A study of the preparation, objectives, and methods of foreign language teachers in twenty negro high schools in Georgia

John Milton Alonzo Shuler

Atlanta University

Follow this and additional works at: http://digitalcommons.auctr.edu/dissertations

Part of the Education Commons

Recommended Citation

A STUDY OF THE PREPARATION, OBJECTIVES, AND METHODS
OF FOREIGN LANGUAGE TEACHERS IN TWENTY NEGRO
HIGH SCHOOLS IN GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION OF ATLANTA
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS

BY

JOHN MILTON ALONZO SHULER

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY

JUNE, 1947
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Statement of Problem</td>
<td>1</td>
</tr>
<tr>
<td>Scope and Limitation of the Study</td>
<td>1</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>1</td>
</tr>
<tr>
<td>Procedure</td>
<td>2</td>
</tr>
<tr>
<td>Value of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Related Literature</td>
<td>3</td>
</tr>
<tr>
<td><strong>II. PRESENTATION OF DATA</strong></td>
<td>12</td>
</tr>
<tr>
<td>Information About the Schools</td>
<td>12</td>
</tr>
<tr>
<td>Sequence of Presentation of Data</td>
<td>12</td>
</tr>
<tr>
<td>Preparation of Foreign Language Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Years of Study in Foreign Language</td>
<td>14</td>
</tr>
<tr>
<td>Study in Foreign Language Abroad</td>
<td>17</td>
</tr>
<tr>
<td>Academic Degrees Held by Teachers of Foreign Language</td>
<td>18</td>
</tr>
<tr>
<td>Graduate Study</td>
<td>19</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>20</td>
</tr>
<tr>
<td>Travel Abroad</td>
<td>21</td>
</tr>
<tr>
<td>Objectives of Foreign Language Teachers</td>
<td>22</td>
</tr>
<tr>
<td>Methods used by Foreign Language Teachers</td>
<td>24</td>
</tr>
<tr>
<td>Teaching Devices</td>
<td>25</td>
</tr>
<tr>
<td>Professional Readings</td>
<td>25</td>
</tr>
<tr>
<td><strong>III. SUMMARY AND CONCLUSIONS</strong></td>
<td>27</td>
</tr>
<tr>
<td>Summary</td>
<td>27</td>
</tr>
<tr>
<td>Conclusion</td>
<td>28</td>
</tr>
<tr>
<td>Implications</td>
<td>30</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>33</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>35</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Name and Location of the Twenty Georgia Schools Studied</td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>Number of Teachers Who Taught French During the School Term 1946-47 in High Schools of Georgia, and the Number of Years They Studied French on Secondary, College or Graduate Levels</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>Number of Teachers Who Taught Latin During the School Term 1946-47 in High Schools of Georgia, and the Number of Years They Studied Latin on Secondary, College or Graduate Levels</td>
<td>15</td>
</tr>
<tr>
<td>4.</td>
<td>Number of Teachers Who Taught Spanish During the School Term 1946-47 in High Schools of Georgia, and the Number of Years They Studied Spanish on Secondary, College or Graduate Levels</td>
<td>16</td>
</tr>
<tr>
<td>5.</td>
<td>Number of Teachers Who Taught Foreign Languages During the School Term 1946-47 in Georgia High Schools, and the Number of Years They Studied Foreign Languages on Secondary, College or Graduate Levels</td>
<td>17</td>
</tr>
<tr>
<td>6.</td>
<td>Number of Teachers Who Taught Foreign Languages in 1946-47 in High Schools of Georgia, and the Length of Time They Spent in Study Abroad</td>
<td>18</td>
</tr>
<tr>
<td>7.</td>
<td>Number of Teachers of Foreign Languages in Georgia High Schools Who Held Academic Degrees from Colleges and Universities in Foreign Languages</td>
<td>19</td>
</tr>
<tr>
<td>8.</td>
<td>Number of Teachers Who Taught Foreign Language in Georgia High Schools in 1946-47 and Did Graduate Study in Foreign Language and Other Fields</td>
<td>20</td>
</tr>
<tr>
<td>9.</td>
<td>Number and Percentage of Teachers Who Taught Foreign Language in Georgia High Schools in 1946-47, and the Number of Years of Teaching Experience in Foreign Language</td>
<td>21</td>
</tr>
<tr>
<td>10.</td>
<td>Number of Teachers Who Taught Foreign Language in Georgia High Schools in 1946-47, and the Time Spent in Travel Abroad</td>
<td>22</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>11. Objectives Used by Teachers of Foreign Languages in Georgia High Schools in 1946-47, and Their Frequency.</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>12. Methods Used by Teachers of Foreign Languages in Georgia High Schools in 1946-47</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>13. Teaching Devices Used by Teachers of Foreign Languages in Georgia High Schools During the School Term 1946-47</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>14. Professional Magazines and Journals Subscribed to by Teachers of Foreign Languages in 1946-47</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Statement of Problem.— This is a study of the preparation, objectives, and methods of foreign language teachers in twenty Negro high schools in Georgia.

Scope and Limitation of the Study.— This study is limited to the preparation, objectives, and methods of foreign language teachers in twenty Negro high schools in Georgia, for the school year 1946-47. The normative-survey method of research is used in making this study, with the questionnaire as the instrument for securing data.

Definition of Terms.— In order to be clearly understood and to avoid confusion the following terms are defined as they are used in this study:

1. "Preparation" means the training that teachers had in foreign language, including high school, college and graduate schools or special training.

2. "Objectives" means the actual goals that the teachers hope to attain.

3. "Methods" means the organized procedure that teachers are using to attain their objectives.

Purpose of the Study.— The purpose of this study is to answer the following questions:

1. What are the preparation and experiences of foreign language teachers in these schools?

2. What are the objectives of these high-school teachers for the teaching of foreign language or foreign languages?
3. What differences, if any, exist among the objectives of these teachers?

4. What are the present methods and techniques employed in foreign language teaching?

5. What is the most commonly used method in the schools studied?

6. Of what value, if any, could this study be in helping school officials of other institutions to evaluate and set up a better program for improving the preparation, methods, and effectiveness of foreign language teachers in their schools?

Procedure.— The procedure for making this study was as follows:

1. A questionnaire entitled, "A Study of the Preparation, Objectives, and Methods of Foreign Language Teachers in Twenty Negro High Schools in Georgia," was drawn up in the following manner: a survey of literature was made and the items which were stressed most frequently in the preparation, objectives, and methods of foreign language teachers were noted and put into questions.

2. A questionnaire was sent to the principals of eighty-five high schools in Georgia. It was clearly indicated that the principals of these schools were to check the questions in the section, "General Information," and then pass these questionnaire to their respective foreign language teachers. Sixty-five of the eighty-five questionnaires from these schools were returned, but only twenty of the number returned could be used in this study since the writer was concerned with only the high schools in which a foreign language or foreign languages are now being taught.
3. The data from these questionnaires were tabulated, analyzed, and interpreted.

**Value of Study.**—This study should give school officials a comprehensive picture of the preparation, objectives, and methods of foreign language teachers as revealed through data from twenty Negro high schools. The implications of this study should be of value to school officials in evaluating and establishing a better program for improving foreign language teachers.

**Related Literature.**—In the survey of related literature the writer will be concerned with points of view of some of the leading authorities on (1) the preparation of foreign language teachers, (2) the objectives of foreign language teachers, and (3) methods and techniques of foreign language instruction.

I. **Preparation of Foreign Language Teachers**—Authors seem to agree on the fact that foreign language teachers should be well trained. For example, Doyle\(^1\) pointed out the fact that only specialists should be entrusted with foreign language instruction. He also pointed out that for a long time teachers have been assigned to instruct classes in foreign language merely because there was a free period in their schedules and because they had been exposed to foreign language in some form. It is his belief that a background in methods, principles of education and psychology are not sufficient, and therefore he states that teachers should have a mastery of the content of their entire field, not only the

---

language, but literature, history, civilization, national and racial psychology, life and customs of the people. He further expressed the opinion that teachers of modern foreign language should be required to have a speaking mastery of the foreign language taught, and that persons who are preparing to teach foreign language should have residence and study in the country or countries whose language they intend to teach.

Gullette\(^1\) is of the opinion that the preparation of foreign language teachers should include social-studies and other related subjects. It is his belief that foreign language teacher-training should be of two types: (1) a more integrated program of study for those who are seeking employment in high schools, and (2) a more highly specialized program for those who are seeking employment in college. He further expressed the opinion that high-school teachers can be more thoroughly prepared and highly specialized in their majors and minors and yet meet the requirement for a college degree if their program of study is well planned. He pointed out that this can be done by offering more review courses in grammar, composition, pronunciation, diction, and civilization.

In concurrence with Boyle and Gullette, the Committee of Twelve of the Modern Language Association made the following statement in connection with the preparation of foreign language teachers:

To be ideally prepared for giving instruction in a modern language, even in a secondary school, one should have, aside from the ability to teach and the general personal culture necessary to secure the respect and attachment of pupils, a thorough practical command of the language to be taught, a solid knowledge of its literature and a first-hand acquaintance with the foreign life of which the literature is the reflection ...


\(^2\)C. M. Purin, \textit{The Training of Teachers of Foreign Languages} (New York, 1939), p. 37.
The Committee of Twelve of the Modern Language Association further stated that:

To be decently prepared, he should, at least, have read so much in the recent literature of the language that he can read about as easily as he would read matter of the same kind in English. He should have studied the principal works of the great writers, and should have taken a course in the general history of the literature. He should know thoroughly the grammar of the language in its present form ... .

Kaulfers concurred with the others on the preparation of modern foreign language teachers in the following statement:

Beyond basic courses as may be needed to develop proficiency in the tool uses of the language, every candidate for a teaching position in the secondary school should avail himself of offerings that will develop an intimate acquaintance with the literature and culture of the foreign country whose language he expects to teach... .

A study, made by the Committee on Direction and Control of the American Council on Education in 1924, on the preparation of foreign language teachers in the United States, revealed that (1) the average preparation of foreign language teachers in the United States was 4.6 years; (2) private school teachers have had wider opportunities for preparation than public teachers; (3) nearly one-third of all teachers of modern foreign languages have not had the minimum experience necessary; (4) the median requirement for foreign language majors consisted of approximately 24 semester hours and the median requirement for foreign language minors consisted of approximately 14 semester hours; (5) about thirty-seven per cent of the total number replying have had both

1C. M. Purin, op. cit., p. 57.
2Walter V. Kaulfers, Modern Languages for Modern Schools (New York, 1942), p. 419.
3C. M. Purin, op. cit., pp. 28-94.
observation and practice teaching and the median state requirement in education and psychology was approximately 17.45; and (6) approximately 20.5 per cent of the total number of foreign language teachers have traveled and studied for a short or long period.

II. Objectives—There are various points of view on the objectives of teaching modern foreign languages. Some authors think that the objectives for the teaching of modern foreign language should be distributed according to courses while others are of the opinion that they should be integrated. As an example of the former, Diez is of the opinion that language arts teachers are trying to do too many things at once; thus there is a need to draw a plan for courses in foreign language which will differentiate more sharply between objectives and distribute them more evenly. He proposes the following distribution of the objectives for the teaching of modern foreign languages: (1) a speaking knowledge of the foreign language in the high school, (2) a reading knowledge in the first year's college work, (3) and a substantial course in literature in the second year's college work. He further pointed out that the cultural objective can be attained by making the courses as rich and tasty as possible. The plan for the development of a reading knowledge is in the college because the high school student has not yet laid a broad enough foundation of general education to undertake it. He called attention to the fact that the proper concentration should be placed on one objective at the time so that the job can be done well. He holds that since the

---

main objective in teaching foreign language in the high school should be the speaking objective, the average high school student should have a command of an active vocabulary of some five or ten thousand words and a mastery of one hundred sentences.

Engel¹ is of the same opinion as Dies for he expressed the belief that the confusion in our modern foreign language teaching is the results of straddling conflicting objectives.

The Committee of Twelve of the Modern Language Association of America² pointed out that the primary immediate objective in teaching modern foreign language is to develop the ability to read it and that the speaking ability is put in the background. It was also pointed out by this Committee that training in grammar, translation, and composition would aid the pupils in attaining immediate objectives and in arriving at one or two of the ultimate objectives. When the pupils have attained the reading objective of the immediate objectives, they have also attained a second ultimate objective, that of partaking through literature of the intellectual life of other times and other people. There is also a chance for pupils to understand something about another civilized nation. This Committee thought of the practice in speaking, in understanding, and in writing as being subordinate to the attainment of the desired goals, and the ability to speak and to write foreign language as being reached only by students continuing to study the subject for four years or more.

In 1926 Leavitt and Stoudemire\(^1\) made a tabulation of objectives as used by twenty-two states, and the following is the order in which they were listed:

1. Ability to read
2. Ability to write
3. Ability to speak
4. Acquaintance with the history, the literature, and the people of the foreign country
5. Ability to understand the foreign language when spoken
6. Mastery of the grammar of the foreign language
7. Ability to translate from English into foreign language
8. Better understanding and appreciation of the English language
9. Mental discipline

The Committee of the Modern Language Association\(^2\) divided the objectives of modern foreign language instruction into two groups, "immediate" and "ultimate" objectives:

**Immediate Objectives**

1. The ability to read the foreign language
2. The ability to understand the foreign language when spoken
3. The ability to speak the foreign language
4. The ability to write the foreign language

**Ultimate Objectives**

1. Ability to read the foreign language with ease and enjoyment
2. Ability to communicate in writing with natives of the country

\(^1\)Algernon Coleman, *op. cit.*, p. 8.

\(^2\)Ibid., p. 16.
whose language has been studied

3. Ability to communicate orally with natives of the country whose language has been studied

4. Ability to master the grammar of the foreign language

5. Acquaintance with the history, the literature, and the people of the foreign country

6. Better appreciation and understanding of the English language

7. Development of correct articulation and clear enunciation

8. Interpretation of vocational and professional values and possibilities

III. Methods—The use of well organized methods plays an important role in the teaching of modern foreign languages. There are three commonly used methods in the teaching of foreign languages: (1) "direct method," where instruction is wholly or almost wholly in the foreign tongue; (2) "grammar-translation method," where foreign language is used only incidentally without trying to get the student to acquire the ability to speak; (3) "eclectic method," where some of both one and two may be used.¹

According to Coleman,² the "direct method" is the best for developing the ability to speak and understand the language. He emphasized the fact that the "eclectic method" and the "grammar-translation method" are better for developing the ability to read and write the foreign language.

Cru³ expressed the opinion that the "direct method" has caused much

¹ Algernon Coleman, op. cit., pp. 241-42.
² Ibid.
³ Albert Cru, "Une Mise Au Point Necessaire de la Methode Directe," The French Review, XIV (May, 1941) 455-60.
confusion in the minds of parents and pupils. This is attributed to the laxity in the requirement for teachers and sufficient preparation. The "direct method" has given some excellent results and will continue to do so, if used under careful organization and supervision. He further called attention to the fact that a pure oral approach is carrying a good theory too far. Cru\textsuperscript{1} is also of the opinion that the "direct method" should no longer mean aiming at a priority in attaining skill in oral composition on the part of the learner, but it should mean a problem-solving approach to learning through experience derived from participation in activities. Direct should involve an oral initiation or concomitance, whether the priority of skill be reading, writing or speaking on the part of the learner; hence we should say "direct-oral", "direct-reading", and "direct-writing".

Basiluis\textsuperscript{2} pointed out that the reading method should not be abandoned, as it is too often the case at the end of the first year. It is his belief that reading or the reading method should be continued throughout the second year, so that all students may read at least several great works of the literature.

IV. Techniques—Authors have agreed that the skillful use of films and slides is very helpful in teaching students to better understand foreign language. For example, Washs\textsuperscript{3} thinks that in the presentation of the geographical and historical background of a country, sound films

\textsuperscript{1}Albert Cru, \textit{op. cit.}

\textsuperscript{2}H. A. Basiluis, "Concerning the Objectives and Methodology of the Second Year," \textit{German Quarterly}, XIII (November, 1940), 177-88.

would give the student a comprehensive picture of the entire country. Bernard\(^1\) is of the same opinion and suggested the use of the same in foreign language instruction.

Tireman\(^2\) pointed out that the classroom of the foreign language teacher should be a stimulating environment with flags, pictures, maps, foreign magazines, newspapers and other devices for effective teaching.

From the survey of literature one might draw the following conclusions:

1. The preparation of foreign language teachers should include well organized courses in foreign language, study abroad in the country whose language is concerned, methods and principles of education and psychology, and related courses.

2. Objectives for teaching of foreign language should be well defined and that there are immediate and ultimate objectives.

3. There are three commonly used methods in teaching foreign language (a) "direct method," (b) "grammar-translation method," and (c) the "eclectic method," and that the method of instruction used will depend largely on the objectives of the teacher.

4. Teaching devices, such as, phonograph records, pictures, maps, charts and other devices play a primary role in the teaching of foreign language.


\(^2\)L. H. Tireman, "Teaching Spanish in the High School," Hispania, XXVI.
CHAPTER II

PRESENTATION OF DATA

Information About the Schools.—As stated in Chapter I, the data for this study were secured from twenty Negro high schools in Georgia. All of the schools from which data were secured are accredited by the state of Georgia, but only eight of these schools are accredited by the Southern Association of Colleges and Secondary Schools.

Of the twenty schools studied, fourteen offered French, five offered Latin, and one offered Spanish. French is a required course for eleven schools and an elective course for the other three schools. Latin is a required course for three schools and an elective course for two schools, while Spanish is a required course for the school offering it.

There was no attempt made in this study to treat separately the training, objectives, and methods of the teachers at the high schools accredited by the state of Georgia nor those of the teachers of the high schools accredited by the Southern Association of Colleges and Secondary Schools. Table 1 shows the name and location of the schools accredited by the state of Georgia and of those accredited by the Southern Association of Colleges and Secondary Schools.

Sequence of Presentation of Data.—The data for this study are presented under the following headings:

1. Preparation of foreign language teachers, including the study in foreign language in high school, college, graduate school, and study abroad

2. Academic degrees held by teachers of foreign language
3. Graduate study done by teachers of foreign language
4. Teaching experience of foreign language teachers
5. Travel experience of foreign language teachers
6. Objectives of foreign language teachers
7. Methods used by teachers of foreign language
8. Professional magazines subscribed to by teachers of foreign language

In presenting the picture of the preparation, objectives, and methods and techniques of foreign language teachers as revealed by this study, the writer has been obliged to rely wholly upon data secured from questionnaires.

### TABLE 1

THE NAME AND LOCATION OF THE TWENTY GEORGIA HIGH SCHOOLS STUDIED 1946-47

<table>
<thead>
<tr>
<th>Name of Schools</th>
<th>Location of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Athens High and Industrial School</td>
<td>Athens</td>
</tr>
<tr>
<td>* Avondale High School</td>
<td>Avondale</td>
</tr>
<tr>
<td>* Ballard High School</td>
<td>Macon</td>
</tr>
<tr>
<td>* Booker T. Washington High School</td>
<td>Atlanta</td>
</tr>
<tr>
<td>Brown High School</td>
<td>Moreland</td>
</tr>
<tr>
<td>Buford High School</td>
<td>Buford</td>
</tr>
<tr>
<td>Dasher High School</td>
<td>Valdosta</td>
</tr>
<tr>
<td>East Depot Street High School</td>
<td>LaGrange</td>
</tr>
<tr>
<td>George Washington Carver High School</td>
<td>Milledgeville</td>
</tr>
<tr>
<td>* Gillespie–Selden Institute</td>
<td>Cordele</td>
</tr>
<tr>
<td>Herning Street High School</td>
<td>Decatur</td>
</tr>
<tr>
<td>* Howard Warner High School</td>
<td>Newman</td>
</tr>
<tr>
<td>Hudson High School</td>
<td>Macon</td>
</tr>
<tr>
<td>Hatto High School</td>
<td>Bainbridge</td>
</tr>
<tr>
<td>Hutcherson High School</td>
<td>Douglasville</td>
</tr>
<tr>
<td>Immaculate Conception High School</td>
<td>Augusta</td>
</tr>
<tr>
<td>* Lithonia High School</td>
<td>Lithonia</td>
</tr>
<tr>
<td>Madison High School</td>
<td>Albany</td>
</tr>
<tr>
<td>* Spencer High School</td>
<td>Columbus</td>
</tr>
<tr>
<td>Swainsboro High School</td>
<td>Swainsboro</td>
</tr>
</tbody>
</table>

* Indicates schools accredited by the Southern Association of Colleges and Secondary Schools.
Preparation of Foreign Language Teachers.-- The preparation of foreign language teachers is important in this study. The questionnaire (Appendix A) used for this study includes a section on the "Preparation of Foreign Language Teachers," with questions designed to secure data which would indicate the study of foreign language in high school, college, graduate school, and study abroad. None of the teachers included preparation other than that asked for the questions in this section. The data secured on this phase are shown in Tables 2, 3, 4, 5, 6, 7, 8, and 9.

Years of Study in Foreign Language.--- In the twenty schools studied there were fourteen teachers of French, five teachers of Latin, and one teacher of Spanish. As mentioned in the previous paragraph, questions on the questionnaire were designed to secure data on the years of foreign language study.

An analysis of data showed that only a small percentage of all foreign language teachers had received training in foreign language or foreign languages beyond the college level. Of the schools studied, the years of training in French for the fourteen teachers of that language were as follows: three or twenty per cent of the teachers had six or seven years of training; six or forty-two per cent of the teachers had four or five years of training, while five or thirty-three per cent of the teachers had two or three years of training in the study of French. This includes the study of French by the teachers in one or more of the following types of institutions: secondary schools, colleges, and graduate schools.

It was found that approximately six teachers or forty-two per cent of the total number of French teachers had training in that language equal to or above the average years of training, and approximately eight teachers or
fifty-eight per cent of the total number of French teachers had training below the average years of training which was 4.7 years. The years of training and the number of teachers are shown in Table 2.

**TABLE 2**

NUMBER OF TEACHERS WHO TAUGHT FRENCH DURING THE SCHOOL TERM 1946-47 IN HIGH SCHOOLS OF GEORGIA, AND THE NUMBER OF YEARS THEY STUDIED FRENCH ON SECONDARY, COLLEGE OR GRADUATE LEVELS

<table>
<thead>
<tr>
<th>Years of Training</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9</td>
<td>-</td>
</tr>
<tr>
<td>6-7</td>
<td>3</td>
</tr>
<tr>
<td>4-5</td>
<td>6</td>
</tr>
<tr>
<td>2-3</td>
<td>5</td>
</tr>
<tr>
<td>0-1</td>
<td>-</td>
</tr>
</tbody>
</table>

For the five teachers of Latin, approximately two or forty per cent of the five teachers had six or seven years of training; one or twenty per cent of them had four or five years of training; while two or forty per cent had two or three years of training in the study of Latin. A further analysis of the data in Table 3 shows that approximately fifty per cent of these

**TABLE 3**

NUMBER OF TEACHERS WHO TAUGHT LATIN DURING THE SCHOOL TERM 1946-47 IN HIGH SCHOOLS OF GEORGIA, AND THE NUMBER OF YEARS THEY STUDIED LATIN ON SECONDARY, COLLEGE OR GRADUATE LEVELS

<table>
<thead>
<tr>
<th>Years of Training</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9</td>
<td>-</td>
</tr>
<tr>
<td>6-7</td>
<td>2</td>
</tr>
<tr>
<td>4-5</td>
<td>1</td>
</tr>
<tr>
<td>2-3</td>
<td>2</td>
</tr>
<tr>
<td>0-1</td>
<td>-</td>
</tr>
</tbody>
</table>
teachers had training in Latin equal to or above the average years of training 4.2 years, while the other fifty per cent had training below the average years of training in Latin.

The data secured in this study revealed that there was only one Spanish teacher whose average years of training in that language were approximately 3 years. This teacher majored and minored in foreign languages in college and on the graduate level. This teacher has also completed the required courses for the master's degree in Romance languages, but has not taken the final oral examination. The average years of preparation of the Spanish teacher in the study of Spanish is below the average years of preparation of the French and Latin teachers.

TABLE 4

NUMBER OF TEACHERS WHO TAUGHT SPANISH DURING THE SCHOOL TERM 1946-47 IN HIGH SCHOOLS OF GEORGIA, AND THE NUMBER OF YEARS THEY STUDIED SPANISH ON SECONDARY, COLLEGE OR GRADUATE LEVELS

<table>
<thead>
<tr>
<th>Years of Training</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9</td>
<td>-</td>
</tr>
<tr>
<td>6-7</td>
<td>-</td>
</tr>
<tr>
<td>4-5</td>
<td>-</td>
</tr>
<tr>
<td>2-3</td>
<td>-</td>
</tr>
<tr>
<td>0-1</td>
<td>1</td>
</tr>
</tbody>
</table>

Looking at the training of all foreign language teachers in this study, it can be noted that only a small percentage of these teachers had training in the study of foreign language beyond the college level.

A further analysis of data in Table 5 shows that five or twenty-five per cent of the foreign language teachers had eight or nine years of study; five or twenty-five per cent had six or seven years of study; six or thirty
per cent of them had four or five years of study, while four or twenty per cent of the teachers had two or three years of study in foreign language. It was found that the average years of foreign language study was approximately 4.5 years.

TABLE 5

NUMBER OF TEACHERS WHO TAUGHT FOREIGN LANGUAGES DURING THE SCHOOL TERM 1946-47 IN GEORGIA HIGH SCHOOLS, AND THE NUMBER OF YEARS THEY STUDIED FOREIGN LANGUAGES ON SECONDARY, COLLEGE, AND GRADUATE LEVELS

<table>
<thead>
<tr>
<th>Years of Training</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-11</td>
<td>-</td>
</tr>
<tr>
<td>8-9</td>
<td>5</td>
</tr>
<tr>
<td>6-7</td>
<td>5</td>
</tr>
<tr>
<td>4-5</td>
<td>6</td>
</tr>
<tr>
<td>2-3</td>
<td>4</td>
</tr>
<tr>
<td>0-1</td>
<td>-</td>
</tr>
</tbody>
</table>

Study in Foreign Language Abroad.— It has been generally assumed that colleges would not give credit toward fulfilment of graduation requirement for study in foreign language abroad. Even if this problem could be solved there would still be the problem of finding an American institution that would give credit equivalent to the credits received at a foreign institution. As shown in Table 6 of this study, the data reveal that only one or five per cent of the total number of teachers questioned spent approximately one year in the study of foreign language in the country concerned. Four or twenty per cent of the total number of teachers questioned have been abroad, but only one or five per cent studied foreign language in the country or countries concerned.
Academic Degrees Held by Teachers of Foreign Language.— Further data on the amount of training, which has been enjoyed by the present group of foreign language teachers, (Table 7) are derived from consideration of the academic degrees held by teachers in the schools studied. This reveals that all of the teachers hold the bachelor's degree. However, only ten or fifty per cent of the total number of teachers questioned majored or minored in foreign language or foreign languages. An analysis of the figures in Table 7 reveals that six or thirty per cent of the total number of teachers questioned held the bachelor's degree with a major in a foreign language; three or fifteen per cent of the total number of teachers questioned held the bachelor's degree with a minor in a foreign language, while only one or five per cent of the total number of teachers studied held the bachelor's degree with a major and minor in foreign languages. The remaining ten or fifty per cent of the total number of teachers questioned, held the bachelor's degree with majors and minors in other fields. The returns
from teachers reporting data for this study show that the highest academic
degree held by teachers was the master's degree, but none of these teachers
earned the master's degree in foreign language.

TABLE 7

NUMBER OF TEACHERS OF FOREIGN LANGUAGE IN HIGH SCHOOLS OF GEORGIA WHO HELD
ACADEMIC DEGREES FROM COLLEGES AND UNIVERSITIES IN FOREIGN LANGUAGES

<table>
<thead>
<tr>
<th>Types of Training</th>
<th>NUMBER OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degree with a major only</td>
</tr>
<tr>
<td>College</td>
<td>6</td>
</tr>
<tr>
<td>Graduate</td>
<td>-</td>
</tr>
</tbody>
</table>

Graduate Study in Foreign Language.— The data in this study show that
a small percentage of the teachers questioned have done graduate study in
foreign language. Several teachers have done graduate study in other fields
such as social work, education, English etc., but only a small percentage of
the total number of teachers has done graduate study in foreign language.
The data in Table 8 reveal that ten or fifty per cent of the teachers
questioned have done graduate study. A further analysis of the data shows
that nine or ninety per cent of the total number of teachers who have done
graduate study did this study in other fields and not in foreign language,
while one or ten per cent of the total number of teachers who have done
graduate study did this study in foreign language. The remaining ten
teachers have not done graduate study in any of the fields mentioned above.
These data are shown in Table 8.
TABLE 8

NUMBER OF TEACHERS WHO TAUGHT FOREIGN LANGUAGES IN GEORGIA HIGH SCHOOLS DURING THE SCHOOL TERM 1946-47 AND DID GRADUATE STUDY IN FOREIGN LANGUAGE AND OTHER FIELDS

<table>
<thead>
<tr>
<th>Types of Training</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Study in foreign language</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Study in other Fields</td>
<td>9</td>
</tr>
</tbody>
</table>

Teaching Experience.-- In answer to the question, "What are the experiences of foreign language teachers in the teaching of foreign languages?", all the teachers reported that they had had experience in teaching foreign language. Information relative to teaching experience of foreign language teachers is shown in Table 9, and the following discussion is based on these data. For teachers of French, three or fifteen per cent had five or more years of teaching experience; one or five per cent had four years of teaching experience; five or twenty-five per cent had three years of teaching experience; three or fifteen per cent had two years of teaching experience; while two or ten per cent of the teachers had one year of experience in teaching foreign language. For the Latin teachers, three or fifteen per cent of the teachers had five or more years of teaching experience; one or five per cent had three years of experience in teaching foreign language, while the Spanish teacher had four years of experience in teaching this foreign language.

A further analysis of Table 9 reveals that the average number of years
of teaching experience for French teachers was 3, for Latin teachers 4, and for the Spanish teacher 4. The average number of years for the foreign language teaching body as a whole in the teaching of foreign language was approximately 3.3 years. Approximately eleven teachers or fifty-five per cent of the total number of teachers questioned had experience in the teaching of foreign language equal to or above the average years of teaching experience, while nine teachers or forty-five per cent of them had experience in the teaching of foreign language below the average.

**TABLE 9**

NUMBER AND PERCENTAGE OF TEACHERS WHO TAUGHT FOREIGN LANGUAGES DURING THE SCHOOL TERM 1946-47 IN HIGH SCHOOLS OF GEORGIA, AND THE NUMBER OF YEARS OF TEACHING EXPERIENCE IN FOREIGN LANGUAGES

<table>
<thead>
<tr>
<th>Number of Years of Teaching Experience</th>
<th>NUMBER OF TEACHERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>French</td>
<td>Latin</td>
</tr>
<tr>
<td>5 or more years</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4 years</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>3 years</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2 years</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1 year</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

**Travel Abroad.** On examining the data collected, it is immediately noted that only a small percentage of the total number of foreign language teachers studied have been abroad. Of the total number questioned, one or five per cent went abroad for the purpose of studying the foreign language;
three or fifteen per cent went abroad for pleasure or as members of the United States Army, while the remaining sixteen or eighty per cent have not been abroad for the purpose of studying foreign language or for pleasure.

**TABLE 10**

**NUMBER OF TEACHERS WHO TAUGHT FOREIGN LANGUAGES DURING THE SCHOOL TERM 1946-47 IN GEORGIA HIGH SCHOOLS, AND THE TIME SPENT IN TRAVEL ABROAD**

<table>
<thead>
<tr>
<th>Time Spent in Travel Abroad</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more years...</td>
<td>-</td>
</tr>
<tr>
<td>Six months to one year...</td>
<td>3</td>
</tr>
<tr>
<td>One month to six months...</td>
<td>-</td>
</tr>
</tbody>
</table>

**Objectives of Foreign Language Teachers.**—In an attempt to find out what were the objectives of foreign language teachers in the twenty schools studied, a list of six objectives was submitted to the teachers of the schools covered in this study. Each teacher checked the objectives which she hopes to realize from her courses in foreign language or foreign languages. The following is a list of the objectives and in the order which they were submitted to the teachers on the questionnaires:

1. The ability to read the foreign language
2. The ability to understand the foreign language
3. The ability to translate from the foreign language to English
4. The ability to translate from English into the foreign language
5. The ability to speak the foreign language
6. The ability to write the foreign language

The teachers were also asked to list other objectives that they hope to realize from their courses in foreign language or foreign languages. The returns from these teachers show that eight teachers or forty per cent of the total number of teachers listed additional objectives, while twelve teachers or sixty per cent of the total number of teachers did not list additional objectives.

TABLE 11

OBJECTIVES USED BY TEACHERS OF FOREIGN LANGUAGES IN GEORGIA HIGH SCHOOLS DURING THE SCHOOL TERM 1946-47, AND THEIR FREQUENCY

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to read the foreign language.</td>
<td>20</td>
</tr>
<tr>
<td>The ability to translate from foreign language into English.</td>
<td>16</td>
</tr>
<tr>
<td>The ability to write the foreign language.</td>
<td>16</td>
</tr>
<tr>
<td>The ability to translate from English into foreign language.</td>
<td>15</td>
</tr>
<tr>
<td>The ability to understand the foreign language.</td>
<td>12</td>
</tr>
<tr>
<td>The ability to speak the foreign language.</td>
<td>11</td>
</tr>
<tr>
<td>The ability to better understand and appreciate the English language.</td>
<td>7</td>
</tr>
<tr>
<td>To create a friendly attitude toward foreign people in other countries.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 11 shows the objectives of foreign language teachers in the
schools studied in the order of their highest frequency. An analysis of the data in Table 11 shows that all of the teachers placed emphasis on "the ability to read the foreign language," eighty per cent of the teachers placed emphasis on "the ability to write foreign language" and "the ability to translate from foreign language into English". It can further be noted that seventy-five per cent of the teachers placed emphasis on the "ability to translate from English into the foreign language," while only sixty per cent of the teachers placed emphasis on the "ability to understand the foreign language". Objectives listed by teachers in addition to those found on the questionnaire submitted to them were: "the ability to better understand and appreciate the English language," and "to create a friendly attitude on the part of the pupils toward people in foreign countries.

Methods used by Teachers of Foreign Languages.— In answer to the question "What are the methods used by teachers of foreign languages?", data revealed that approximately nine or sixty-four per cent of the total number of French teachers used the "grammar-translation method", three or twenty-one per cent of the French teachers used the "direct method", while only two or fifteen per cent of the total number of French teachers used the "eclectic method". From the data in Table 12 it might be noted that all teachers of Latin used the "grammar-translation method".

It was found that fourteen teachers or seventy per cent of the foreign language teachers taken as a whole, used the "grammar-translation method". However, four or twenty per cent of the teachers used the "direct method", while only two or ten per cent used the "eclectic method" in the teaching of foreign language. These data are shown in Table 12.
TABLE 12

METHODS USED BY FOREIGN LANGUAGE TEACHERS IN HIGH SCHOOLS OF GEORGIA

<table>
<thead>
<tr>
<th>Methods of Teaching Foreign Language</th>
<th>NUMBER OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>French</td>
</tr>
<tr>
<td>Direct Method</td>
<td>3</td>
</tr>
<tr>
<td>Grammar-Translation Method</td>
<td>9</td>
</tr>
<tr>
<td>Eclectic Method</td>
<td>2</td>
</tr>
</tbody>
</table>

Teaching Devices.— An analysis of the data shown in Table 13 reveals that teachers of foreign language in the schools studied used the following devices: phonograph records, pictures, maps, charts, sound films, and flash cards. An analysis of Table 13 shows that five or twenty-five per cent of the teachers used pictures, four or twenty per cent of the teachers used maps as teaching devices, while only a small percentage of them used the other teaching devices listed in the Table.

Professional Readings.— The data shown in Table 14 reveal that only a small percentage of the teachers of foreign language subscribed to or have access to journals and magazines. The returns from the teachers to whom questionnaires were submitted show the following list of professional journals and magazines: Education, School and Society, Modern Language Journal, Educational Journal, South America Review, Impressions Review, and The English Journal. Only three or fifteen per cent of the teachers have access to the English Journal; two or ten per cent of the teachers
have access to the *Modern Language Journal*, while a much smaller per cent subscribed to or have access to some of the other journals and magazines listed in Table 14.

**TABLE 15**

TEACHING DEVICES USED BY TEACHERS OF FOREIGN LANGUAGES IN GEORGIA HIGH SCHOOLS DURING THE SCHOOL TERM 1946-47

<table>
<thead>
<tr>
<th>Teaching Devices</th>
<th>NUMBER OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>French</td>
</tr>
<tr>
<td>Phonograph Records</td>
<td>3</td>
</tr>
<tr>
<td>Pictures</td>
<td>5</td>
</tr>
<tr>
<td>Maps</td>
<td>4</td>
</tr>
<tr>
<td>Charts</td>
<td>1</td>
</tr>
<tr>
<td>Sound Films</td>
<td>1</td>
</tr>
<tr>
<td>Flash Cards</td>
<td>2</td>
</tr>
</tbody>
</table>

**TABLE 14**

PROFESSIONAL MAGAZINES AND JOURNALS SUBSCRIBED TO BY TEACHERS OF FOREIGN LANGUAGES 1946-47

<table>
<thead>
<tr>
<th>Magazines and Journal Subscribed to and made Available to teachers</th>
<th>NUMBER OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>French</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
</tr>
<tr>
<td>School and Society</td>
<td>1</td>
</tr>
<tr>
<td>Modern Language Journal</td>
<td>2</td>
</tr>
<tr>
<td>Educational Journal</td>
<td>1</td>
</tr>
<tr>
<td>South America Review</td>
<td>-</td>
</tr>
<tr>
<td>Impressions Review</td>
<td>-</td>
</tr>
<tr>
<td>English Journal</td>
<td>3</td>
</tr>
</tbody>
</table>
CHAPTER III

SUMMARY AND CONCLUSIONS

Summary.—The problem considered in this study was the preparation, objectives, and methods of foreign language teachers in twenty Negro high schools in Georgia for the school term 1946-47. The purposes of the study were to answer the following questions:

1. What are the preparation and experiences of foreign language teachers in these schools?
2. What are the objectives of these high-school teachers for the teaching of foreign language or foreign languages?
3. What differences, if any, exist among the objectives of these teachers?
4. What are the present methods and techniques employed in foreign language teaching?
5. What is the most commonly used method in the schools studied?
6. Of what value, if any, could this study be in helping school officials of other institutions to evaluate and set up a better program for improving the preparation, methods, and effectiveness of foreign language teachers in their schools?

The study was limited to the preparation, objectives, and methods of foreign language teachers in Negro high schools in Georgia. The normative-survey method of research was used in making the study with the questionnaires as an instrument for collecting data. A questionnaire was sent to the principals of eighty-five high schools in Georgia. It was clearly indicated that the principals of these schools were to answer the questions
in the section "General Information", and then pass these questionnaires to their respective foreign language teachers.

Sixty-five of the eighty-five questionnaires from these schools were returned, but only twenty of them could be used in this study since the writer was concerned with only the high schools in which foreign language or foreign languages were being taught. The data from these questionnaires were tabulated, analyzed, and discussed in Chapter II.

Conclusions.—In answer to the questions stated in the purpose of the study, data from returns of questionnaires submitted to teachers revealed the following outstanding facts about the preparation, objectives, and methods of foreign language teachers in Georgia high schools during the year 1946-47:

1. The preparation of the foreign language teachers questioned ranged from two to eight years in respective fields of French, Latin, and Spanish. The average preparation of the French teachers was 4.7 years, for the Latin teachers 4.2 years, and the Spanish teacher 3 years. The average preparation for all of these teachers of foreign language was 4.5 years. This preparation included the study of foreign language in one or more of the following types of institutions: secondary schools, colleges, graduate schools, and schools in foreign countries where the respective languages are adopted. It was found that fifty per cent of the teachers questioned majored or minored in foreign language on these levels, whereas the remaining fifty per cent of the teachers questioned majored and minored in other courses and took courses in foreign language merely as a requirement.
The teaching experience of the foreign language teachers questioned ranged from one to five or more years. The average number of years of teaching experience for French teachers was 3, for Latin teachers 4, and for the Spanish teacher 4. The average number of years of experience in the teaching of foreign language was 3.3 years.

2. There was general acceptance of the objectives for the realization of translating and writing the foreign language, but only a few teachers placed emphasis on the objectives for the realization of speaking and appreciating the foreign language. All of the teachers questioned listed as their major objective the development of the ability to read the foreign language. The ability to translate from foreign language into English and the ability to write the foreign language were emphasized by sixteen or eighty per cent of the twenty teachers questioned, but only one teacher listed as an objective that of creating a friendly attitude toward foreign people in other countries. The objectives listed by these teachers were in keeping with the immediate objectives listed by authorities; however, one teacher or five per cent of the teachers questioned listed an ultimate objective.

3. The main difference among the objectives of the teachers questioned lies in the fact that fewer teachers accepted the objectives for developing the ability to speak and appreciate the foreign language.

4. The present methods employed by the foreign language teachers questioned were: "the direct method", "the grammar-translation method", and "the eclectic method". The grammar-translation method of teaching foreign language was chosen by the majority of
the teachers. The method chosen by these teachers is in keeping with the method advocated by authorities for realizing the ability to read the foreign language. The eclectic and direct methods were used by only thirty per cent of the teachers questioned. In adopting certain techniques teachers made use of phonograph records, pictures, maps, charts, flash cards and other devices. These indicate that teachers were utilizing visual and auditory approaches.

5. The method most commonly used by the teachers questioned was the "grammar-translation". The grammar-translation method was used by seventy per cent of the teachers, while only thirty per cent of them used the direct and eclectic methods.

6. This study should give school officials a comprehensive picture of the preparation, objectives, methods and techniques of foreign language teachers in the high schools of Georgia. The implications of this study should be of value to school officials in evaluating the preparation, objectives, methods and techniques of foreign language teachers in the high schools studied. The implications of this study should also be useful to school officials in organizing a better program for improving foreign language teachers in their schools.

Implications. This study revealed the following implications which might be significant:

1. There seems to be a need for more training in the study of foreign language on the part of teachers who are engaged in the teaching of foreign language. This is based on the fact that the average
preparation of the foreign language teachers studied was 4.5 years. This included a study of foreign language or foreign languages by teachers in one or more of the following institutions: secondary schools, colleges, and graduate schools. Authorities expressed the opinion that foreign language teachers should have at least two years of foreign language in high school, and thirty college semester hours if they major in foreign language and twenty college semester hours if they minor in foreign language. This would require more than 4.5 years of study.

2. There is a need for school officials to encourage qualified teachers of foreign language to do graduate study in foreign language. The need for school officials to encourage teachers of foreign language to take advantage of scholarships and state aid for further study is also inherent within this implication. This was shown in the fact that only one teacher out ten who had done graduate study did it in foreign language.

3. Teachers need to include ultimate as well as immediate objectives in the teaching of foreign language, but data in this study revealed that only a few teachers were placing emphasis on the ultimate objectives.

4. Since professional journals and magazines make it possible for teachers to keep abreast of the recent trends in foreign language instruction, school officials should as far as possible encourage teachers to subscribe to or make available such publications with source materials pertaining to the teaching of foreign language or
foreign languages. Data from this study revealed that only ten per cent of the total number of teachers studied subscribed to or had access to professional journals and magazines pertaining to the teaching of foreign language or foreign languages.

5. There seems to be a need for a clear statement of the contribution of foreign language to the realization of the objectives of education. Data in this study revealed that only twenty out of sixty-five schools were offering foreign language. More than fifty per cent of the schools who were not offering courses in foreign languages had substituted other courses for foreign language.
BIBLIOGRAPHY

Books


Crawford, Claude C. The Techniques of Research in Education. Los Angeles, California: The University of Southern California, 1929.


Articles

Basiluis, H. A. "Concerning the Objectives and Methodology of the Second Year." The German Quarterly, XII (November, 1940), 177-88.


Tireman, L. H. "Teaching Spanish in the High School," Hispania, XXVI.

APPENDIX

A STUDY OF THE PREPARATION, OBJECTIVES, AND METHODS OF FOREIGN LANGUAGE TEACHERS IN TWENTY NEGRO HIGH SCHOOLS IN GEORGIA

If the question is not clear, furnish the information in accordance with your interpretation rather than omit it. You are free to make brief remarks.

Filled by: __________________________ Date ____________

Name of School: ____________________________________________

Location of School: __________________________ City County

QUESTIONNAIRE

General Information:

1. Is foreign language taught in your school?  
   (Check answer) Yes........ No........

2. If your answer is "No" has it ever been taught?  
   (Check answer) Yes........ No.....

3. Indicate reasons for the discontinuance of foreign language or foreign languages in your school.  
   (Indicate here) ____________________________________________

4. If foreign language or foreign languages are taught in your school answer questions from a to h.

   a. What foreign language or foreign languages are being taught in your school?  
      (Check here)
      ....French
      ....German
      ....Italian
      ....Spanish (Add others if necessary)
      ............. ...........

   b. How many students are enrolled in each course?  
      (Indicate here)
      .......French I ........... French II
      .......German I ........... German II
      .......Spanish I ...........Spanish II (Add others if necessary)
      ................
c. On what grade level are these courses taught?
(Indicate here)
- French I
- French II
- German I
- German II
- Spanish I
- Spanish II (Add other if necessary)

d. List age ranges of students in each course taught (For example: 12-15 French I
(Indicate here)
- French I
- French II
- German I
- German II
- Spanish I
- Spanish II (Add others if necessary)

e. What is the length of your class period?
(Indicate here)

f. Are these courses required or electives?
(Check answer) Yes... No....

g. Which of these are required?
(Check here)
- French I
- French II
- German I
- German II
- Spanish I
- Spanish II (Add others if necessary)

h. Which of these are electives?
- French I
- French II (Add others if necessary)
- German II
- German IX
- Spanish I
- Spanish II

Preparation of Foreign Language Teacher:

1. Grammar School:
   Name          Location          Date of leaving

High School:
   Name          Location          Date of leaving
   Did you graduate?

College:
   Name          Location          Date of leaving
   Degree

   Major          Minor

Summer Sessions:
   Name of School          Location          Date

Others:
   Name of School          Location          Date
2. Do you hold an advanced degree beyond the Bachelor's degree? If so indicate below.
   (Check here)
   ———— B.D.
   ———— M.Ed.
   ———— M.A.
   ———— M.S.
   ———— Ph. D. (Add others if necessary)

3. If you do not hold an advanced degree, do you plan to work for one? If so indicate below.
   (Check here)
   ———— M.Ed.
   ———— M.A.
   ———— M.S.
   ———— Ph.D. (Add others if necessary)

4. If you do not hold the Master's degree, give in the space provided below the number of semester hours of graduate work beyond the Bachelor's degree you have completed. (Indicate here)____ What field____

5. What is your native language?
   (Check here)
   ———— French
   ———— English
   ———— German
   ———— Spanish
   ————

6. Indicate the number of years you have studied foreign language or foreign languages in:
   (Check here)
   ———— Secondary or Preparatory school
   ———— Normal or Teachers' Colleges
   ———— College (Undergraduate)
   ———— University or College (Graduate)
   ———— Summer School (Number of weeks in session) (Add other if necessary)
   ————

7. Check the number of semester hours of teacher-training you have completed on each of the following levels:
   (Check here)
   ———— Secondary or Preparatory
   ———— College (Add others if necessary)
9. Check the number of years you have studied each of the following: (This does not include correspondence courses)
   (Indicate here)
   • French
   • German
   • Spanish
   • Latin (Add other if necessary)

9. How many years of experience have you in teaching one or more foreign languages?
   (Check here)
   • One year
   • Two years
   • Three years
   • Four years
   • Five or more years

10. Have you visited the country where the foreign language you are now teaching is spoken?
    (Check answer) Yes...... No......

11. If your answer in number 10 is "Yes" what length of time?
    (Indicate here)
    • One to six months
    • Six months to one year
    • One year or more

12. Check each of the following related courses you have studied.
    (Check here)
    • Medieval History
    • United States History
    • French History
    • English History
    • Greek and Roman History (Add others if necessary)

13. Check each of the following professional courses you have studied.
    (Check here)
    • General Psychology
    • Educational Psychology
    • Child Psychology
    • Adolescent Psychology
    • Measurements
    • History of Education
    • Principles of Teaching
    • General and Special Methods of Teaching
    • Teaching of foreign language in the Secondary School

14. Which of the above courses have been most useful to you in your teaching procedure? (Indicate here)
Objectives:

1. Which of the following objectives are your courses in foreign language or foreign languages designed to yield?
   (Check here)
   • The ability to read the foreign language.
   • The ability to understand the foreign language.
   • The ability to translate from foreign language into English.
   • The ability to translate from English into foreign language.
   • The ability to speak the foreign language.
   • The ability to write the foreign language (Add others if necessary).

2. List other objectives that you hope to realize from your courses in foreign language or foreign languages:
   (Indicate here)

Methods:

1. Check the following foreign language or foreign languages being taught at present in your school:
   (Check here)
   • French
   • German
   • Spanish
   • Latin (Add others if necessary)

2. In addition to teaching foreign language or foreign languages in what other field are you teaching?
   (Check here)
   • None
   • Language Arts
   • Social Science
   • Vocational and Industrial Arts

3. Do you subscribe to or have access to professional journals or language reviews? If so list title or titles below.
   (Indicate here)
4. List the titles of text books used

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author</th>
<th>Publisher</th>
<th>City</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Workbooks

6. Check method used in instructing your foreign language or foreign languages classes. (Check here)
   - Direct Method
   - Grammar-Translation Method
   - Eclectic Method

7. How is your class period used? Check the per cent of your class period used on each of the following: (Check here)
   - Oral Work
   - Translation into English
   - Translation into foreign language
   - Free composition
   - Drill in English
   - Drill in foreign language

8. List teaching aids and devices used to help students better understand and appreciate foreign language (Indicate here)

9. List special activities in which you and members of your foreign language classes engage (Indicate here)

10. List organizations or clubs with which you and members of your foreign language classes are affiliated (Indicate here)
Do teachers in other departments cooperate with you in carrying out your plans? (explain)

What is your point of view on the modern methods of teaching?

You are free to express yourself or give any remarks concerning the teaching of modern foreign languages.