testing Service have stated that these MLA test batteries are among the most valid and reliable test batteries with which the ETS has ever been associated.

The high level of reliability and statistical validity of the tests, a battery reliability of over .90 for each of the languages, is, in conclusion of this section, the point we take pleasure in underlining again. If we assume that the language profession is to concern itself with proficiency measurement, and all indications are that such is the case, then it may be said that project SAE 8349 has provided the sensitive instruments with which to make such measurement.¹

It was noted earlier that several institutions² were using or had contracted to use the Educational Testing Service-Modern Language Association Tests of Teacher Proficiency as one of several criteria, and the language journals frequently report the names of additional users. Table XVII, page 100, summarizes the data collected on this subject.

Concerning the use or plans to use the aforementioned tests, Table XVII shows the policies found in the institutions surveyed.

Based on this data, then, it would appear that fewer than one-half of the institutions of higher education now use or have contracted to use the Tests of Teacher Proficiency

¹Starr, pp. 3-4.

²Supra, p. 50-51.

TABLE XVII
UTILIZATION OF TESTS

POLICY:	UNIVERSITIES:		COLLEGES:	
	No.	%age	No.	%age
Used test on a local basis	4	21.05	5	29.41
Used test as a part of a statewide MFL program	1	5.26	5	29.41
Had no plans for the use of the test	14	73.69	7	41.18

as one of the criteria for recommending certification of foreign language teacher candidates.

Certification of Native Speakers

A problem often arises in the foreign language department concerning the structuring of a suitable program of studies for the student who has learned the language natively, who has lived abroad, or who has acquired proficiency through some other medium. The procedures used in treating such cases varied as shown in Table XVIII, page 101.

If one considers the results of the New York testing program,¹ it seems unlikely that hours should be reduced for the majority of cases. Rather, the second plan which allows for a shifting of emphasis to other needed skills seems desirable. When there is no departmental policy it is assumed

¹Supra, pp. 51-52.

TABLE XVIII

CERTIFICATION PROGRAMS FOR NATIVE SPEAKERS

POLICY:	UNIVERSITIES:		COLLEGES:	
	No.	%age	No.	%age
Total number of hours required in the language was reduced according to proficiency	5	26.32	5	29.41
No reduction in hours, but a shift in requirements to other language skills was made	7	36.84	5	29.41
No departmental policy	7	36.84	7	41.18

that the student pursues the same approved, but usually inflexible, course of studies followed by non-native speakers.

Summary

While several institutions reported a "team approach" to the methods-observation-student teaching phase of the student's program, and several reported use of the Proficiency Tests, none of the schools in the survey reported using the four-criteria approach to making recommendations for certification of foreign language teacher applicants.

It is believed that time, money and effort could be conserved and proficiency could be vastly improved through the judicious structuring of individual programs. Such programs should be based in part on a sound testing program such as the Modern Language Association Cooperative Proficiency test for diagnosis and placement of beginning

college students who come with some previous preparation in languages. Then, as a part of the criteria for completion of the program it is recommended that the Test of Teacher Proficiency be used.

CHAPTER VI

SUMMARY

The purpose of this study was to discover and analyze the common practices and procedures followed in programs for the preparation of secondary teachers of modern foreign languages in a number of colleges and universities throughout the United States. It is hoped that the information obtained may be used by interested persons to evaluate present procedures and to plan future changes for the improvement of foreign language teacher preparatory programs.

There is perhaps no phase of the educational program that has been subjected to greater criticism than that of foreign languages. Too, the charge may be true that William Riley Parker, former executive secretary and president of the Modern Language Association of America made in 1957 concerning the preparation of the language teacher:

On this subject a book, a very sad book could be written. . . . Those who determine policy in our public schools have, on the one hand, effectively objected to foreign language instruction because it is poorly done and achieves little in two years, and, on the other hand have persistently required an insufficient minimum of foreign language training of the teacher actually hired. Unfortunately, no amount of work in how to teach will increase the fluency or improve the accent or reading knowledge of a foreign language teacher,

who has not studied languages long enough. In respect to the amount of training he needs in order to be barely adequate, he may or may not be unique; but it is certain enough that his deficiencies will be readily apparent and his teaching ineffectual, if he has had no more than the minimum amount of study presently required of him by the department of education in most of our States.¹

Most culpable, perhaps, was the academic department for inadequate skill mastery requirements, or it may have been the professional education department or college for preparing teachers with a faulty professional background. Perhaps, as suggested by Parker, the weakness may have been with the certifying agencies for sub-minimal certification standards or with school administrators for the employment of obviously inadequately prepared teachers to teach foreign languages. But whatever the reason for the decline of importance placed on language study in the first half of the twentieth century, the fact remains that foreign language is again being given an opportunity to play a role in American education, and this time, it must not fail. Failure can be prevented, however, only through good language teaching. The public does not for long buy a product that lacks quality. Whether or not foreign languages remain in the American school curriculum depends on the preparation of teachers for teaching and the adequacy with which they perform that function. The good teaching of any

¹James M. Spillane, "The Turn of the Tide in Modern Foreign Language Teaching," Higher Education, Vol. XVIII, No. 8, (June, 1962), pp. 7-8. (Quoted by Spillane from a speech given to the Modern Language Association by Parker).

subject is recognized for its contribution to the general well-being of the learner. The ultimate purpose of education is to provide a better way of life for the citizenry and the study of foreign language has an important contribution to make to that education. But language that is poorly taught can make no more contribution to a better way of life than can mathematics or welding that are poorly taught. There is no alternative--the teaching of modern foreign languages must be of such excellence that the educated person cannot afford to be without it.

The programs for the preparation of language teachers which were studied in this survey showed evidence of study and improvement in the direction of greater adequacy. The respondents themselves, however, often noted weaknesses which warranted improvement. To strengthen these weaknesses, in a majority of cases, would require a more substantial budget than is presently allowed to many language departments. Adequate classrooms and laboratories, effective materials and equipment, and conscientious, well-prepared professors of language and of education skills--all these are costly but necessary for an adequate foreign language teacher preparatory program at the college and university level.

The National Defense Education Act and other Federal Education Acts should be extended to include the foreign language departments of institutions of higher education in order to assure something approaching sufficient financing.

Concerning the foreign language teacher preparatory programs of the 19 universities and 17 liberal arts colleges included in this study several observations may be made. First, the basic undergraduate program for the preparation of language teachers was, at the date of the survey, a four-year course requiring some 120 semester hours divided into the three areas of general, professional and specialized education. The most commonly occurring ratio of time spent on these was approximately 40 per cent for the area of general education, 20 per cent for professional education and 40 per cent for the area of specialization. The latter, however, was usually divided between two areas of concentration allowing certification in two or occasionally three subjects. These were found to be, not necessarily, closely related subjects.

The subject matter requirements for the foreign language specialization were divided into the elementary and intermediate level courses which regularly attempt to lead toward proficiency in the basic skills. The time allowed for acquisition of these skills was, on the average, 2.75 in the colleges and 1.89 in the universities semester hours short of the 20 semester hour time allotment recommended as the average needed.

All departments had literature requirements. The universities showed a combined literature and culture semester hour average of 17.90, while for the colleges this was 17.10.

The recommendation here was 12-24 semester hours, or proficiency. In view of the fact that the lower levels courses showed a deficiency in skills requirements, it was obvious that something less than proficiency was being attained in the extensive field of literature and cultural information with this reduced requirement.

Linguistics offerings, so important to the prospective teacher of modern foreign languages, were woefully inadequate being found in fewer than 25 per cent of the institutions surveyed. In the cases in which such offerings were found, it was noted that the department usually had a federally subsidized Institute or Area-Studies Program for which an offering of linguistics was required.

The average total language requirement for certification was for universities 7.78 semester hours and for colleges 10.70 semester hours short of the minimum number of 35 recommended for proficiency.

Foreign study, though recommended, was non-existent as a requirement. The same was true for foreign travel. It followed, then, that by far the majority of beginning teachers were entering their classrooms for the first time without having traveled or studied in the country of their target language.

Non-credit related language experiences which are costly but which are deemed to make an important contribution to the general language proficiency of the student were

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woefully lacking in both college and university programs. At best, club activities were used to fulfill these needs, and these may well represent wasted time, if the supervision and the financing are inadequate.

The language laboratory is now considered to be a necessary adjunct to the language department. However, inadequate capacity and staffing in most departments precluded its best usage.

The policy for placement of the incoming college student who had some language proficiency based on previous study was most often that of counseling and advisement. The Modern Language Association in cooperation with the Educational Testing Service prepared a proficiency test that greatly facilitated placement of such students without loss of time, or repetition of subject matter, or the possibility of placement in advance of the student's ability.

In the area of professional education there was evidence that the education requirements were general for all teacher candidates rather than being structured to meet the specific needs of the prospective language teacher. Of great importance to the latter is instruction in Educational Psychology with emphasis on the psychology of language learning. Also of great importance to the language teacher is instruction in testing, measuring, and evaluation. Only about one-third of the teacher candidates were given specific instruction in the secondary school, its organization,

principles and techniques. Similarly, about the same percentage had requirements in the audio-lingual-visual techniques.

Although more than 90 per cent of the institutions surveyed had specific instruction in Methods of Teaching Modern Foreign Languages, and all required student teaching experiences, a lack of unity of purpose and inter-departmental cooperation in the supervision of these all important professional skills was noted. None of the departments indicated anything approaching the Conant proposal for a specialist in both the languages and in education for the supervision of this phase of the student's preparation.

With reference to certification practices, it was found that in about 95 per cent of the universities and 65 per cent of the colleges surveyed such recommendation was made on the basis of completion of an approved minimal program rather than a combination of criteria such as the completion of an approved program of specialized and professional education, plus satisfactory performance on tests of teacher proficiency, plus satisfactory performance of student teaching activities under the direction of the college teaching supervisor who had observed classroom performance for a sufficiently long period and under a variety of conditions.

It is not to be implied that these criteria are unique to the foreign language teacher preparatory program. It is, rather, firmly believed that all subject matter

teaching fields would be strengthened greatly by a revision of their preparatory programs along these lines.

It is true that tests have many abuses as well as many uses. It appears, however, that there are certain motivating factors in the knowledge that qualification tests will be required. It is believed that these assist materially in charting the course of the student as he moves through his program.

It may be concluded from these data that the modern language departments in many of the colleges and universities that were surveyed are conscious of the need for improvement of the preparatory program for teachers. Courses of study are being strengthened in an effort to send into the field better prepared teachers. But recently graduated teachers and their test results show the need for upgrading which must be interpreted to mean that programs are still inadequate. Several recommendations should be submitted which are based upon these findings.

CHAPTER VII

RECOMMENDATIONS

Thus, the questions that arise are: (1) What type of preparatory program is needed to equip the secondary school foreign language teacher to perform effectively? (2) How can the colleges and universities best provide that type of education for the foreign language teachers whom they prepare?

In reply to the first question, it is proposed in summary, that the secondary teacher of modern foreign languages needs to have: (1) An adequate knowledge of the six basic skills of listening comprehension, speaking, reading, writing, culture and linguistics relating to the target language. (The definition of "adequate" is to be accepted that was previously given by the Modern Language Association).¹ (2) An adequate knowledge of such professional education skills as will enable him to: (a) know the learner, (b) know accepted language learning procedures, (c) know the purposes and objectives of American Education and the role that foreign language plays in fulfilling those objectives, (d) know the organization, purposes and objectives of the

¹Supra, page 35.

secondary school, (e) know the principles of testing, measurement and evaluation, and (f) know the source and the usage of the best audio-lingual-visual aids and techniques.

(3) An adequate opportunity to practice the application of the above skills at the secondary school level under expert guidance and supervision.

In reply to the second question relating to the manner in which the colleges and universities can best prepare the foreign language teacher candidate to perform effectively, the recommendations have been discussed as criteria throughout this paper. These are resubmitted here.

1. The beginning and intermediate college courses should be so segmented that placement can be made on the basis of standardized test scores (Educational Testing Service-Modern Language Association Cooperative Test is recommended) at the level of proficiency which the student has attained.

This plan calls for a revision of the elementary and intermediate courses into smaller segments with specific objectives and measureable standards for each. Through the improved use of the language laboratory and more effective use of individual learning aids such as programmed course media, students could pursue much of this work individually. Staff time should be utilized to handle more levels for lecture and explanation at wider spaced and shorter intervals.

For example, assume 100 elementary level students are to be placed. The proficiency test showed that these fall into ten levels with ten students in each level. Ordinarily these 100 students would be placed in three or four classes of 25 to 33 per class of first, second, third and perhaps fourth semester language. This would mean a minimum of nine and a maximum of twenty staff hours of teaching time per week. Assume an average of fifteen hours per week of staff teaching time. This fifteen hours could be divided into twenty classes of forty-five minute periods allowing two periods of forty-five minutes weekly of staff instruction with each of the ten segments. It is believed that this, coupled with six hours of individual work in the laboratory or with programmed work would yield better results than the present practices of five hours in classroom instruction (often at a level incomprehensible to many students) plus a recommended, but not commonly practiced, two and one-half hours of laboratory work.

2. The subject matter requirements for the modern foreign language teacher candidate in the area of specialization should be flexible guidelines which lead toward proficiency in the six basic areas of listening comprehension, speaking, reading, writing, culture and applied linguistics.

Based on the results of the proficiency test given at the time of admission, programs should be structured according to need. These would fall, usually, within the range of

previously approved hour requirements. Such flexible structuring should permit revision as indicated by the progress of the student.

If programs are to be improved, the institutions that prepare teachers will need to strengthen their requirements in each of these six areas. Financing must be provided and teachers must be found to prepare students adequately in the weakest of these areas--linguistics.

3. A minimum requirement of elementary course level acquaintance with a second foreign language should be made and, when feasible, students should be directed into a second foreign language minor.

It is believed that breadth in the field, always important to the teacher, could best be attained through minor specialization in a second foreign language--modern or classical. The degree of proficiency that has been described would not be attained in the minor field, however, and it is questionable whether certification to teach should be granted in the second language without additional study.

4. The foreign language teacher candidate should be directed into such speech activities as will enable him to gain adequate proficiency in speech to meet his needs as a foreign language teacher.

5. The foreign language teacher candidate should be strongly encouraged and perhaps required to spend a minimum of nine weeks of the undergraduate preparatory program in

formal accredited study in the country of the target language. As noted previously¹ foreign study and travel is often subsidized through scholarships, or it is sometimes made possible through a loan plan to those upon whom such requirement would place an undue financial hardship. But the improved proficiency and enthusiasm more than compensate for this requirement not usually imposed upon other teacher candidates.

6. The foreign language teacher candidate should travel, when possible, in the country of the target language, but such travel should be accompanied by credit only as it contributes to acquisition of general language proficiency. Colleges and universities should make a greater effort to provide locally or to cooperate with sister institutions in making available low-cost foreign study courses and tours for their teacher candidates.

7. Opportunities for these well-directed but non-credit related language experiences should be provided by the language department, and strongly recommended as a part of the teacher preparatory program:

- a) foreign language dormitory, or section thereof, with experienced native-speaker counselors;
- b) foreign language dining tables for conversational practice directed by native-speaker assistants;
- c) foreign language conversation classes with native-speaker informants;

¹Supra, p. 68.

- d) foreign language lectures, films, and club activities conducted in the language;
- e) foreign language work experience opportunities such as interpreter, guide, translator, bi-lingual secretary, or other.

8. Adequate modern language laboratory facilities should be provided as follows:

- a) for beginning classes;
- b) for intermediate classes;
- c) for advanced classes when appropriate such as those in poetry, drama or phonetics;
- d) on a scheduled and required basis;
- e) supervised by a specialist in the target language;
- f) for daily, supervised practice sessions of one-half hour in addition to the regular class work.

The supervision mentioned in e and f above might be by native-speaker student assistants who have been prepared for this specific phase of the work. In addition, individual laboratory practice time should be available daily with hours similar to those of the school library.

9. The subject matter requirements for the modern foreign language teacher candidates in the area of professional education should be flexible and measureable guidelines which promote proficiency in:

- a) knowledge of the learner;
- b) knowledge of the processes of learning foreign languages;
- c) testing and evaluation procedures;

- d) audio-visual-lingual techniques;
- e) social foundations of education
- f) the organization, purposes, practices and principles of the secondary school; and
- g) the practical application of teaching techniques at the secondary school level.

In the area of education a well-defined set of objectives for each of these fields should be planned with the joint cooperation of the education and the modern language staffs. In many cases, perhaps, revision of the current course syllabi would be indicated.

10. The courses in the methods of teaching modern foreign languages should be a joint effort of the departments of education and of modern foreign languages. The class should be conducted by a teacher who:

- a) is proficient in the target language;
- b) is keenly interested and highly informed in the methods aspect of teaching;
- c) is experienced at the level in question;
- d) returns frequently to the teaching of modern foreign language at the secondary level.

These last two recommendations (9 and 10) would necessitate the employment of a foreign language specialist for the staff of the Director of Teacher Education to supervise this phase of the education program. It is completely indefensible that the members of the regular teacher education staff, who all too often have never studied foreign language, or in instances where they have, were, perhaps,

disenchanted with such study, be given the assignment of supervision of the foreign language methods or student-teaching phase of the program.

11. The methods, observation and student teaching experiences should be performed:

- a) with adequate physical facilities (classrooms, laboratories, audio-lingual-visual equipment and language materials);
- b) during a minimum of one full semester;
- c) under the joint supervision of the secondary school cooperating teacher and the college teaching supervisor;
- d) under a cooperating teacher who possesses skill, experience, tact and dedication to the task;
- e) under a "clinical professor" who is given the time and resources to visit the classes and confer at least weekly with each student teacher whom he is advising and instructing in the audio-lingual visual approach to teaching modern foreign languages at the secondary level;
- f) in more than one secondary school, when possible.

12. Certification to teach modern foreign languages should be granted on the basis of:

- a) completion of an approved but flexible preparatory program for the target language;
- b) completion of an approved but flexible program of study in professional education;
- c) demonstration of a minimum proficiency rating "good" in each of the seven areas of the Modern Language Association Test of Teacher Proficiency;

- d) demonstration of proficiency in the classroom as recommended by the college supervisor and the secondary school cooperating teacher.

Efforts have been made repeatedly in this paper to show that multiple criteria for certification are desperately needed. Such criteria should replace immediately the more facile and common practice of certification upon the basis of an approved, and usually inflexible, program of studies.

These recommendations, formulated on the basis of the suggestions of eight of the Nation's outstanding Professors, Writers and Philosophers of foreign language education, are neither revolutionary nor extreme. They do, in some instances, involve a slightly greater expenditure of funds than are presently being expended for foreign languages. At the same time they provide for better utilization of the facilities and staff now available. And certainly they provide for improved proficiency in specialized and professional skills.

It will be noted that the program as outlined does not necessarily require a fifth year of study. It is believed that the recommended time allotments would allow for the average student the degree of proficiency desired. The flexibility of the program does, however, allow for additional study time allotments for students of lesser ability who may have the interest and the desire to pursue the study of foreign languages.

It is submitted that foreign languages are the cultural and intellectual tools of all who have the interest,

and not, as has too often been charged, the tools of the intellectual elite. The program as outlined will provide teachers adequately prepared to meet this phase of the Nation's educational needs.

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APPENDIX A

Committee of Specialists in Foreign Language Education
Responding to the Opinionnaire

COMMITTEE OF SPECIALISTS IN FOREIGN LANGUAGE EDUCATION
RESPONDING TO THE OPINIONNAIRE

- Allen, Edward David: Professor at the Ohio State University, where he offers courses in the teaching of modern foreign languages and the language laboratory. He holds a.B.A. from Montclair State College, an M.A. in French from the University of Wisconsin, and a Ph.D. in Foreign Language Education at the Ohio State University. He is director of the Ohio State University NDEA Summer Language Institute.¹
- Andersson, Theodore: Professor of Romance Languages at the University of Texas, is currently on leave in Santiago as Educational Adviser to the Government of Chile. Publisher of numerous books and articles, his previously published article in the MLF, October, 1963, "Do We Want Certified Teachers or Qualified Ones," has received wide attention.²
- Hocking, Elton: Has taught at the University of Wisconsin, Northwestern and Purdue, and summers at Wyoming and Middlebury College. Fulbright Fellowship to the Centre Audic-Visuel de St-Cloud, 1952-53; evaluator of NDEA Summer Institutes 1962, 1963. Consultant to school systems and college departments; part-time lecturer-consultant to the NEA, 1963-1964. Author of articles in various journals; monograph, Language Laboratory and Language Learning.³

¹"Contributors," Hispania, Vol. XLVII, No. 3, September, 1964, p. 544.

²"Contributors," Hispania, Vol. XLVII, No. 1, March, 1964, p. 152.

³"Contributors," The Modern Language Journal, Vol. XLVIII, No. 7, November, 1964, p. 441.

- MacAllister, Archibald I. Professor of Modern Languages at Princeton University, Princeton, New Jersey; prepared and edited the report "The Preparation of College Teachers of Modern Foreign Languages," published in PMLA, May, 1964.¹
- O'Cherony, Rosalyn: Professor of Foreign Language Education, Chicago Teachers College, North; Delegate from the American Association of Teachers of Spanish and Portuguese to the Conferences on "The Preparation of College Teachers of Modern Foreign Languages," June 25-29, 1963.²
- Paquette, F. André: Director of the Teacher Preparation Foreign Language Program at the Modern Language Association, a post he has held since March of 1964. He received his M.A. in French at the University of Massachusetts, and taught foreign languages at the elementary and secondary levels in New Hampshire, and at State University College, Plattsburgh, New York. For three years he was State Foreign Language Consultant in New Hampshire.³
- Savaiano, Eugene: Professor of Modern Foreign Languages, University of Wichita, Wichita, Kansas; Associate Editor and Chapter Adviser of the American Association of Teachers of Spanish and Portuguese, a post he has held since August 1, 1964. Director of NDEA Institutes sponsored by the University of Wichita and held at Puebla, Mexico.⁴

¹"Contributors," Hispania, Vol. XLVII, No. 3, September, 1964, p. 544.

²"Contributors," Hispania, Vol. XLVII, No. 1, March, 1964, p. 152.

³"Contributors," The Modern Language Journal, Vol. XLVIII, No. 7, November, 1964, p. 441.

⁴"Contributors," Hispania, Vol. XLVII, No. 2, May, 1964, p. 438.

Woolsey, A. W.: Staff of the Department of Foreign Languages at Texas Woman's University since 1944, and Director since 1953. He was with the TWU Saltillo Summer School of Spanish 1944-1948, and is author of articles published in The Modern Language Journal and in Hispania. During the war he was with the Office of Censorship and in charge of the Brownsville, Texas Station. In the summer of 1962 he received a University grant for research on the Cultural Missions of Mexico and his paper published in January, 1964, The Modern Language Journal covers a part of that research.¹

¹"Contributors," The Modern Language Journal, Vol. XLVIII, No. 1, January, 1964, p. 64.

APPENDIX B

Universities Included in the Study

UNIVERSITIES INCLUDED IN THIS STUDY

Data Listed as Follows:

Name of Institution
 Location of Institution
 Admission Basis: Coeducational or Single
 Control: Public or Private
 Enrollment: Total on Main Campus, Undergraduate,
 Fall Semester, 1962.¹

INSTITUTION:

RESPONDENT:

Alabama, University of University, (Tuscaloosa), Alabama Coeducational Public Control 8,347	Dr. C. Beaumont Wicks
Pacific, University of the Stockton, California Coeducational Private Control 2,671	Dr. John P. Wonder
Connecticut, University of Storrs, Connecticut Coeducational State Control 13,069	Prof. Robert E. Osborne
Emory University Emory, (Atlanta), Georgia Coeducational Private 4,646	Dr. Grant E. Kaiser
Illinois Wesleyan University Bloomington, Indiana Coeducational Private 1,179	Prof. William H Bettger

¹Allan M. Cartter, (ed.), American Universities and Colleges, Ninth Edition (Washington: American Council on Education, 1964).

Depauw University Greencastle, Indiana Coeducational Private 2,331	Prof. G. H. Grueninger
Kansas State University Manhattan, Kansas Coeducational State Control 8,477	Prof. R. C. Clark
Southwestern Louisiana University Lafayette, Louisiana Coeducational State Control 5,969	Dr. Graves B. Roberts
Central Michigan University Mount Pleasant, Michigan Coeducational State Control 6,005	Prof. Rachel Loughridge
Mississippi, University of University, Mississippi Coeducational State Control 5,646	Dr. William E. Strickland
Creighton University Omaha, Nebraska Coeducational Private Control 3,316	Dr. Ernest J. Brehm
New Mexico State University University Park, New Mexico Coeducational State Control 3,888	Dr. C. H. Stubing
Duke University Durham, North Carolina Coeducational Private 6,360	Prof. Neal Dow

Kent State University Kent, Ohio Coeducational State Control 10,488	Dr. Walter I. Devolld
Oklahoma State University Stillwater, Oklahoma Coeducational State, Control 11,795	Dr. John L. Schweitzer
Pittsburgh, University of Pittsburgh, Pennsylvania Coeducational Private Control 14,200	Prof. J. Kilbert
Memphis State University Memphis, Tennessee Coeducational State Control 7,530	Dr. Charles Long
Texas Southern University ¹ Houston, Texas Coeducational State Control 3,831	. . .
Vermont, University of Burlington, Vermont Coeducational State Control 3,802	Dr. M. D. Daggett
Wisconsin, University of, at Madison Madison, Wisconsin Coeducational State Control 25,897	Dr. E. R. Mulvihill

¹Did not reply.

APPENDIX C

Four-Year Liberal Arts Colleges Included in the Study

FOUR-YEAR LIBERAL ARTS COLLEGES
INCLUDED IN THE STUDY

Data Listed as Follows:

Name of Institution
Location of Institution
Admission Basis: Coeducational or Single
Control: Public or Private
Enrollment: Total on Main Campus, Undergraduate,
Fall Semester, 1962.¹

INSTITUTIONS:

RESPONDENTS:

Henderson State Teachers College Arkadelphia, Arkansas Coeducational State Control 1,749	Dr. David M. Driver
San Francisco State College San Francisco, California Coeducational State Control 13,602	Dr. Kai-Yu-Hsu
Idaho State College² Pocatello, Idaho Coeducational State Control 2,653	. . .
St. Mary's College Notre Dame, Indiana Women's College Private Control 1,189	Sister M. Katharine Elaine
Fort Hays State College Hays, Kansas Coeducational State Control 3,550	Prof. Andrew I. Rematore

¹Cartter, American Universities and Colleges.

²Disqualified. Changed to University.

Southwestern College at Winfield Winfield, Kansas Coeducational State Control 702	Prof. Willie Mae Ballard
Louisiana College at Pineville Pineville, Louisiana Coeducational Private Control 1,074	Dr. Nicolai A. Alexandrenko
Augsburg College at Minneapolis Minneapolis, Minnesota Coeducational Private Control 1,334	Prof. Iver Olson
St. Catherine, College of St. Paul, Minnesota Women's College Private Control 1,437	Sister Marie Philip
Northeast Missouri State Teachers College Kirksville, Missouri Coeducational State Control 3,542	Dr. Calvin Huenemann
New Mexico Western College ¹ Silver City, New Mexico Coeducational State Control 989	. . .
East Carolina College Greenville, North Carolina Coeducational State Control 5,662	Prof. James L. Fleming
Central State College Wilberforce, Ohio Coeducational State Control 2,106	Prof. Richard Williams

¹Did not reply. Latest catalog shows name to have been changed to University.

College of Portland Portland, Oregon Coeducational State Control 5,788	Dr. Frank Eaton
Pennsylvania State Teachers College at Edinboro Edinboro, Pennsylvania Coeducational State Control 2,235	Dr. Carl M. Miller
Black Hills Teachers College at Spearfish Spearfish, South Dakota Coeducational State Control 831	Prof. Mira L. Satterlee
Southwest Texas State Teachers College San Marcos, Texas Coeducational State Control 3,425	Dr. Dona B. Reeves
Virginia State College Petersburg, Virginia Coeducational State Control 1,597	Prof. Marguerite Worthington
West Virginia State College Institute, West Virginia Coeducational State Control 2,456	Dr. Naomi M. Garrett
Wisconsin State College at River Falls ¹ River Falls, Wisconsin Coeducational State Control 1,813	. . .

¹Disqualified. Changed to University.

APPENDIX D

THE OPINIONNAIRE

OPINIONNAIRE CONCERNING THE UNDERGRADUATE PREPARATORY
PROGRAM FOR MODERN FOREIGN LANGUAGE TEACHERS

NAME _____ INSTITUTION _____

INSTRUCTIONS: Please indicate with a check mark or a statement the response that most nearly represents your recommendation.

I. CERTIFICATION OF MFL TEACHERS.

1. Which of the following plans would you recommend for granting a standard certificate to prospective MFL teachers?

- ___ (a) Completion of an approved program of general, professional and specialized education for preparing teachers.
- ___ (b) Satisfactory performance on proficiency tests.
- ___ (c) Completion of approved program plus satisfactory performance on proficiency tests.
- ___ (d) Other plan: _____

II. SPECIALIZED EDUCATION.

2. If a beginning college student has credit for high school MFL, but his degree of proficiency seems to be inadequate for the next course, which of the following would you recommend?

- ___ (a) Enroll in and repeat the course for audit.
- ___ (b) Enroll in and repeat the course for credit.
- ___ (c) Pursue a non-credit review course.
- ___ (d) Pursue a review course that carries college credit but not credit toward the major.
- ___ (e) Other plan: _____

3. Many institutions that prepare MFL teachers are now providing opportunities for study in the country of their target language. Which of the following would you recommend at the undergraduate level for the prospective MFL teacher?

- ___ (a) Foreign study should be required.
- ___ (b) Foreign study should be recommended and credit allowed.
- ___ (c) Foreign study should be recommended but credit not allowed.
- ___ (d) Other: _____

4. Non-school-sponsored foreign travel in the country of the major language is sometimes performed by the MFL student. For the prospective MFL teacher which of the following would you recommend?
- ☐ (a) Travel should be required.
☐ (b) Such travel should be accepted for credit.
☐ (c) Travel should be recommended but no credit allowed.
☐ (d) Other plan: _____
5. Job experience (guide, ccounselor, United Nations employee, etc.) in the summer or on a part-time basis which gives the student an opportunity to use the MFL is possible. For the preparation of the prospective MFL teacher which of the following would you recommend concerning credit for such work experience?
- ☐ (a) Required.
☐ (b) Accepted toward major.
☐ (c) Recommended but not accepted for credit toward major.
☐ (d) Has little value and should not be recommended.
☐ (e) Other plan: _____
6. Some institutions are providing special living or dining facilities where the opportunity for audio-lingual practice is offered by native speakers to the MFL major. Which of the following best indicates your feeling concerning such practice?
- ☐ (a) These plans have great value.
☐ (b) These plans have some value.
☐ (c) These plans have little value.
☐ (d) Other plan: _____
7. The natural science department schedules separate laboratory time in addition to the lecture time. Which of the following best indicates your feeling concerning a similar plan for the MFL department? MFL laboratory periods should be:
- ☐ (a) scheduled and required.
☐ (b) recommended by the instructor on an individual basis.
☐ (c) optional with the student.
☐ (d) Other plan: _____
8. If the laboratory is to be required of MFL students, which of the following appears to have the greatest value? Laboratory periods should be scheduled for:
- ☐ (a) beginning classes only.
☐ (b) beginning and intermediate classes.

- ___ (c) all undergraduate language classes (including literature).
- ___ (d) Other plan: _____
9. Assume that: (1) the language laboratory is to be required, and (2) the elementary courses are five semester hours each. Which of the following plans for language laboratory practice do you consider feasible and most worthwhile?
- ___ (a) One-half hour daily with instructor supervision.
- ___ (b) One hour daily with instructor supervision.
- ___ (c) One to five hours weekly at the student's convenience and without instructor supervision.
- ___ (d) Other plan: _____
10. A question concerning the major program sometimes arises in the case of a native speaker or of a student who has learned the spoken language through foreign residence or other method. Which of the following plans most nearly represents your views concerning the course requirements for such students?
- ___ (a) Reduction of the total number of hours for a major according to proficiency.
- ___ (b) No reduction in the total work for the major, but make a shift in requirements to other language skills which may need to be strengthened.
- ___ (c) Other plan: _____
11. Considering the time required from the student for films, lectures, and club activities in the MFL, what is your feeling concerning such projects? Participation has:
- ___ (a) sufficient value to be worthy of the time required.
- ___ (b) too little value to be worthy of the time required.
- ___ (c) Other plan: _____
12. Many institutions have foreign students on campus who may serve as native informants. What is your feeling concerning the value of a plan whereby lower division MFL majors would have opportunity to have additional practice sessions with such informants?
- ___ (a) The plan has great value.
- ___ (b) The plan has little value.
- ___ (c) Inadequate preparation for teaching on the part of the informants usually results in too little progress to warrant the time spent in such activity.
- ___ (d) Other plan: _____

13. Because of the varying abilities and interests of the college professional staff, some skills may be emphasized to the disadvantage of others. Do you believe that a plan for "team teaching" the MFL could be implemented successfully at the college level?

☐ (a) Yes
☐ (b) No.
☐ (c) Other plan: _____

14. MFL courses have been broken down into units such as grammar, conversation, etc. Do you think it would be feasible to reorganize these courses into blocks of work (for example, eight semesters of five hours each) in which each course has the objective of teaching all the skills needed by the prospective MFL teacher, and in which there was set up for each course specific achievement standards for each of the MFL areas? Such a plan:

☐ (a) is recommended for the eight semesters of work.
☐ (b) is recommended for four semesters with the remaining four semesters work divided into specialized courses.
☐ (c) does not seem feasible.
☐ (d) Other plan: _____

15. Consider: (1) the demands placed upon the secondary MFL teacher, and (2) a maximum time allotment of 36 hours for the major language. Please indicate your recommendations concerning the courses listed below by writing the number of semester hours in the blank beside each course that you consider should be required in the undergraduate MFL program.

☐ Elementary course	☐ Specialized Literature courses
☐ Review Grammar	☐ Philology
☐ Composition	☐ History of the language
☐ Pronunciation	☐ Linguistics
☐ Reading courses	☐ Work Experience, Foreign
☐ Survey of Literature	☐ Travel or Foreign Study
☐ Methods of Teaching MFL	
☐ Other recommendations: _____	

16. Assuming 54 semester hours to be the maximum amount of time that can be allotted to the total area of specialization in the undergraduate program for preparing secondary teachers to teach MFL, which of the following do you recommend?

☐ (a) All specialization work in one language.

- ☐ (b) A major in one MFL and a minor in a second MFL
☐ (c) A major in one MFL and a minor in a related field
☐ (d) Other plan: _____

17. In which of the following areas do you believe that proof of proficiency would be required for MFL certification?

- ☐ Basic Latin Grammar
☐ A second foreign language
☐ Speech
☐ Selection, care and operation of electronic equipment
☐ History of the country of the target language
☐ Typing
☐ Other suggestion: _____

18. The MFL institutes developed with the aid of federal monies may have upgraded the effectiveness of the MFL teacher. What are the implications of these programs for the revision and improvement of the preparatory program at the undergraduate level?

19. What implications may this program hold for the revision and improvement of the graduate program in MFL?

III. PROFESSIONAL EDUCATION.

20. Assuming that a maximum of 24 semester hours may be allotted to professional education, which of the following courses do you feel would have the greatest value to the MFL teacher?

- ☐ Child and Adolescent Psychology
☐ General Education Methods Courses
☐ Methods of Teaching Modern Foreign Languages
☐ Social Foundations (including the purposes) of Education
☐ Observation and Student Teaching
☐ Tests, Measurements and Evaluation
☐ Guidance and Counselling
☐ Audio-Visual Education
☐ Other education courses: _____
- _____

21. What should be the basis for determining the responsibility (department and individual) for teaching the courses in Methods of Teaching MFL?

22. Under what set of conditions should the student teaching experience be carried on for greatest value to the prospective MFL teacher?

APPENDIX E

THE QUESTIONNAIRE

THE UNDERGRADUATE PREPARATORY PROGRAM FOR
MODERN FOREIGN LANGUAGE TEACHERS

NAME: _____ INSTITUTION: _____

INSTRUCTIONS: Please indicate with a check mark or a statement the response that most nearly represents your policy.

I. CERTIFICATION OF MFL TEACHERS.

1. The department recommends a student for certification to teach at the secondary level on the basis of:

_____ completion of an approved program for MFL teacher preparation.
_____ satisfactory performance on the ETS-MLA Test of Teacher Proficiency.
_____ completion of an approved program PLUS satisfactory performance on the ETS-MLA Test of Teacher Proficiency.
_____ Other: _____

II. SPECIALIZED EDUCATION.

2. When a college student presents credit for high school MFL, he is placed in a language class on the basis of:

_____ the ETS-MLA proficiency test results.
_____ some other type of proficiency test results.
_____ counselling and advisement.
_____ Other: _____

3. If proficiency seems inadequate to pursue the subsequent course in MFL, the student:

_____ enrolls in and repeats the language course for credit.
_____ enrolls in and repeats the language course for audit.
_____ pursues a non-credit review course in a classroom situation.
_____ pursues a non-credit programmed review course.
_____ pursues a review course that carries college credit, but does not fulfill major requirements.
_____ Other: _____

4. For the prospective MFL teacher graduating from this institution:

_____ foreign study is required.
_____ foreign study is recommended and credit allowed upon examination.

___ foreign study program is sponsored, conducted, and
accredited through this institution.

___ Other: _____

5. Non-school-sponsored foreign travel which is performed by the prospective MFL teacher in the country of the major language is:

___ recommended but on a non-credit basis.

___ accepted for credit upon examination.

___ judged, evaluated, and accredited depending upon the program.

6. Job experience (guide, counselor, United Nations employee, etc.) performed by the prospective MFL teacher is:

___ recommended but on a non-credit basis.

___ accepted for credit upon examination.

___ judged, evaluated, and accredited depending upon the individual case.

7. Check each of the opportunities for audio-lingual practice that are provided for the prospective MFL teacher:

___ dormitory arrangements with assigned native informants or instructors.

___ dining facilities with assigned native informants or instructors.

___ extra-curricular films, lectures, club activities conducted in the foreign language.

___ conversation classes conducted by native informants under the direction of a supervisor.

___ Other: _____

8. Is a language laboratory available to the MFL student?

___ Yes.

___ No.

9. If yes, the sessions in the laboratory are:

___ scheduled and required under the supervision of an MFL instructor.

___ scheduled and required but without MFL instructor supervision.

___ recommended by the instructor on an individual basis.

___ optional with the student.

10. The elementary language courses are set up to have what number of contact hours weekly with the language?

- ___ three.
- ___ five.
- ___ ten.
- ___ Other number: ____.

11. The language laboratory is used for:

- ___ beginning classes only.
- ___ beginning and intermediate classes.
- ___ all undergraduate classes, including literature.
- ___ beginning and intermediate classes plus classes in poetry and drama.

12. In the case of a student who has learned the spoken language through foreign residence, at home, or in some other extra-class medium:

- ___ the total number of hours required for a major is reduced according to proficiency.
- ___ no reduction in total work is made, but a shift in requirements to other language skills may be made.
- ___ each case is decided on its own merits.
- ___ Other: _____

13. Does the MFL department have any plan whatsoever that utilizes "team teaching"?

- ___ Yes. If so, what type of plan? _____
- ___ No.

14. Class size of elementary language courses:

- ___ is limited to ____ students.
- ___ is not limited by specific rule.

15. Please check the applicable requirements below for prospective MFL teachers:

- ___ foreign language proficiency according to ETS-MLA Test.
- ___ a given number of hours in the language (above 2 years high school or the elementary college course). If so, how many hours? ____.
- ___ a course in methods of teaching MFL. If so, how many hours? ____.
- ___ knowledge of a second MFL.
- ___ linguistics course.
- ___ basic Latin course.
- ___ speech.
- ___ history of the country of the target language.
- ___ proficiency in typing.

____ culture, civilization, geography of the country of the target language.

____ Other proficiency: _____

16. If students are not now required to pass for certification the ETS-MLA Proficiency Test for Teachers, are there any plans for adding this requirement in the near future?

____ Yes, on a local basis.

____ Yes, on a state-wide basis.

____ None at present.

17. Does your department offer a graduate program in MFL?

____ Yes.

____ No.

18. If yes, would you describe briefly any changes made in your required program for graduate MFL students since the NDEA program of 1958 was adopted.

III. PROFESSIONAL EDUCATION.

19. How many hours of education courses are required for a standard high school teaching certificate in your state?

____ (Number of hours.)

20. Would you check the Education courses below that are required of your undergraduate MFL students in order to receive a certificate?

____ Child and/or Adolescent Psychology.

____ General Education Methods Courses.

____ Social Foundations of Education.

____ Observation and Student Teaching. How many hours? ____

____ Tests, Measurements and Evaluation.

____ Audio-Visual Education.

____ Psychology of Language Learning.

____ Guidance and Counselling.

____ Other Education courses required: _____

21. The responsibility for supervision of the work of student teachers in the area of MFL is held:

____ entirely by the department of MFL.

____ entirely by the department of Education.

_____ joint effort of the departments of MFL and Education.
_____ Other: _____

22. Please describe any conditions or policies in the student teaching program that you feel are especially successful or promising.

APPENDIX F

~~LETTER~~ INCLUDED WITH OPINIONNAIRE

September 10, 1964

Dear Colleagues:

Although much research has been done in recent years on the teaching of modern foreign languages, colleges are continuing to seek ways to improve their undergraduate programs designed to prepare secondary teachers of modern foreign languages.

A study is being made on this topic under the supervision of Dr. Glenn R. Snider of the University of Oklahoma, and it will be used in partial fulfillment of the requirements for the doctor's degree. The plan for this work is to secure from a panel of leaders in modern foreign language teacher education some opinions from which will be formulated criteria for evaluating strengths and weaknesses of teacher education programs. It is believed that from such study recommendations can be developed for the improvement of the undergraduate preparatory program for teachers in this state.

If you are willing to assist in developing these criteria, would you please complete the enclosed opinionnaire and return it in the pre-addressed envelope. You will, of course, receive credit for your assistance in the dissertation. Thank you so very much for your valuable time and cooperation.

Yours very truly,

APPENDIX G

LETTER INCLUDED WITH QUESTIONNAIRE

November 28, 1964

Dear Colleague:

One of the responsibilities of the person who serves as chairman of a modern foreign language department is that of making recommendations for the evaluation and revision of programs designed for prospective modern foreign language teachers. In spite of the fact that much research has been done recently on this subject, each case continues to remain an individual one, and regular re-evaluation of any program is desirable.

A study is therefore being made concerning current trends in certification as well as requirements in the areas of professional and specialized education in selected departments of modern foreign language throughout the nation. The purpose of the project is two-fold. First, the study, which is being conducted under the supervision of Dr. Glenn R. Snider of the University of Oklahoma, will be used in partial fulfillment of the requirements for the doctor's degree. Secondly, it is expected that by getting other solutions to some of our common problems an improved program for the preparation of teachers may be made possible at Central State College, and hopefully, the report will have implications for the improvement of the modern foreign language teacher preparatory program at the state level in Oklahoma.

If you are willing to assist in this project, would you please complete the questionnaire and return it in the pre-addressed envelope. You will, of course, receive credit for your assistance in the dissertation, and a tabulation of the results will be mailed to you as soon as these are compiled.

Thank you very much for your valuable time and cooperation.

Yours very truly,

APPENDIX H

THE FOLLOW-UP LETTER

January 2, 1965

Dear Colleague:

Because suggestions for the research project at hand are so greatly needed from your section of the country, and because blanks are so easily lost or mislaid, I am taking the liberty of sending to you a follow-up questionnaire blank concerning your modern foreign language teacher preparatory program.

If you can assist in this project by completing the enclosed form, I shall be most grateful to you for your time and effort.

Thank you very much.

Yours very truly,

