A CRITICAL EVALUATION OF THE FOREIGN LANGUAGE METHODS COMPONENT OF TEACHER EDUCATION.

The Ohio State University, Ph.D., 1971
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A CRITICAL EVALUATION OF THE FOREIGN LANGUAGE METHODS
COMPONENT OF TEACHER EDUCATION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the
Degree Doctor of Philosophy in the Graduate School
of The Ohio State University

By
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The completion of this dissertation signifies the achievement of a goal which has extended over many years of the writer's educational and professional career. It is impossible to recall who among the many teachers, colleagues, members of the family, and friends first kindled the spark that illuminated that goal. It is easy, however, to identify many who have helped light the way to the achievement of it.

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Special gratitude is also expressed to the writer's fellow graduate students who made the journey easier through the sharing of their intellect and their friendship.
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CHAPTER I
INTRODUCTION

**A Brief History of the Foreign Language Methods Course**

A review of the history of teacher education in this country reveals that the study of methods has always been fundamental in the professional preparation of teachers.¹ A course called "methods of teaching" was included in the curriculum of the first normal school in the United States which was founded in Lexington, Massachusetts in 1839.²

During the twentieth century the American high school grew to maturity; and this factor, coupled with other causes, led to the development of more specialized teacher preparation programs than had previously been required. Special methods courses related to the specific disciplines grew in popularity and came to supplement or supplant the general methods course intended for all prospective teachers. In 1877, Dr. Lambert Sauveur initiated at Amherst College

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²Ibid.
the first known methods course exclusively for those preparing to be foreign language teachers.¹

By 1952 an estimated 59 percent of the institutions training foreign language teachers offered some type of special methods course directed especially to this group.² In an extensive survey of teacher-training institutions in 1964, Paquette found that the number of colleges and universities offering such a methods course had increased to 79.8 percent; but he also determined that only 59 percent of the schools required the course of their foreign language teacher education majors.³ A similar study of liberal arts schools conducted by the same investigator revealed that 69 percent of these schools required the special methods course of their foreign language majors intending to teach.⁴ The experience of the present investigator in working with the colleges and universities in one state confirms the findings of the Paquette studies: that even though more colleges now offer the special methods course for foreign language teachers, some


still do not, and that many of those which offer the course do not require it of their majors planning to teach. The special methods course therefore is not yet a universally offered or required component of teacher education.

Proposals for Changes in Teacher Education Lend Support to the Study of Special Methods

A study of the literature concerning the preparation of teachers reveals that the major spokesmen for this field are advocating numerous and substantial revisions in teacher education. B. Othanel Smith believes that a revitalization of education must take place and that a better staff of teachers must be secured to effect that revitalization. He believes that present education is "...not only inadequate, it holds the seeds of our destruction."¹ A number of the current proposals being advocated to improve teacher education seem to reinforce the need for work in special methods by those preparing to teach.

Most believe that the theoretical aspects of preparing the teacher and the reality of the classroom must be brought closer together. Willis indicates that experimentation "...with new organizations and sequences of experiences, new methods, and new media may lead to more meaningful experiences for our students and, consequently,

to a deeper understanding of fundamental concepts and principles.¹ Pillet speaks of the need to increase articulation between theories of education and the foreign language methods course.² The use of increased laboratory experiences within the methods course is one of the efforts being made by some institutions to bring theory and practice into a more complementary relationship.

According to many spokesmen for teacher education, the opportunities for students to observe and work in the schools should be increased. Taylor states the case succinctly:

The heart of the matter lies in giving the student who intends to become a teacher a direct experience in teaching children early in his preparation, preferably in high school, and certainly not later than the freshman year in college, so that the study of the methods and content of education as a discipline and a body of knowledge can give him something to which he can respond from his own experience. He needs to study education, but as he studies he needs to practice it. Otherwise, it is simply like teaching a boy to play basketball by showing him charts of plays.³

The methods course could assist in effecting this change.


Brunerian thinking regarding the structure of knowledge suggests that method is inherent within a given discipline.¹ B. Othanel Smith elaborates on Bruner's hypothesis:

…it is also true that each discipline is from the pedagogical standpoint a conglomerate of different forms of knowledge. And these different forms are to be found in almost all disciplines. There is in every discipline a set of concepts. In addition, most of the disciplines contain laws or law-like statements composed of combinations of concepts. And a considerable number of the disciplines contain value propositions of one form or another, even though most of us wish to deny it. Now it is clear from studies of learning and teaching that the way in which each of these forms of content is taught and learned is different one from another. And it is equally clear that academic preparation does not at the present time enable the teacher at any level to identify these elements of content and to relate teaching behavior appropriately to their requirements.²

It would appear that the special methods aspect of teacher education could assist in identifying the elements of content to be taught and in relating teaching behavior to them.

Many educators recommend that schools and colleges of education employ clinical professors to work with students preparing to teach. Conant views the clinical professor, one of whose duties would be to teach the methods course, as being instrumental in interpreting for the student what the various specialists have to say to the potential

Teacher educators refute much of Conant's thinking because they view it as being superficial; but virtually all of them underscore the need which he recognized for a closer relationship between professional education, the classroom, and the academic disciplines. Like Conant, many of them advocate greater use of the clinical professor who can help the students understand this relationship; however their concept of the clinical professor usually differs from Conant's.

Foreign Language Teachers, Teacher Educators, Foreign Language Educators, and Various Education Agencies Cite the Need for the Study of Special Methods

The support for the foreign language methods component extends throughout a wide segment of education. From classroom teachers to those concerned with the preparation of college foreign language professors, educators seem to recognize its value.

In all studies that this investigator has reviewed which sought teachers' opinions concerning the effectiveness of their preparation for the classroom, the special methods course has ranked at or near the top. It follows only other such activities as student teaching or travel abroad. Turner reports that a survey which he made of classroom teachers indicates that this group thinks methods courses are indispensable.² McGrath does not specify the type of methods course

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to which he has reference, but he states that the study of methods is given the top rating in the opinion of teachers according to a number of research studies.\(^1\) Taylor relates that in a study of teacher education which he made the most vibrant and interesting courses he observed were the methods courses.\(^2\) According to Dannerbeck, foreign language methods courses were consistently rated by foreign language teachers as the most valuable aspect of the National Defense Education Act institutes.\(^3\) Numerous individual reports of specific institutes verify Dannerbeck's generalization.

Teacher educators, too, support the need for the study of methods. Bigelow, who for several years helped to administer the National Defense Education Act institutes, is extremely critical of the colleges and universities for not having incorporated the successes of the institutes into their own programs for the training of teachers. He accuses the colleges of continuing to prepare teachers identical to those who were inadequately prepared ten years previously.\(^4\) The study of special methods was a basic component of the


institutes and, according to evidence, a primary contribution to their success. Harmer is a major spokesman for the group of teacher educators who insist that classroom methods be studied and analyzed:

Teachers need more than the typical cursory exposure to studies of child growth and development. Teacher behavior (and hence classroom methods) needs to be carefully studied, evaluated, and practiced. Classroom behavior would then reflect what is known about learners, and just as importantly, learners would be helped rather than impeded.¹

McGrath suggests that "...a new enlightened emphasis on significant methods may well prove to be the most practical tool in helping education meet its great challenge and obligations."² Cottrell recognizes that colleges have frequently failed to teach methods to prospective teachers and asserts that they have turned them out to do a job which they have not been equipped to do.³ The perceptual psychologists recognize that teachers need to develop personal beliefs about methods.⁴ Conant would only require "practice teaching" and the methods course as professional preparation for the certification of teachers:

Of all the components of teacher education, ..., the situation in which the candidate for certification actually

¹Earl Harmer, "Classroom Methods and the Development of the Learner," Theory Into Practice, V (April, 1966), 80.
²McGrath, "The Case for Methods Courses in Modern Teacher Training," 654.
teaches—the practice teaching situation—provides the best chance of assessing his mastery of knowledge and skill required of an effective teacher. For this reason the course in practice teaching, and the closely related course in methods of teaching that subject—a course which loses much of its value if not tied closely to practice teaching—are all that I believe the state need require.1

The major spokesmen for the field of teacher education rarely find themselves in agreement with Conant, but a majority of those responding to a survey seeking their reactions to his proposals advocated in *The Education of American Teachers* thought that he was right in pointing to the need for the study of special methods.2

The participants in a conference on teacher education on which Krumbein reported gave strong support to the special methods course:

There was widespread agreement that courses in methods of teaching ought to be specialized for the particular area of teaching in which a candidate was preparing, that the courses ought to be combined with the teaching practicum, and that the courses should be conducted in problem-oriented seminars or tutorials.3

Lindsey thinks that the study of special methods helps to provide an

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2"Educators Look at the Conant Report; The Conant Opinionnaire," ibid., p. 45.

"...opportunity to investigate the living relationships between 'sub­stance' and 'process' in education."¹

Foreign language educators are also quick to support the special methods component for foreign language teachers. Purin advocated it in 1929 "...to give prospective teachers a professional attitude towards their future work, to present them with the problems they are likely to encounter in their teaching and to offer them ways of approach to the solution of these." Purin also noted that responses to his survey of college language departments revealed that fewer than two percent of them disapproved of the course.² De Sauzé, referring to the special course in methods of teaching French, said in 1932 that "...such a course is not only worthwhile, but an absolute necessity in order to eliminate the tremendous waste of student material and time."³ Freeman considered this recommendation still valid in 1948.⁴ More recently Ryder, in his summary of Indiana's Foreign Language Curriculum Committee report, urged that foreign language methods courses in each language be offered no matter how small their enrollments might


⁴Stephen A. Freeman, "What About the Teacher?" The Modern Language Journal, XXXIII (April, 1948), 204.
be. This Committee viewed work in methods as indispensable. The Modern Language Association's "Qualifications for Secondary School Teachers of Modern Foreign Languages" insists on preparation in methods. The "Guidelines for Teacher Education Programs in Modern Foreign Languages" prepared jointly by the Modern Language Association and the National Association of State Directors of Teacher Education and Certification also underscore the importance of studying methods of teaching foreign languages. Later writers such as Øksenholt and Hayes, Lambert, and Tucker have spoken on behalf of the essential methodology component.

The foreign language specialists assembled to provide professional opinion for Lyon's investigation agreed that opportunities to study methods of teaching modern foreign languages should be available to students preparing to teach languages. Pillet recognized that a knowledge of methods is essential because of the growing eclecticism in

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3 "Guidelines for Teacher Education Programs in Modern Foreign Languages," The Modern Language Journal, L (October, 1966), 342-344.


teaching. According to him, the methods of arriving at the desired objectives are incidental; but in meeting those objectives the instructor must be able to select those methods which are most suitable for the students and the circumstances. The authors of the 1970 Northeast Conference Report suggest that the growing complexity of the schools necessitate the study of methods of teaching foreign languages.

Similar statements of support for the methods component had also been made by the authors of the reports of three previous Northeast Conferences—those in 1954, 1961, and 1964.

Increased use of the approved program of teacher education has led a number of state departments of instruction to insist upon proficiency in methods of teaching foreign languages through their state guidelines for teacher education programs. State foreign language advisory councils also urge a study of methodology for those preparing

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1Pillet, "Teacher Education in Foreign Languages, An Overview," 18.


to teach. At least one state, California, requires the equivalent of three semester hours of work in foreign language methods for those seeking the teaching certificate.¹

**A Review of the Major Studies Related to the Special Methods Component of Professional Education Programs for Foreign Language Teachers**

Joseph Vallette Thomas in his dissertation at The Ohio State University in 1952 recognized that most studies prior to that time had treated the foreign language methods course only by implication or as a minor aspect of the more comprehensive topic of preparing foreign language teachers. In his investigation he sought to discover the nature of the courses being taught, to identify problems and issues in the organization and instruction of them, to develop standards for effective practices, and to suggest ways of improving the foreign language methods courses. Thomas's source of data was a questionnaire distributed to all foreign language methods instructors in four-year colleges and universities in the United States which were accredited by at least one regional or national accrediting association. Through this questionnaire he determined the length of the courses and their enrollment, whether or not they were compulsory for foreign language majors preparing to teach, the relationship of the special methods course to other courses, the content, the nature of activities, and the

¹Franklin, "The Preparation of Teachers of French and Spanish in Southern California Schools," pp. 150-151.
Thomas presented a well-researched account of practices and problems in effect at that time. He recognized, however, that his investigation had made little use of published sources of information bearing on the methods course. Few references from the field of professional education appear in his bibliography. A further limitation of Thomas's study is that some of the data are now obsolete.

In 1968, Bonnie S. Starr conducted a second investigation devoted exclusively to the foreign language methods course. She sought to clarify the nature of the course and its role in the preparation of the foreign language teacher by describing its historical evolution in the United States from its beginning to the year of the study. She depended upon the literature in foreign language education which described practices and made recommendations concerning the course throughout its years of growth and development. Like the Thomas study, the Starr investigation lacks depth and thoroughness in the treatment of the various topics because it relies almost exclusively on practices reported in the literature of foreign language education and only marginally upon the theory and principles of teacher education.

Bonnie B. Busse is the author of the third dissertation concerned exclusively with the foreign language methods course. She "...explores the present and possible uses of professional laboratory experiences in

1 Thomas, "The Nature and Effectiveness of Special Methods Courses in the Teaching of Modern Foreign Languages."

the special methods component in the professional education of modern foreign language teachers" and develops prototypes for it.\(^1\) Her study is an exhaustive analysis of the laboratory aspect of the methods course; but it does not treat other topics such as the objectives, content, and type of teacher needed for it.

Another study making some reference to the foreign language methods component is that by Sister Mary Aloysius Sorohan conducted in 1967.\(^2\) She sought to develop a rationale and guide for structuring undergraduate programs for the preparation of secondary school Spanish teachers. Her technique was to analyze the professional literature on the teaching of Spanish and on undergraduate foreign language programs. The study of the literature in teacher education, however, was limited; and the references to the foreign language methods course were confined to a few paragraphs. These references were also somewhat superficial because of the comprehensive and general nature of the study.

Lyon investigated the undergraduate preparatory program for secondary teachers of modern foreign languages in her dissertation at The University of Oklahoma in 1965.\(^3\) She reviewed trends and practices to discover the characteristics of an effective program. Lyon first


\(^3\) Lyon, "The Undergraduate Preparatory Program for Secondary Teachers of Modern Foreign Languages."
used a committee of foreign language specialists to ascertain what components, in their judgment, were desirable. Following this step, she used a questionnaire to sample representative institutions in order to determine what components were included in their teacher education programs. In Lyon's dissertation, as in others, the literature in the field of teacher education was treated superficially; and the study made only passing reference to the methods course.

In 1967 Franklin investigated the preparation of French and Spanish teachers in the southern California secondary schools.\(^1\) He surveyed teachers to secure their evaluations of their general education, their study of foreign languages, and their work in professional education. The comprehensive scope of Franklin's investigation caused the references to the foreign language methods component to be limited. The conclusions are also restricted in value since they are based exclusively on opinion and not at all on theory and principles.

In a recent publication of the Indiana Language Program, Target: Methods, Strasheim provided what appears to this investigator to be the most comprehensive and analytical study available of the foreign language methods course.\(^2\) It is the most valuable reference now available to the educator seeking help or information concerning the foreign language methods component. Several approaches to the topic are included. First, Strasheim conducted and reported the results of a questionnaire

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\(^1\) Franklin, "The Preparation of Teachers of French and Spanish in Southern California Secondary Schools."

\(^2\) Lorraine Strasheim, ed., Target: Methods. A Project of the Indiana Language Program, Indiana University, Bloomington, Ind., 1967. (Mimeographed.)
survey of the colleges and universities in Indiana to secure data concerning the prevalence, length, credit, enrollments, activities, content, evaluation of students, and other basic data related to the course. Next, reports of the discussion groups at the Conference on Methods of Teaching Foreign Languages held at Butler University in 1965 are reproduced. Many weaknesses are identified, and some specific recommendations are made. The subsequent section is devoted to the reports from the Invitational Conference on Foreign Language Teacher Education and Certification which met at Indiana University in 1966. The "Guidelines for Teacher Education Programs in Modern Foreign Languages" were discussed at this meeting, and a report of that discussion is presented. A description of the institute conducted for cooperating teachers follows. Another conference was held at Indiana University later in 1966 to consider ways of implementing portions of the previously mentioned guidelines, and the recommendations of the discussion groups are presented. Out of this meeting grew the need for a conference of methods teachers to consider the content, teaching techniques, and instructional materials essential for the foreign language methods course. Such a conference was held, and the report of it included in Strasheim's publication comes as close as any source to being a thorough analysis of the foreign language methods component of teacher education. Many provocative ideas are advanced, and much helpful information is offered. Concluding Strasheim's publication is Dr. Alfred N. Smith's address to the methods conference. As valuable as Target: Methods is, however, it has some of the same limitations of the Thomas and Starr investigations. It does not make use of the
literature in professional education. It seeks to expand each instructor's thinking about content, materials, and techniques of the course; but the very nature of the publication causes it to rely almost exclusively on practice and opinion and scarcely at all on theory and principles of teacher education.

David E. Willis was the principal investigator in a study sponsored jointly by the Wisconsin Association for Student Teaching and the Wisconsin Commission on Teacher Education and Professional Standards in 1965. He attempted to explore the problem of misconceptions about the theory and practice of methods teaching. The principal questions which Willis sought to answer concerned the training and experience of the professors, the content and the teaching practices in the courses, and the relationship of the courses to other aspects of teacher education. Willis first studied Wisconsin college bulletin entries referring to the methods courses, both general and special, and then conducted a survey of the methods professors in that state to secure from them the answers to the questions under investigation. He also visited a number of methods classes. By his own admission, Willis notes that time and resources did not permit an exhaustive study of the literature of professional education. He also revealed a discovery which lends support to the nature of this investigation:

Early in the preliminary phase the ad hoc committee found upon a relatively casual scrutiny that what had been
written was not focused finely enough upon methods courses to allow any firm conclusion.¹

Other articles much more limited in length and scope can be found which are related to the foreign language methods course. Among them is that by Gallant who questions the value of many methods courses as they are taught and asserts that they should be improved.² Kalivoda, in an article in 1968, discusses the relationship between the methods course and student teaching.³ A second treatise by the same author two years later advocates the teaching of the methods course in the target language.⁴ Lammel presents a comparison of the general and the special methods courses in preparing students to teach the disciplines.⁵

Limitations of the Available Literature Concerning the Foreign Language Methods Component

Thomas recognized in his dissertation that he had drawn very little on information from published sources; he thus stated a limi-

¹David E. Willis, "Methods Course Teaching in the Four-year Teacher Education Institutions in Wisconsin" (report of an investigation sponsored jointly by the Wisconsin Association for Student Teaching and The Wisconsin Commission on Teacher Education and Professional Standards, Portland, Oregon, 1967), p. 11. (Mimeographed.)


⁵Rose Lammel, "General vs. Special Methods in Teaching the Disciplines," Theory Into Practice, V (April, 1966), 87-90.
tation of his own work and signaled the importance of the literature.\(^1\) He believed that he had outlined the major patterns of the methods course so that a more thorough study could be made. In addition to this limitation, the age of his study which was based on a survey of practices current at that time makes it obsolete in many respects and thus prevents it from being of significant value today.

Strasheim reported that a number of those attending the Second Conference on Foreign Language Teacher Preparation at Indiana University in 1966 expressed the need for a thorough discussion of the teaching materials, techniques, and content of the foreign language methods course.\(^2\) A seminar held for this purpose was reported on in \textit{Target: Methods}. Although that report is the most comprehensive current publication available concerning the methods course (and Strasheim's work most nearly fulfills Thomas's criteria for a thorough study), it makes little use of the literature in teacher education.

Starr's investigation is conducted exclusively from a historical and evolutionary point of view.

Busse's dissertation is an intensive study of the laboratory facet of the foreign language methods course, but it does not treat other topics, such as objectives and content, which need to be investigated.

\(^1\)Thomas, "The Nature and Effectiveness of Special Methods Courses in the Teaching of Modern Foreign Languages," p. 137.

Willis recognized the need for a study of the methods course which would use the literature of professional education as a base. He also signaled the fact that the literature was not sharply focused on the methods component. Willis, therefore, affirmed this investigator's observation that the widely dispersed nature of the available material on the foreign language methods component makes it extremely difficult to locate comprehensive information about that component from the literature.

The Purpose of This Investigation

The literature in the fields of teacher education and foreign language education reveals that the study of methods has always been considered valuable and that there is much support for the special methods course directed to the teaching of foreign languages. Many of the proposals for the reform of teacher education lend support to the importance of foreign language methods. Ample testimony is available from teachers, teacher educators, foreign language educators, and various agencies which indicates the importance of the study of methods.

Methods teachers are seeking help and advice concerning their responsibilities, as was indicated in Strasheim's report. Carroll, writing in 1963, noted that no research on the utility or efficiency of the foreign language methods course had been conducted. A review

1Strasheim, ed., Target: Methods, p. 31.

of the literature reveals that a comprehensive study is still not available in 1970. The instructor seeking help concerning the content, teaching materials, activities, and other facets of foreign language methods instruction is forced to search diligently and read widely to discover information which is limited in amount, scope, and depth. This investigator proposes to help fill the void which now exists in the literature related to the special methods component of teacher education. The basis for the study will be the literature of teacher education in general and of foreign language education. It will be reviewed to determine what information is available that could be helpful to the foreign language methods instructor.

Another purpose of the investigation will be to evaluate the effectiveness of the foreign language methods component. The literature of teacher education and foreign language education will be used to develop criteria for use in that evaluation. The nature of the methods component as it now exists will be described according to the findings from the review of the literature in foreign language and teacher education and according to a number of methods course outlines available to the investigator. The evaluative criteria will then be applied to the current practices in the teaching of foreign language methods. The results of this evaluation will be used to develop recommendations for desirable changes and improvements in the foreign language methods component of teacher education.
At times it will be necessary to qualify the term methods course with the adjectives general or special. The special methods course is that which is intended exclusively for those planning to teach a given discipline, for example, foreign languages, the social sciences, or mathematics. Exemplary course titles are "Methods of Teaching Foreign Languages" and "The Teaching of German." The general methods course is not restricted to students from a specific discipline but includes those from all departments in the secondary schools or all grades in the elementary schools. Representative courses are "Principles and Methods of Secondary School Teaching," and "Teaching the Elementary School Child."

There is much evidence that curricular patterns in teacher education in the future will differ significantly from what they now are. Many spokesmen for teacher education are advocating changes which could lead away from the discrete-course concept that is now prevalent. Seminars and tutorials are being proposed. The teacher education center, a laboratory sponsored and operated jointly by one or more school systems and one or more colleges, is already in use in some states. The work of the methods professor often cuts across disciplinary and
departmental lines. Leaders such as Andersson advocate that increased emphasis be placed on achieving the desired proficiencies in any way feasible and that the conventional system of completing courses be replaced or at least supplemented by new patterns of teacher education. The use of examinations such as the Modern Language Association Proficiency Tests for Teachers and Advanced Students (which include a test on professional preparation) represents the efforts of some colleges and universities to move in that direction.\(^1\) It therefore seems that a more comprehensive term is needed to refer to the special methods aspect of teacher education. The term methods component employed by Busse will be used frequently to express a broader concept than is implicit in the term methods course.\(^2\) Another need for a broader term is the fact that proficiency in methods of teaching a discipline is developed in many ways in addition to a course for that specific purpose.

The term methods course will be used to apply to the conventional course pattern now in common use.

Spokesmen for teacher education are advocating increased opportunities for students to go into the schools for purposes ranging from simple observation of classes to student teaching and the internship.


\(^2\)Busse, "Professional Laboratory Experiences in the Special Methods Component in the Professional Education of Modern Foreign Language Teachers; Toward Developing Prototypes," p. 6.
In practice, the trend seems to be in this direction. The term field experiences, therefore, is a comprehensive one which will be employed to refer to the variety of activities of teacher-education students in the schools and communities during the course of their preparation.

Laboratory experiences will be used to refer to all of the opportunities in the professional education program for the observation of and involvement in teaching, whether they be in the school classroom or in the methods class.

The term clinical professor generally is employed to refer to the individual who supervises student teachers and teaches a special methods class, but its meaning is not always clear. This investigator will try to avoid being misunderstood by using the term discipline methodologist. The discipline methodologist may be employed jointly by the academic and education departments, or he may be officially affiliated with only one of them. In practice, however, he works with both. The term may be modified by such adjectives as "foreign language," "English," or "mathematics" to indicate the particular specialization of the methodologist. It will sometimes be shortened to methodologist, and it may be used synonymously with the term special methodologist. The discipline methodologist teaches the special methods class or classes for students within his discipline, works in various ways with students from his discipline engaged in the field experience program, serves as a liaison between the education depart-
ment and his particular academic department, and carries out other related duties described more amply later in this investigation.

The Methodology

In Chapter III, the investigator will seek to establish the criteria by which to evaluate the effectiveness of the methods course and which will serve as a foundation for the recommendations and conclusions reached. The criteria will be derived from:

1. The purpose and nature of teacher education as proposed by recognized spokesmen for this field.
2. The structure of teacher education as it encompasses and is related to the methods component.
3. The definition of educational methods.
4. The purposes of the special methods course.
5. Basic principles from the literature of teacher education which seem to serve as guiding influences on the methods course.
6. Proposals for the reform of teacher education.
7. Information from foreign language and teacher education concerning the attributes necessary for the methods instructor.

In Chapter IV, the investigator will seek to identify current practices related to the foreign language methods component. The literature of teacher education and foreign language education and the analysis of numerous methods course outlines available to the investigator will serve as the basis for this review. Exemplary of the topics to be investigated are the purposes, content, and teaching approaches of the special methods component and the nature of the instructor currently being employed to teach it.

In Chapter V, a critical analysis of the various aspects of the methods course reviewed in Chapter IV will be conducted. The investigator will use the criteria developed in Chapter III to evaluate each
of these aspects in order to identify the weaknesses in current practices. From this evaluation, the conclusions of the dissertation will be drawn in Chapter VI.

Chapter VI will include a topical presentation identical to that in Chapter V, but on this occasion the purpose will be to present a summary of the recommendations for the most effective instruction of the methods component. Included in these recommendations will be an endorsement of the most successful practices currently in use and proposals for change needed to overcome the deficiencies identified in Chapter V. Chapter VI will also contain a section in which the several educators and agencies responsible for the methods component are identified and their respective roles in the improvement of the methods component are described. Another section of Chapter VI will identify the limitations of the investigation and make recommendations for future studies regarding the foreign language methods component.

Sources to be Consulted

The field of literature in teacher education is extremely broad. It would be impossible to cover that field exhaustively, and a representative approach will therefore be taken. More extensive use will be made of the recent and current publications in this field, but selected classics will also be reviewed. Background reading will be undertaken in the fields of philosophy of education, history of American education, educational psychology, mental health, and curriculum.
The research in foreign language education will be much more exhaustive since this body of literature is not nearly so vast as that in teacher education. The investigator will attempt to locate all or nearly all of the material in foreign language education that is available regarding the foreign language methods component.

The American Council on the Teaching of Foreign Languages has provided from its files copious material, including numerous outlines, which will be analyzed concerning methods instruction in foreign languages. These outlines were in use in 1965. They and other more recent outlines available to the investigator through the foreign language office of the Virginia State Department of Education will be an additional primary source of information for the analysis of practices conducted in Chapter IV.
THE DEVELOPMENT OF CRITERIA FOR JUDGING THE
EFFECTIVENESS OF THE FOREIGN LANGUAGE
METHODS COMPONENT

The Purpose and Nature of Teacher Education

A brief digression from the topic of the methods component to consider the purpose of teacher education is necessary. That purpose helps to establish the objectives of the more specific aspects of teacher education such as the methodology component.

1. Education is study of knowledge, methods and models essential for assuming the responsibility of teaching.

This is Belth's thesis which is applicable to teacher education:

The study of education is the study of the role of models and methods, of how knowledge comes to be, how it comes to take the various forms it does, its consequences in the study of the creation and uses of models on which the operation of reason depends. It is the study of the methodological basis on which one makes the wide range of judgments necessary in common and uncommon pursuits.¹

Belth emphasizes an intellectual approach to education. Judgments, values, comparisons, theory, and analysis all function in his system.

¹Marc Belth, Education as a Discipline (Boston: Allyn and Bacon, Inc., 1965), p. 19.
2. **Teacher education is professional in nature.**

Schaefer represents this view when he states:

> If teaching is an essentially static affair, the various pedagogical skills required are best learned by apprenticeship under a master teacher. A particular preparing institution, if it wished to cater even further to the vocational motivations of its students, might also provide an orientation to the job through a historical or sociological look at the school as a social institution, a "practical" review of human development and of learning principles, and a repertoire of techniques and procedures proved useful by experience.

If, on the other hand, preservice teacher education is intended to provide a foundation for career-long development as an inquiring scholar-teacher, initial training must emphasize ways of knowing. There must be less concern for job information already discovered and far more interest in the strategies for acquiring new knowledge.¹

This characteristic of teacher education has many implications for the methodology component. It helps, for example, to solve the controversy fostered by some methods teachers over the appropriate amounts of theory and practical experience that should comprise the study of methods. It implies also that the teacher continues to develop his skills by exercising judgment as new and different circumstances confront him on the job. He therefore cannot be looked upon as a finished product when he receives his license to enter the classroom. Schaefer further develops this thesis:

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...teacher education must seek to prepare teachers not as complete and polished practitioners but as beginning professionals who possess the trained capacity and the attitudes requisite to lifelong learning.\textsuperscript{1}

Dewey sees the aim of education as "...control of the intellectual methods required for personal and independent mastery of practical skill..." He too rejects the idea of producing immediate "masters of the craft."\textsuperscript{2} If teacher education is to begin teachers, this presents another reason for the emphasis upon the learning of theory to serve as a guide to the solution of yet unencountered problems. The emphasis must therefore be on the shaping of an inquiring mind rather than on the production of a finished one.

3. Combs advocates that teacher education be centered around helping each student discover his own best ways of working with students. "Each human behavior is a creative act," he says, "a reaction of a person to the situation he sees himself to be in. So it is with methods."\textsuperscript{3} Teacher education, therefore, cannot be based upon an apprenticeship approach. Not everyone can perform in the same way that the master teacher does; methods work for the master teacher precisely because he is a master teacher. Each must find his own best way.

\textsuperscript{1}Schaefer, The School as a Center of Inquiry, pp. 69-70.


\textsuperscript{3}Combs, The Professional Education of Teachers, p. 99.
4. Students must understand the basic methodology inherent within the discipline and the influence of that methodology upon the methods of teaching the discipline.

Elmer R. Smith suggests:

There is a methodology of teaching inherent in any discipline--its order, its essential relationships, its mode of conceptualizing, and the subtle ways in which its body of knowledge is increased--which any beginning teacher must understand and appreciate before there are any attempts on his part to organize derivatives of this knowledge for teaching purposes. Without this, he is incompetent to teach, for he is a threat not only to the discipline but to his own students--basing his instruction on ignorance rather than on knowledge.¹

Smith's thesis emphasizes the need for a specialized methodology. According to his theory, the basic principles underlying the methods of teaching foreign languages are thus derived from the organization and structure of language itself.

The Structure of Teacher Education

1. A program which successfully prepares teachers for the classroom is characterized by unity among its various components.

Axelrod found that unity of program was a significant factor which helped the National Defense Education Act institutes to achieve the high degree of success which they enjoyed.²


The components of teacher education should thus fit together and relate to each other within the framework of a unifying structure.

2. The study of language itself is a part of teacher education.

Language is the content which the teacher will attempt to impart to his students, and it helps to govern how he will perform in teaching. Bruner asserts that it is essential to organize the subject matter of a discipline around the principles, laws, concepts, and generalizations of which that discipline is built.¹ This has implications not only for the methods course, but it seems to underscore the importance of the study of linguistics as one of the bases for the study of methodology.

The special methods component is obviously founded on the principles, laws, concepts, and generalizations of the language or it would have no reason for existing. The general approach to the study of methods would suffice. Pounds indicates that the ends and the means, or the discipline and the teaching of it, are inseparable and form a continuum.² Schaefer concurs, as do a number of other spokesmen for curriculum and teacher education.³

²Ralph L. Pounds, "Educational Values and Classroom Methods," Theory Into Practice, V (April, 1966), 64.
³Schaefer, The School as a Center of Inquiry, p. 3.
3. **The nature of the methodology component necessitates that it draw from other components of the professional education program.**

   Lindsey states that "...teaching methodology rests primarily upon concepts of learners, of learning, of educational goals." These concepts are fundamental in other education classes such as educational psychology, philosophy, and fundamentals of curriculum. The methods instructor must therefore not only know enough about those fields to apply learning from them to his work in the teaching of foreign languages, but he must seek opportunities to keep himself informed about changes and developments in those fields that would be of significance to him.

4. **The methods component and the field experience program are inseparable.**

   They share many of the same objectives. Teacher educators agree that special methods courses ought to be closely related to the field experiences and that both the academic and professional departments should be responsible for both components. Brooks, a foreign language educator, also recognizes the essential relationship between the two. The Modern Language Association's "Guidelines for Teacher Education Programs in Modern Foreign Languages" proposes that:

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1 Lindsey, ed., *New Horizons for the Teaching Profession*, p. 73.


...required practice teaching...be conducted by
the education and subject-matter departments cooper­
ating. It should have the supervision of an expert
from both departments, and if possible should be done
in conjunction with a course in methodology of the
subject.¹

Many believe that the methods teacher should assist with
the supervision of student teachers. The foreign language edu­
cators participating in the methods conferences on which
Strasheim reported suggested that methods teachers assist with
the supervision of student teachers in order to enhance the
relationship between theory and practice.² The opportunity for
the application of theory and the use of methods is essential.
According to Frymier, "The classroom is the only laboratory a
teacher has, and insights can only follow extensive and detailed
experimentation."³ The student teaching classroom can therefore
be viewed as an extension of the foreign language methods class,
and it is logical that one professor work in both areas.

5. The contributions of the student's general education are less
direct, but they are essential.

This relationship becomes obvious as the methods professor
and his students draw from such fields as art, music, and other
languages and apply that learning to the teaching of foreign
languages. The growing popularity of choosing content other

¹"Guidelines for Teacher Education Programs in Modern Foreign

²Strasheim, ed., Target: Methods, p. 7.

³Jack Frymier, The Nature of Educational Method (Columbus, Ohio:
than literature, for example, history, biology, and mathematics, further enhances the relationship between the study of methods and liberal education.\(^1\) The methods student's general education, however, is not limited to courses pursued in addition to his specialized and professional training. It is also comprised of his experience of having lived in a complex human world. This experience supports and extends the individual's liberal education beyond the boundaries of the educational institution.

6. **The study of methods is appropriate throughout the entire sequence of teacher education.**

Varying opinions prevail concerning the placement of the methods course within the sequence of the professional education component. The authors of the 1970 Northeast Conference Report assert that "...a prospective teacher can profit much more from his student teaching if he has had both training in methods of teaching and some practice in teaching before being placed in a school."\(^2\) They view it primarily as a preparatory course. Dannerbeck advocates a methods course after student teaching because he thinks that the content would then be more meaningful and that the approach can be more analytical. He does not, however, imply that this course should replace an earlier one.\(^3\)

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\(^2\) Tursi, ed., *Foreign Languages and the "New" Student*, p. 128.

\(^3\) Dannerbeck, "Toward a Methods Course Requirement at the Graduate Level," p. 273.
Ryder suggests that the content should be modified if the methods course follows practice teaching. A number of schools conduct a methods course or seminar concurrently with student teaching. Gubser indicates that these seminars tend to emphasize the theory underlying the methods used in the classroom. They also are usually a continuation of the methods course which precedes student teaching and are often conducted by the same instructor.

All of the proposals concerning the timing of the methods course seem to be valid. Given before student teaching, the study of methods is preparatory. Pursued concurrently with the field experience program, it assists in relating theory and practice. If it follows student teaching, a more analytical approach can be taken. These views concerning the timing of the methods course lend support to those who would reform teacher education by beginning the field experiences earlier and continuing them longer, by taking a more analytical approach to them, and by building a closer relationship between the theory of the college classroom and the reality of the school classroom. The evidence seems to support the study of methods as a continuum running throughout the length of the teacher education program.


A Definition of Methods

1. Methods are vehicles operating between teacher and student to facilitate learning.

Lindsey suggests that methods are:

"...the processes selected to build bridges connecting learners with the desired learning."¹

The nature of the learner therefore must be taken into consideration as the bridges are built by the methods chosen to connect him with the instructor and instruction.

Elmer R. Smith continues this description of method. He proposes:

The manner in which a teacher states his aim, how he communicates it to his pupils, the way in which he entices the pupil to accept the aim so that the pupil becomes highly motivated to learn, how the content is selected, arranged, and presented to the pupil so that the intended changes in the pupil may be achieved, and how the teacher assesses whether the desired changes have taken place—all of these are encompassed within method.²

Combs asserts from his base of perceptual psychology that these vehicles through which the purposes and principles of education are put into practice are personal:

They are not good or bad, right or wrong, by nature. They are vehicles for achieving results. Whether their effects on others are good or bad depends on who is running the vehicle, what he is

¹Lindsey, ed., New Horizons for the Teaching Profession, pp. 55-56.

trying to do, and how this is perceived by those
he is doing it to.\(^1\)

The many possible combinations of teachers, learners, and
circumstances present countless variables which necessitate that
the teacher be constantly sensitive to the need for careful and
judicious choice of methods.

2. Methods are dependent upon broad approaches to teaching and
learning and generate more specific techniques of instruction.

Since the terms approach, method, and technique are some­
what ambiguous in meaning, it is appropriate to distinguish
between them. Anthony has considered this problem in reference
to the teaching of languages. He sees approach as:

\[\text{...a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith--something which one believes but cannot necessarily prove.}^2\]

According to Anthony, method is derived from approach and is
procedural in contrast to approach which is axiomatic:

\[\text{Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.}^3\]

\(^1\)Combs, The Professional Education of Teachers, p. 98.


\(^3\)Ibid., p. 95.
Multiple methods can emanate from a given approach. Techniques must be consistent with methods and harmonious with the approach:

A technique is implementational—that which actually takes place in the classroom. It is a particular trick, a stratagem, or contrivance used to accomplish an immediate objective.¹

Techniques are much more specific than approach and method, and many techniques can be derived from a given method.

3. Methods are both theoretical and descriptive.

Brisley, a foreign language educator, stresses this point.² He therefore reinforces Anthony's assertion that methods stand between approach (which is theoretical) and technique (which is specific). The study of methods thus ranges from the general to the very specific. It encompasses the entire range of types of classroom behavior.

4. Method derives from the specific organization of elements within a discipline.

Belth makes this assertion.³ Elmer R. Smith concurs with him and suggests that it is necessary for the teacher to understand the order and essential relationships of the discipline before he can organize for teaching.⁴ "Method," according to Dewey, "means the arrangement of subject matter which makes it most effective in use." It is the appropriate direction of

¹Ibid., p. 96.
²Strasheim, ed., Target: Methods, p. 32.
³Belth, Education as a Discipline, p. 136.
⁴Elmer R. Smith, ed., Teacher Education: A Reappraisal, p. 61.
subject matter which makes it most effective in use." It is the appropriate direction of subject matter to desired results. It is not antithetical to subject matter.\textsuperscript{1} Buchler supports this analysis by suggesting that "Methods...are dictated not by possible needs but by actual aims."\textsuperscript{2}

5. Dewey sees method as an art, an act of intelligence directed by specific goals.\textsuperscript{3}

Method is not prescribed rule; it does not dictate action. Redfield cautions against the danger of becoming enslaved to methods. In his view, to become enslaved to methods leads to loss of humanity in teaching.\textsuperscript{4} Intelligent method converted to mindless habit turns full cycle and destroys method. This should serve as admonition to the teacher of methods not to make disciples and sophists of his students by having them imitate him blindly.

The Purposes of the Special Methods Component

The very nature of method has a unifying effect. Philosophers before educators recognized this. It organizes, it puts

\begin{itemize}
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the pieces into perspective, it lends meaning to disparate items. Such is the nature of the methodology component of teacher education. It is the aspect of teacher education through which all of the elements in the preparation of the teacher converge and come into focus. Thus the methods component has a more sophisticated objective than that of getting the student ready to assume the role of a teacher.

Few of the objectives of teacher education could be assigned exclusively to any one course or component. Some of the objectives identified below for the methods component might very well be included in other courses or experiences, and if so the foreign language methods instructor might not wish to duplicate them. On the other hand, he might well duplicate those objectives if it is for the purpose of emphasis, development of them from the more specialized foreign language point of view, or more analytical treatment.

1. The methods component should help the student to understand the purpose and objectives of the study of foreign languages.

Pargment cites this as one of the purposes of the methods component for those preparing to teach in college.\(^1\) It would seem no less important for those destined for the classrooms in the elementary or secondary schools.

\(^1\)M. S. Pargment, "Preparation of College Teachers in Modern Foreign Languages," \textit{The Educational Record}, XXV (January, 1944), 84.
2. The study of methods should assist the student in understanding the relationship between the foreign languages and the remainder of the curriculum.

Fischler is among those who advocate this as an objective of the methods component. Many foreign language educators also recognize this objective.

3. The study of methods should assist in acquainting the student with a variety of classroom situations, circumstances, and problems.

Virtually all spokesmen include this objective among the purposes of the methods component. Angiolillo is representative of them.

4. The methods component should serve as a prime opportunity, one of the best available even in traditional programs of teacher education, for the study and analysis of teaching.

An analysis of teaching is advocated by leaders such as Schaefer as one of the primary objectives of teacher education. It would seem to be an appropriate objective of the methods component.

5. The study of methods should help provide the student with the theory and knowledge necessary for the interpretation of classroom situations and the solution of the associated problems.

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1 Abraham S. Fischler, "The Methods Course—Why?" The Journal of Teacher Education, XII (June, 1961), 204.


3 Schaefer, The School as a Center of Inquiry, p. 72.
This view is supported by Sharpe.\textsuperscript{1} Once the student possesses this theory and knowledge, he should then be better able to originate his own methods in order to accommodate his instruction to the circumstances.

6. **The methods component should initiate or continue the development of the student's teaching skills.**

Ort recognizes this objective as essential for pre-student teaching laboratory experiences.\textsuperscript{2} Certainly it is one of the most important of the objectives for the methods component.

7. **The methods component should acquaint the student with teaching materials and help him to develop a set of criteria for the selection of them.**

The educational market today is flooded with a plethora of hardware and software. The teacher must be acquainted with both the range and the nature of it, and he must be able to discriminate between the more worthy and the less worthy. Fischler and Angiolillo both cite this objective as essential for the methods component.\textsuperscript{3, 4}

8. **The methods component should help the students accumulate information about foreign language teaching.**


\textsuperscript{3}Fischler, "The Methods Course—Why?", 203.

\textsuperscript{4}Angiolillo, "The Teacher-Training Course in Foreign Languages," 249-250.
This objective is referred to by Willis. Such stock-piling is necessary to help acquaint the potential teacher with the professional resources available to him. He should be acquainted with such information as that concerning professional journals and organizations, the services of government educational agencies, and sources of materials and equipment.

9. The methods component should help to initiate the development of a professional attitude towards teaching.

A long history of this objective is evident in the literature. Purin advocated it as early as 1929, and Thomas also viewed it as essential. The teacher should see himself as a contributor to his profession as well as a beneficiary of it.

10. The methods component should help to provide a bridge between the discipline which the student has been taught in the foreign language department and other aspects of his professional education.

It is in the methods course or component more than in any other aspect of teacher education that these two aspects of his preparation converge. Fischler recognized this bridge-spanning process as a function of the methods course.

11. The development of insight into and sensitivity to the teacher's role, the nature of children, and the nature of the learning

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1Willis, "Methods Course Teaching in the Four-year Teacher Education Institutions in Wisconsin," p. 75.

2Purin, The Training of the Teachers of the Modern Foreign Languages, p. 54.

3Joseph Vallette Thomas, "Report to Instructors of Special Methods Courses in the Teaching of Modern Foreign Languages," August 20, 1952. ( Mimeographed.)

4Fischler, "The Methods Course—Why?", 201.
12. The methods component should be a primary influence in changing the self-image of the student into that of the teacher.

13. More of an outcome than an objective is the use of the methods component as one of the screening processes for admitting students to or preventing them from entering the teaching profession.

Consensus of one of the discussion groups reported on in Target: Methods was that the methods teacher had an important

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1 Ort, "Pre-Student Teaching Laboratory Experiences," in Partnership in Teacher Education, ed. by E. Brooks Smith, et al., p. 263.

2 Sister Mary Aloysius Sorohan, "Current Guidelines for the Undergraduate Program for the Professional Preparation of Secondary Teachers of Spanish," p. 117.


4 Strasheim, ed., Target: Methods, p. 32.
role in helping to decide whether or not the student was to be allowed to engage in student teaching.¹

**Basic Principles Guiding the Special Methods Component**

The review of the literature on teacher education reveals information which could be informally synthesized and used as guiding principles for the planning and conducting of the foreign language methodology component.

1. **A variety of methods and approaches should be presented and considered in the methods component.**

The variety of approaches encouraged in the preceding principle does not mean that the methods instructor must lead his students through a minutiae of teaching techniques. It does require that he foster multiple ways of arriving at the same objective. There is no one right way of teaching. Students, teachers, and circumstances vary. The same class may react differently to the same teacher and the same approach on two different occasions. The teacher must be able to weigh the variables and structure the teaching-learning atmosphere accordingly. Teachers must also be comfortable with their approach to instruction. A master teacher's methods do not necessarily work for those who would imitate him. Belth warns that:

> To fix methods in advance is to fix the educative process where it needs flexibility. To study a range of models is to prevent this.²

²Belth, *Education as a Discipline*, p. 168.
Method is productive when it is varied and creative, according to Descartes.

...Descartes sees that the ultimate value of any activity regarded as method depends on the possible diversity of its products no less than on their multiplicity.¹

A dogmatic approach to the study of methods would be sub-professional, incompatible with a democratic philosophy of education, and ineffective in preparing the teacher for the classroom.

2. The examples of methods and teacher behavior studied in the methods component should be limited in number but exemplary of a variety of approaches, and the study of those methods and teacher behavior selected should be exhaustive.

Entire courses could be and have been organized around one specific aspect of the foreign language methods course. For example, "Methods of Testing in Foreign Languages" is a recognized graduate-level course. The methods instructor in undergraduate courses could easily lose sight of his numerous objectives and spend an inordinate amount of time on the many ramifications of testing. By trying to introduce his students to too much content within one aspect of methodology he could easily sacrifice other important objectives that should be considered. He needs to represent the extensive range of methodology by being selective in the choice of methods to be studied and used, and then he must see that those methods selected are examined exhaustively to assure that the students comprehend the

¹Buchler, The Concept of Method, p. 72.
theory involved. Phenix supports this principle:

If the content of instruction is carefully chosen and organized so as to emphasize...characteristic features of the discipline, a relatively small volume of knowledge may suffice to yield effective understanding of a far larger body of material. The use of teaching materials based on representative ideas then makes possible a radical simplification of the learner's task.¹

3. The primary emphasis must be based on a strategy by which the student establishes a basis for the continuing acquisition of knowledge about and skill in teaching.

Education is non-static and ever-changing. Schaefer indicates that what is adequate today for effective classroom instruction might be obsolete tomorrow.² Therefore, the attempt to prepare a teacher who is a finished product is untenable.

4. Method is inventive when guided by query, and it is non-intellectual when governed by habit.

Education is not exciting nor stimulating for either the student or the teacher when the teacher blindly follows a routine conditioned by habit. Habit is the death of method, according to Buchler. Method:

...becomes inventive when it takes on the property of query. Query is that form of human experience which originates partly in a compound of imagination and wonder...The primary effect of method is repeatedly to complete its instances; of query to deepen each instance. Method without query can destroy mankind and its own laborious progeny. Method informed by query is the essential expression of reason.³


²Schaefer, The School as a Center of Inquiry, p. 69.

³Buchler, The Concept of Method, pp. 113-114.
The role of the methods instructor is to help students ask the appropriate questions. He cannot provide simple answers for them. He must resist the inclination toward dogmatism and seek to help mold teachers who are capable of using their intellect in selecting methods which are appropriate for the learning conditions.

5. **Methods should be based on values.**

The teacher's beliefs guide his selection of methods, and Pounds suggests that for this reason teacher educators should devote "...more attention to the values involved in the choice of classroom methods."\(^1\) Rogers asserts that the teacher who has no convictions has failed not only his profession, but his culture as well.\(^2\)

6. **A basic objective of the methods component is to help change the student into a teacher.** Thus, to effect this change, the student's image of himself must be changed.

Brisley supports this premise and cites it as one of the three major functions of the methods course.\(^3\) The roots of this principle penetrate deeply into perceptual psychology.\(^4\) To

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\(^1\) Pounds, "Educational Values and Classroom Methods," p. 63.


\(^3\) Strasheim, ed., *Target: Methods*, p. 32.

change the potential teacher's view of himself requires begin­ning with him where he is, engaging him in a variety of labora­tory experiences, and assisting in providing him with the necessary intellectual toods which enable him to work himself successfully through these experiences. Many of those experi­menting with new approaches to teacher education are applying this principle.1

7. The methods professor should serve as the best possible model for his students.

The mental set of students in the methods component should be that of trying to learn how to teach. It is logical, there­fore, that they look to their teacher as a model. If this is the case, the responsibility incumbent upon the methods pro­fessor challenges him to serve as the best professional example in every respect if he is to succeed in beginning the develop­ment of his students toward their ultimate potential.2

8. An ever-changing school and society demand that the methods component be constantly evaluated and revised.

The college professor who spends most of his time in the university environment is particularly vulnerable to the danger of becoming estranged from the reality of the school classroom.

It is even possible for him to lose touch when he spends much of


his time in the schools. The longer he stays away from the school classroom as a teacher there, the easier it is for him to lose sight of the fact that the ways which worked for him may no longer be valid. Pounds insists that educators be sensitive to the accelerating social and cultural changes which help to determine the kind of educational programs they should have.¹

9. Theory and methods are interdependent; they cannot be understood in isolation from each other.

   This principle is worthy of extensive consideration. Dewey views practice, closely related to methods, as necessary. But if left exclusively as practice, the preparation of teachers is in the nature of apprenticeship. He would elevate the practice onto a professional level by analyzing it to extract the theory from it. He refers to this use of practice as the laboratory approach to the training of teachers, an intellectual method.² Such a concept implies that the purpose of the methods component is to begin teachers, not to finish them. In this respect, Dewey and the proponents of perceptual psychology are closely allied in their views on the preparation of teachers.

   The importance of methods in assisting with the student's comprehension of theory is also recognized by foreign language educators. Twaddell suggests:

¹Pounds, "Educational Values and Classroom Methods," p. 64.
He may have learned a foreign language by modern teaching methods. Rather more probably, he didn't. If he did, he probably was unaware of the theoretical bases of the method. Hence he needs overt, consciously systematic knowledge of those theories and of their practical applications in foreign language teaching materials and classroom procedures.¹

Bayles asserts that the only "...genuinely practical instruction that a 'methods' teacher can give is fundamental, thoughtfully formulated, tested theory."² Belth concludes that "...it is doubtful whether we can ever tell when a description is adequate, when in fact it is a description, if there is no theory present to give explanatory meaning to the matter described."³

To approach a theory of instruction, Bruner suggests that it is necessary to make the familiar an instance of a more general case and thereby produce awareness of the general.⁴ This is another way of saying that theory is extracted from practice or the known. Such a thesis would seem to imply that many of the observations and much of the practice within the methods component of teacher education should be sufficiently general in nature as to permit a grasp of the underlying principles. This


²Ernest E. Bayles, "Theories of Learning and Classroom Methods," Theory into Practice, V (April, 1966), 72.

³Belth, Education as a Discipline, p. 30.

would be especially necessary during the early stages of the methods component.

The theory undergirding methods of instruction is also important according to Bruner, for it is concerned with improving rather than describing learning.\(^1\) Theory thus helps to make the study of methods an evolving, on-going, non-static process.

The tendency to dichotomize the various components of teacher education into two separate camps, theory and practice, is inappropriate as Shumsky points out.\(^2\) Kalivoda also touches on this problem when he refers to the work in methods as often being theoretical, with the practical separate and following in the form of practice teaching.\(^3\) Experience with teacher preparation programs and acquaintance with the literature of teacher education provides ample evidence for the investigator to recognize the validity of Shumsky's and Kalivoda's criticisms.

Theory has many functions. It has already been pointed out that, in the final analysis, it is the most practical form of instruction. It makes the seemingly trivial meaningful. It enables the teacher to interpret classroom situations and occurrences. It serves as a starting block and as a guide for the innovative, creative teacher. It helps the teacher to judge

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\(^1\)Bruner, Toward a Theory of Instruction, p. 40.


\(^3\)Kalivoda, "The Methods Course and Student Teaching," 852.
what action is appropriate at a given time and within given circumstances. It should prevent randomness and improvisation in the choice of methods, a problem for which the foreign language profession has sometimes been criticized.\(^1\) It enables the teacher to cope with a variety of situations. It lends professionalism to the training of teachers. It helps to specify the sequence in which material is to be presented. It serves as a guide to the educator in making curricular changes.

Just as theory is important to methods, so is the study of methods essential to the comprehension of theory. Methods give specific meaning to the more abstract theory of education. They are the vehicles for applying that theory.

The integral relationship between theory and methods has several implications for the methods component. Dewey advocated the choice of practical experiences which are typical and intensive rather than extensive and detailed.\(^2\) Schaefer suggests:

Courses in methods of teaching would eschew talk about techniques and procedures—laboratory experience and apprenticeships would be relied upon to develop these skills—and would focus upon the critical analysis of teaching behavior and a beginning approach to the logic of pedagogical strategies.\(^3\)


\(^2\)Dewey, *The Relation of Theory to Practice in Education*, p. 3.

\(^3\)Schaefer, *The School as a Center of Inquiry*, p. 70.
Schaefer's separation of the methods course and laboratory experience might be open to question, but his plea for a critical analysis of teaching behavior is valid.

E. Brooks Smith summarizes succinctly the interdependence of theory and practice:

It has been said that "...theory without practice is sterile; practice without theory is a vicious cycle."¹

The effective methods component must be characterized by both theory and practice. Lieberman suggests:

A wise society will see to it that a proper balance is maintained between the resources expended upon each type of work. For this, it is essential that a clear understanding of the functional interdependence between theorist and practitioner replace the supposed opposition between them which is having such unfortunate consequences in education.²

Methods and theory are complementary, not antithetical. An approach to the study of methods which is biased in either direction has little hope of changing significantly the future teacher's behavior and perceptions. Many foreign language educators insist that the methods instructor provide both theory and practice for his students.³


³Filomena Peloro del Olmo and Guillermo del Olmo, "Methods Courses and Teacher Training," The Florida Foreign Language Reporter (Spring, 1968), 27.
10. The major objectives in learning how to teach are best achieved when the process is one of formulating theory and concepts from indirect or direct involvement in laboratory experiences.

The learning process is then problem-centered. It is unending, because the experiences which begin in and follow the methods component constantly change. The laboratory approach to the study of methods meets all of the criteria for practicality, but an analytical approach to those experiences elevates the study of methods onto an intellectual, professional level. Willis cites the discovery and abstraction of theory in the methods component as a basic objective of the instruction in this aspect of teacher education.

Proposals for the Reform of Teacher Education

One cannot become acquainted with the literature in teacher education without realizing that the critics within the profession are far more severe than those outside of it who have gained a wider audience. Many spokesmen in foreign language education share the concerns of those in the schools and colleges of education. Their proposals for reform, too, are numerous. If the critics are accurate in their judgments, and if they are successful in effecting what they advocate, schools and departments of education in the years ahead will

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1Combs, The Professional Education of Teachers, p. 89.

be vastly different from what they presently are. Because the criticisms of that which now prevails and the proposals for change assist in a thorough evaluation of the foreign language methodology component, a consideration of these criticisms and recommendations is appropriate at this time.

The professionals are not the only ones who are cognizant of the present inadequacies of teacher education. Anyone who has worked with young teachers has heard their criticisms of their preparation for the classroom. They are the immediate victims of the gap between society, the schools, and the schools of education spoken of by Chase:

> It is my conviction that the forces making for change are so powerful that it is not going to suffice for teacher education to be just a little better or just a little different... The case for far-reaching changes in teacher education grows out of the changes taking place in the culture and in the society, but may be established simply by reference to the changes taking place in the schools.¹

One very practical and realistic threat to education is that there are those outside of it standing ready to step in where the professionals have tried and failed or where they have not tried at all. It has already happened in some instances. McArdle warns about this possibility:

> Problems in foreign language teacher training are increased when one considers some of the predictions for

the future. Technology continues to advance at a breathless pace, and big business armed with technological know-how and supported by large sums of money is constantly probing into educational opportunities. There seems little doubt that the large corporations now entering the education field have the capability to effect a change. The question seems to be whether the educational leaders are going to be ready to take advantage of the facilities available to them and control that change.¹

Hubbard is of the opinion that:

The beginning teacher in the secondary school... the recent college graduate—is prepared neither to teach language for communication, nor to use it effectively himself... The failure to turn out qualified teachers is attributed directly to the college and university foreign language professor.²

Hubbard may have overstated the problem, and her analysis of the causes might be somewhat superficial; but the substance of her criticism is accurate. Evidence attesting to the accuracy of her assertion is the fact that the National Defense Education Act institutes served to help revitalize the professional competences of the recent college graduates as well as those of more experienced teachers.

The proposals for the reform of teacher education are numerous. They represent the need for both improvement of current practices and replacement of present practices with new approaches.


1. The basic leadership responsibility for teacher education must remain in the colleges and universities.

Some of the reformers would remove the major responsibility for the professional component of the training of teachers from the colleges and universities and place it in the hands of the personnel of the public schools. Conant, with his particular interpretation of the clinical professor, is among them; others are even more revolutionary in their views. The majority, however, advocate the retention of this responsibility for the colleges because they believe that the consideration of theory and the intellectual analysis of education can occur most effectively in this environment. Spillane, a foreign language spokesman, is among this group:

Some enthusiasts have urged that in the future all modern foreign language teachers get their training at institutes instead of in colleges and universities. I cannot, however, imagine anyone entertaining such a notion seriously. Certainly the institute program is not the final answer to the Nation’s need for better foreign language teachers. The proper training of teachers is not the function of language institutes—it is the responsibility of colleges and universities.¹

Cottrell supports the need for intellectual inquiry into the process of teaching. His philosophy would seem to be best executed within the college environment:

Field experience has its place, but it is no natural substitute for thorough-going intellectual inquiry and thorough-going sympathetic guidance by

¹James M. Spillane, "The Turn of the Tide in Modern Foreign Language Teaching," Higher Education, XVIII (June, 1962), 12.
people who have engaged in the intellectual inquiry and understand practice.¹

2. **Total and basic reform is needed.**

   A total revamping of the training process is called for.

   McArdle says:

   There is no question that the accomplishment of the goals set forth...and the new demands that now and in the future will continue to face teachers require new designs in teacher training.²

   Willis calls for experimentation with new organizations and sequences of experiences.³ Elmer R. Smith reported that a group of conferees considering improvements needed in teacher education advocated changes in content, further research to lend support to theory, and revamping of programs to avoid proliferation of courses and duplication of efforts.⁴ B. Othanel Smith advocates revision of the program for the preparation of the teacher in order to bring it into closer relationship with the academic subject to be taught by the student:

   There is a sense in which the preparation of teachers...entails a different comprehension of

¹Cottrell, "The Study of Education for Professional Purposes," in *The Body of Knowledge Unique to the Profession of Education*, ed. by Pi Lambda Theta, p. 188.


subject matter from that found in current programs of instruction... There is in every discipline a set of concepts. In addition, most of the disciplines contain laws or law-like statements comprised of combinations of concepts. And a considerable number of the disciplines contain value propositions of one form or another, even though most of us wish to deny it. Now it is clear from studies of learning and teaching that the way in which each of these forms of content is taught and learned is different one from another. And it is equally clear that academic preparation does not at the present time enable the teacher at any level to identify these elements of content and to relate teaching behavior appropriately to their requirements.1

Cottrell issues a call to begin anew in the teaching of methods:

...many people are now trying to "learn it yourself and do it yourself." We are great people on "doing it yourself." We ask people to do things which they can't do themselves, and that's one of the reasons why we don't have more respect from the community. We have frequently failed to teach methods of teaching to prospective teachers. We might just as well recognize this and start over again but I think we should be very careful about how we start over again.2

3. The discipline methodologist should be used more extensively and by more schools in the preparation of teachers.

Conant has perhaps issued the most audible call for the use of the discipline methodologist (whom he calls the clinical professor), however, Conant's description of this specialist and


2Cottrell, "The Study of Education for Professional Purposes," in The Body of Knowledge Unique to the Profession of Education, ed. by Pi Lambda Theta, p. 188.
his responsibilities and affiliations is somewhat unique. Krumbein asserts:

The creation of the clinical professor is likely to move us more quickly to the inquiry needed for the development of a profession, sound professional practices, and means of rectifying our errors and redirecting our efforts in teacher education.

Hodenfield and Stinnett also support the use of the discipline methodologist, whom they call the "liaison professor":

Each academic department would appoint a faculty member to work directly with the department of education in preparing teachers in that subject area. The faculty member would share in the supervision of student teachers, serve as curriculum adviser to students in his field, be responsible for some of the instruction in teaching "methods," and initiate and encourage research in the improvement of the teaching of his particular subject matter.

Andrews predicts the increased use of the discipline methodologist:

If many projections are accurate, the professional teacher of the next two decades must become a diagnostician and developer of strategies of learning; thus, clinical experiences should continuously accompany the in-depth study of the related behavioral sciences and the knowledge of teaching-learning and interaction coming from theory, research, and experience.

1Conant, The Education of American Teachers, Conflict and Consensus, pp. 142-145.


3Hodenfield and Stinnett, The Education of Teachers, p. 29.

4. The relationship between the content and the study of the teaching of it should be thoroughly investigated.

In stressing the need for the discipline methodologist, these spokesmen seem to be reinforcing the relationship between the academic and education departments, the importance of a more specialized analysis of teaching than has traditionally taken place, and a closer liaison between the content to be taught and the ways of teaching it. B. Othanel Smith advocates such a liaison.¹

5. More realism in training teachers must be sought; opportunities for students to work in the schools must be increased and media and new techniques must be used in simulating teaching and learning.

B. Othanel Smith believes that the universities do not have adequate access to the schools and the students, the professors are too far removed from the classrooms of the elementary and secondary schools, and the schools do not have the theoretical resources or technical knowledge to take the job over from the colleges.²

Willis calls for improvement in the experiences and activities of methods courses for better approximation of the actual classroom.³ Taylor believes that the professional schools of education have moved toward the isolation of the student from

¹B. Othanel Smith, et al., Teachers for the Real World, p. 77.

²Ibid., p. 95.

direct experience with children, parents, and society while the need for the direct experience has grown more critical.¹ Sarason, Davidson, and Blatt cite the lack of direct experience with reality as a major defect of methods courses:

First, the emphasis is on how to teach certain subject matter..., but this rarely is accompanied by opportunities for the student to try out the methods. Second, where the student does have such opportunity, it is usually of short duration, and supervision is minimal or nonexistent. Third, and this is felt most keenly by students..., what the students obtain in these courses too often has little relevance for teaching a class of children who vary considerably... in their achievement in any particular subject matter or skill.²

Lindsey proposes that student teaching be replaced by a wider variety of activities:

In place of student teaching, the professional education of a teacher will encompass a wide range of specifically designed experiences in laboratories located in school, university, and community settings and include two or more years of responsible teaching, during which the novice will continue, in association with school and university personnel, to study practice.³

E. Brooks Smith points to several questions which need to be answered in the quest for greater reality in teacher education.

¹Taylor, ed., The World and the American Teacher; The Preparation of Teachers in the Field of World Affairs, p. 57.


Among them are the need to find the most effective ways of bringing about behavioral change through the experiences, the appropriate number and timing of laboratory experiences, the organization of staff and resources to obtain the maximum results from the direct experiences, the need to resolve the problems of cooperation between the schools and colleges and the responsibilities of each, and the need for flexibility because of the variation in circumstances affecting the laboratory experiences. A further reason supporting the need for increased realism is to acquaint students with experimental and innovative programs. Different curricular patterns and student groupings that are fast becoming the order of the day require new techniques of instruction not usually described in the methods books. Observation and participation in classroom activities are not the only ways of increasing the practical experiences of professional teacher education. Media and simulation techniques are helping professors to make great strides toward this objective without placing undue burden upon the teachers and students in the schools. Willis is representative of many of the spokesmen for teacher education who advocate the increased use of media in the preparation of teachers.

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6. **Laboratory experiences should begin earlier and last longer.**

In order to enhance the realism of the teacher education programs many of the critics propose that the direct experiences begin much sooner than they now do and last longer. Hodenfield and Stinnett report that a group of conferees discussing teacher education advocated that exposure to the classroom through laboratory experiences begin as early as the freshman year.\(^1\) Goodlad proposes a three-year residency following the bachelor's degree.\(^2\)

7. **Consideration should be given to altering or abandoning the course concept in favor of increased field experiences, seminars, tutorials, and individualized approaches to learning to teach.**

Goodlad would replace courses with increased clinical experiences.\(^3\) B. Othanel Smith would retain courses in such fields as anthropology, educational sociology, and the social aspects of linguistics; but the remainder of the teacher's preparation would be carried out in a situational context through a teacher-education center.\(^4\)

Harold Taylor suggests:

> It seems to me that we must look at the real educational question and ask ourselves, "Who creates the images of life which we then pursue in the accomplishment of personal and social values for the

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1Hodenfield and Stinnett, *The Education of Teachers, Conflict and Consensus*, p. 83.

2Ibid., p. 34.

3Ibid.

American community and for the world community at large?" When we think of the curriculum in these terms, we cannot simply say that the education of the elementary school teacher or the high school teacher is complete if we can certify that the high school or elementary school teacher is skilled in teaching a subject and can be certified as one who has taken four years of the regular academic course in the high school and four years of regular academic courses in college. This is a conception of education which betrays the true purpose of learning.1

Taylor's remarks are equally as applicable to teacher education. The course-completion concept does not attest to the teacher's knowledge, his ability to communicate knowledge to the student, nor to his personal qualifications for dealing with youngsters.

8. Professional education should prepare teachers for a wide range of cultural patterns and intellectual abilities.

The 1970 Northeast Conference report authors advocate the preparation of teachers for a wider range of cultural patterns and intellectual abilities. They indicate that the profession must:

...convey to language teacher-training departments that we expect training for attitudes and teaching methods that will accept and provide for language learning at all ability and cultural levels.2

Foreign language teaching in this country has consistently been directed to the more academically able student—generally to the college-bound youngster. With this limitation, languages were

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2Tursi, ed., Foreign Languages and the 'New' Student, p. 113.
almost automatically reserved for certain societal groups. Educational philosophers and psychologists and sociologists have consistently pointed to the fallacies in this kind of educational program. Moreover, society is changing, and in many respects the old curriculum does not fit the new student. Chase calls for a fundamentally different kind of teacher education to accommodate the changing patterns in society. He points out that the schools in which the trainees will teach differ significantly from the schools which they attended a few short years before.¹

An appropriate balance between theory and practice must be maintained.

Some assert that teacher education is too theoretical and impractical. This is particularly a criticism of the graduates recently out of college who are facing the realities of the classroom. The authors of the 1970 Northeast Conference Report observed:

Courses to prepare teachers have been and will continue to be criticized because of obvious discrepancies that are readily observable. Too many courses are descriptive, consisting mostly of lectures, readings, and explanations of teaching techniques. This format is so far from the reality of the classroom that further comment is unwarranted.²

On the other hand, others think that some aspects of teacher education are too devoid of theory and are excessively

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²Tursi, ed., Foreign Language and the 'New' Student, p. 129.
oriented towards the technical. Surprisingly perhaps, this accusation is found far more frequently than that it is too theoretical. Grittner asserts that the various pedagogical schools of the profession have established "laws" void of theory. Strasheim is also critical of this fallacy:

But most of all we foreign language educators discuss methods. We're not unlike the republican and democratic "in's" and "out's" in our political approach to teaching methods. Our methods convictions have not only dictated our "how's" but also our "what," the content, more often than not. The rationales we talk about are more appropriately rationales for certain methods than for foreign language study itself... We have no real psychological or learning basis for our methods choices. But foreign language educators' discussions begin and end with "methods." This concentration has led to a kind of "gimmickery" in technology—the machinery we employ—the "teacher-proof" materials we want to develop—and so on. So intense a concentration on methods can become a kind of educational quackery.

10. Instructors in professional teacher education should exemplify the principles and methods which they advocate for their students.

Graduates of teacher education programs have sometimes been critical of the quality of the teaching in some of the professional courses. This criticism is supported by Willis. It is one which is frequently made by students in or recent graduates of teacher education programs:


If we, as professors, are not aware that learning and teaching in our classrooms are often inconsistent with our fundamental principles, then we need to be far more self-critical than we have been in the past.¹

The need for more realistic instruction is a suggestion of numerous critics of the professional education of teachers.

Such criticisms are not unique to the professional courses; the committee of experts assembled by Lyon for her dissertation believed that the quality of teaching within the foreign language courses needed to be improved in many instances.²

The Methods Teacher

To help in determining what the preparation, experience, and personal qualifications of the methods instructor should be, it is appropriate to review the tasks that he is expected to perform:

1. He teaches the methods course.
2. He may teach a foreign language class for demonstration purposes, to maintain contact with the foreign language department, or to assist in that department.
3. He usually supervises or has some responsibility for the supervision of student teachers.
4. He frequently is called upon to conduct inservice courses or workshops for teachers already on the job.


²Lyon, "The Undergraduate Preparatory Program for Secondary Teachers of Modern Foreign Languages," p. 43.
5. He serves as a liaison between the education and foreign language departments.
6. He advises teacher education majors in foreign languages.
7. He assists in screening students for student teaching in foreign languages.
8. He sometimes helps to place foreign language teachers.
9. From his vantage point close to the high school or elementary school classroom, he can channel information back to the foreign language and education departments which helps in the evaluation of their programs.
10. He may be expected to direct or assist with a graduate program in foreign language education.
11. He may conduct or assist with research on foreign language teaching.
12. He may contribute to the advancement of his profession by providing leadership through professional organizations or by publishing within his field of knowledge.

The qualifications which this investigator has identified are not meant to be exhaustive. She has, however, attempted to seek out those which seem to her to be most important and representative.

1. He must be a superior, stimulating teacher and an excellent model for his students.

MacAllister underscores the need for placing an enthusiastic and successful teacher in charge of the methods course.¹

He need not be dynamic, but in his own way he must be capable of stimulating and motivating his students. Frymier suggests that a teacher instructs by what he is as well as by what he does:

If children experience more than the ideas expressed by a teacher, then what a teacher is actually like becomes fundamental to the educational

process. Educational method is everything a teacher is and does. Children learn what a teacher is just as they learn what he says.\(^1\)

Smith, a foreign language educator, agrees that the methods teacher should be exemplary.\(^2\)

2. **If college teachers are to promote personal adequacy certainly they, too, must be personally adequate.**

Although the methods instructor cannot know all of the answers, as has been previously pointed out, he must have a degree of confidence emanating from a knowledge of what he is doing and the ability to impart that knowledge to his students. He is, as Cottrell suggests, not a magician who transforms, but an expert contributor to a broad process.\(^3\)

3. **The many demands upon the methods teacher insist that he be a competent scholar.**

If he is to lead students in a pursuit of knowledge and skill which is founded upon intellectual inquiry, then he must be capable of such inquiry himself.\(^4\)

4. **The methods teacher must be a student of teaching who constantly evaluates his results and seeks to improve his effectiveness.**

Willis suggests that methods teachers study closely what is happening in their own methods courses in order to achieve

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\(^1\) Frymier, The Nature of Educational Method, p. 51.

\(^2\) Strasheim, ed., Target: Methods, p. 39.


the highest degree of effectiveness possible. No one knows all of the solutions to the problems of teaching, and the ever-changing patterns and conditions of education necessitate frequent revisions in approaches to the training of teachers.

5. **The methods teacher must know at least one foreign language.**

It might seem superfluous to suggest that the methods instructor should know at least one foreign language, but the Willis and the Childers-Bell-Margulis studies indicate that approximately one out of ten of them do not (see Tables 3 and 4, pp. 133-134). The "Guidelines for Teacher Education Programs in Modern Foreign Languages" recommend that the methods teacher's language proficiency should reach at least the level of "Good" in the seven areas of competence on the scale of the Modern Language Association's "Qualifications for Teachers of Modern Foreign Languages." Since he often has to work with students from different languages, it is helpful if he knows more than one language.

6. **He should be intimately acquainted with the culture of the people or peoples associated with at least one foreign language.**

Andersson suggests that the foreign language teacher should understand the relationship between language and culture.

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2. "Guidelines for Teacher Education Programs in Modern Foreign Languages," pp. 144.

Teaching culture is a basic objective of foreign language study, and the methods instructor must be capable of helping his students learn how to achieve that objective. The methods teacher may not find it possible to know intimately the culture of all peoples represented through the languages in his methods class, but an appreciation of at least one culture will provide him with the insight that he needs for methods of teaching it. Travel or residence abroad is essential for the methods instructor, and a knowledge of cultural anthropology would be helpful.

7. A knowledge of the literature of at least one foreign language would be desirable.

Nothing is said in the literature of teacher or foreign language education about the need for the methods teacher to have pursued literary studies, but this investigator believes that it is advantageous. A knowledge of literature helps the teacher to communicate with his students, most of whom are concurrently taking classes in literature. Superseding that reason in importance, however, is the necessity for the methods instructor to know how to teach literature in order to help his students understand the role of the foreign literature in the secondary school classroom. The body of literature furthermore provides numerous linguistic and cultural models from which he can draw in instructing students in methods of teaching foreign languages. The methods instructor has to be able to perform as an equal among professors in two departments: foreign language and education. Professors in both departments expect him to be
knowledgeable about their fields. In many cases, it is easier for him to gain respect from his literary colleagues in the foreign language department if he can communicate with them concerning their own interests. An acquaintance with a foreign literature is furthermore an important aspect of the methods professor's liberal education.

8. A knowledge of linguistics is essential for the methods teacher.

Gut proposes the study of linguistics for all teachers of foreign languages:

…it would seem that the scientific study of language is an essential element in making advances in the art of language teaching. A lack of linguistic sophistication in turn points up a need to either include courses in linguistics on a college level for future language teachers, or also to require all teachers of languages to have at least one additional year of linguistic training before going into the profession.1

Certainly this training should be mandatory for all college language teachers, since it is they who will be training future secondary school teachers.

9. He must be knowledgeable in the methods of teaching foreign languages.

Teacher educators recognize the need for specialization in the methodology-student teaching components. The recommendation that the discipline methodologist be used in more schools attests to the need for this qualification. Elmer R. Smith states:

...each beginning teacher should engage in an extended inquiry, or intellectual analysis, into what a teacher actually does in seeking to bring about changes of behavior in students. This inquiry should be under the direction of a professor who knows both the content of the field and the applicability of learning principles.¹

10. **It stands to reason that a professor whose major responsibility is to help prepare students to teach in the secondary and elementary schools should have had experience teaching in those levels or in at least one of them.**

The 1964 Northeast Conference Report urges that the methods teacher have secondary school teaching experience.² Not only should he have had this experience, but it is necessary that he keep informed about changes and developments in teaching and teaching conditions in those school.

11. **The methods teacher should be knowledgeable of philosophy of education, educational psychology, curriculum, methods of research, and other bodies of knowledge in the field of teacher education. An acquaintance with principles of tests and measurements and statistics is also desirable.**

Foshay cites the need for teacher educators with a background in professional education and in the content to be taught.³ The several bodies of knowledge in professional education not only contribute important background information to the tasks of the methods instructor, but each member of the instructional team in professional education should thoroughly

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¹Elmer R. Smith, ed., Teacher Education, A Reappraisal, p. 61.
understand the various components of the total instructional program required of students planning to teach.

12. **He should be capable of supervising student teachers in foreign languages and of working with cooperating teachers.**

   The literature indicates that many methods teachers supervise student teachers. They therefore should be knowledgeable of the student teaching program and know how to work effectively in the schools.

13. **The methods instructor should be concerned with matters related to the foreign language teacher and his profession.**

   The course outlines reviewed and many foreign language educators cite the necessity for the methods instructor to orient the methods students to professional organizations and activities and to their responsibilities to the profession. Goding is an advocate of this duty of the methods instructor.¹

   The methods teacher himself must therefore be knowledgeable of foreign language professional affairs.

**The Criteria**

The criteria developed in the preceding sections of this chapter are recapitulated at this time for convenient reference throughout the remainder of the investigation.

**The Purpose and Nature of Teacher Education**

1. It is the study of knowledge, methods, and models essential for assuming the responsibility of teaching students.

¹Stowell C. Goding, "Secondary Schools Methods Workpaper, XII. Professional Orientation," from the files of the Modern Language Association Teacher Preparation Study. (Mimeographed.)
2. It is professional in nature and requires studious inquiry in addition to the acquisition of information and the practice of skills.
3. It seeks to help each student discover his own best ways of working with students.
4. It seeks to clarify for the student the methodology inherent in the discipline and the influence of that methodology upon the methods of teaching the discipline.

The Structure of Teacher Education

1. Teacher education is characterized by unity.
2. The study of the foreign language is a part of teacher education.
3. The foreign language methods component or course draws from other components of the professional education curriculum.
4. The methods component and the field experience program are closely related.
5. The contributions of the student's liberal or general education are less direct, but they are essential.
6. The study of methods is appropriate throughout the entire sequence of teacher education.

Definition of Methods

Methods are:

1. vehicles operating between teacher and student to facilitate learning.
2. dependent upon broad approaches to teaching and learning and they generate more specific techniques of instruction.
3. both theoretical and descriptive.
4. derived from the specific organization of elements within a discipline.
5. guided by the use of judgment, discretion and intelligence and directed toward specific goals.

The Purposes of the Special Methods Course

1. To help the student understand the purposes and objectives of the study of foreign languages.
2. To help the student understand the relationship between foreign languages and the remainder of the curriculum.
3. To acquaint the student with a variety of classroom situations, circumstances, and problems.
4. To provide an opportunity for the study and analysis of foreign language teaching.
5. To help provide both theory and practical knowledge which aid in the solution of classroom problems.
6. To help to initiate the development and set the stage for further refinement of the student's teaching skills.
7. To acquaint the student with materials basic to or helpful in teaching foreign languages and to assist him in developing criteria for the selection and use of those materials.
8. To acquaint the student with sources of information concerning teaching of foreign languages.
9. To help develop an attitude of responsibility towards the foreign language profession.
10. To help bridge the gap between the student's preparation in foreign languages and his studies in professional education.
11. To help develop an attitude of responsibility towards the foreign language profession.
12. To help change the self-image of the student into that of a teacher and to build self-confidence.
13. To facilitate the screening of students for practice teaching.

Basic Principles Guiding the Methods Course

1. A variety of methods should be presented and studied.
2. The examples of methods and teacher behavior studied in the methods component should be limited in number but exemplary of a variety of approaches, and the study of the selected methods and teacher behavior should be exhaustive.
3. The primary emphasis must be on a strategy by which the student establishes a basis for the continuing acquisition of knowledge about and skill in teaching.
4. Method is inventive when guided by query and non-intellectual when governed by habit.
5. Methods should be based on values.
6. The objectives should be focused upon effecting a change of behavior in the student and upon assisting in his transformation from a student into a teacher.
7. The methods professor should serve as the best possible model for his students.
8. The methods component must be constantly evaluated and revised in accord with the changes in society and conditions affecting learning.
9. Theory and methods are interdependent.
10. The major objectives in learning how to teach are best achieved when the process is one of formulating theory and concepts from indirect or direct involvement in laboratory experiences.

Proposals for the Reform of Teacher Education

1. The basic leadership responsibility for teacher education must remain in the colleges and universities.
2. Total and basic reform is needed.
3. The discipline methodologist should be used more extensively and by more colleges in the preparation of teachers.
4. The relationship between content and the study of the teaching of it should be thoroughly investigated.
5. More realism in training teachers must be sought; opportunities for students to work in the schools must be increased, and media and new techniques must be used in simulating teaching and learning.
6. Laboratory experiences in teaching should begin earlier and last longer.
7. Consideration should be given to altering or abandoning the course concept in favor of increased field experiences, seminars, tutorials, and individualized approaches to learning how to teach.
8. Professional education should prepare teachers for a wide range of cultural patterns and intellectual abilities.
9. An appropriate balance between theory and practice must be maintained.
10. Instructors in professional teacher education should exemplify the principles and methods which they advocate for their students.

The Foreign Language Methods Teacher

He should:

1. be a superior, stimulating teacher and an excellent model for his students.
2. be personally adequate and confident.
3. be a competent scholar.
4. be a student of teaching who constantly evaluates his results and seeks to improve his effectiveness.
5. know at least one foreign language.
6. be intimately acquainted with the culture of the people or peoples associated with at least one foreign language.
7. be knowledgeable in the literature of at least one foreign language.
8. have had training in linguistics.
9. be knowledgeable in the methods of teaching foreign languages.
10. have experience in teaching in the levels of education for which he is helping to prepare teachers.
11. be knowledgeable in philosophy of education, educational psychology, curriculum, methods of research, and other bodies of knowledge in teacher education.
12. be capable of supervising student teachers in foreign languages and of working with cooperating teachers.
13. be concerned with matters relating to the foreign language teacher and his profession.
CHAPTER IV

AN ANALYSIS OF CURRENT PRACTICES IN THE FOREIGN LANGUAGE METHODS COMPONENT AS REVEALED BY THE LITERATURE IN TEACHER EDUCATION AND FOREIGN LANGUAGE EDUCATION AND COURSE OUTLINES

The purpose of this chapter is to determine the current practices related to the foreign language methods component. The structure of the methods component; its relationship to other aspects of teacher education; the content, activities, materials and facilities of the methods component; the language used in it; the evaluation of methods students; and the type of instructor being used to teach foreign language methods will be treated.

The Structure of the Methods Component

The methods of teaching foreign languages or any other discipline are learned in many ways and cannot be confined to a course. Foreign language professors knowingly or inadvertently set examples for their students to follow. Some make a deliberate effort to help their students learn how to teach. The general methods course usually offered or required by the education department is intended to help students learn basic approaches to teaching. Through the theory to which students are exposed in curriculum courses, they should progress in their further understanding of teaching. The student teaching and other laboratory experiences are fundamental in helping the student gain proficiency in methods of teaching. He also brings with him to the
task his own ideas. It is therefore unrealistic to conceive of the methods component of teacher education as self-contained. It cannot be so limited.

Traditionally, however, specific courses dealing with general and specialized methods of teaching have been included in programs to prepare teachers. The patterns of these courses have varied somewhat, but Thomas found in 1952 that the special foreign language methods class was usually either two or three semester hours in length. A study of course outlines prepared more recently confirms Thomas's findings. A study of course outlines prepared more recently confirms Thomas's findings. Information available to the investigator through the State Department of Education in one state indicates that the foreign language methods courses vary in length from one to three semester hours. The majority of them are offered for three credits. The length of the methods course has changed scarcely at all since Thomas conducted his study in 1952.

Some of the special methods classes enroll students for only one language. Others accept all modern language majors, and some enroll Latin students as well. In 1964 Paquette found in his survey of liberal arts colleges that of the 231 foreign language methods courses on which he secured data, 65 were for a specific foreign language; and

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Materials available from the files of the Modern Language Association Teacher Preparation Study.

From the files of the Foreign Language Service of the Virginia State Department of Education.
166 enrolled students from more than one language.¹ A year later, he conducted a similar survey of the foreign language teacher education programs in schools and colleges of education. These results were nearly identical: 45 courses were directed to a specific language, and 116 enrolled students of any foreign language.² Childers, Bell, and Margulis discovered similar information in their study in 1961. Seventy percent of the classes on which they reported were common to several languages; 43 percent were for a specific language.³ (The percentage overlap is due to the fact that some institutions offered both types of classes.)

Whether or not the methods course is for one specific language or several seems to be due principally to local circumstances. Many schools do not have sufficient students to offer separate courses for each language. Financial and staffing problems also often make it difficult for them to offer separate methods courses. On the other hand, some of the larger schools offer joint courses in addition to the separate ones or sometimes in lieu of the specific ones because they feel that there are advantages in bringing together students from different languages.

¹Paquette, "Undergraduate MFL Teacher-Training in Liberal Arts Colleges," 426.
An alternative to the single-language, multiple-language approaches to the study of methodology is a combination of the two which is used in some schools. This alternative permits most of the advantages of the other approaches. In this system, all language students meet jointly for consideration of matters of common interest and then convene in separate language groups for consideration of problems related to the specific languages. A team approach to the instruction of such classes is thought to be practicable, and it is being tried in some schools.

Most efforts to teach methods of teaching foreign languages remain within the conventional format of a course. The work, however, of such foreign language educators as McArdle, Politzer, and Sandstrom shows signs of beginning to break down the course-concept format of teaching methods. Their emphasis is upon the proficiencies to be attained, and they do not limit their efforts to the classroom-course format. "Practice-centered," "activity-centered," "performance-oriented," "experience-centered," and "systems approach" are terms applied to the new concepts of the teaching of methods. The stress is


upon proficiencies, however they might be achieved; and the study of
methods is closely related to the laboratory experiences, linguistics,
and other components of teacher education.

The Relationship of the Methods Component to
Other Aspects of Teacher Education

Disunity among the components of teacher education has been
recognized by many educators and research studies. Axelrod has inves-
tigated this problem:

Our study showed the closely-knit, integrated char-
acter of the successful Institute program to be its most
valuable feature. The study team strongly believes that
faculty groups responsible for regular teacher-education
programs in colleges and universities would accomplish
their goals more effectively if they moved in the direc-
tion of an integrated program for teacher candidates.

Axelrod recommends that teacher education take a cue in reference to
unity from the NDEA institutes. Elmer R. Smith asserts that more co-
operation is needed between the academic and professional education
departments not only to prepare teachers more effectively but to
enhance the mastery of the subject matter that is the objective of the
academic professors.

Lack of cooperation between the education and the foreign lan-
guage departments frequently characterizes and has a detrimental effect
on the program for training foreign language teachers. In some schools,

1 Axelrod, The Education of the Modern Foreign Language Teacher
for American Schools, p. 19.

the departments ignore each other; and total absence of communication exists. Occasionally blatant hostility exists between the two. Some foreign language departments do not recognize their responsibility for the training of teachers. In some schools, the education department is reluctant to award credit for the foreign language methods course because it is taught by a foreign language professor. In others, professors in the education department are openly hostile to the methods instructor and appear to attempt to obstruct his role in the preparation of foreign language teachers. Fortunately, some colleges are making an effort to eradicate these and other similar problems. Ratté reports that at Webster College the foreign language professors are expected to use methods of teaching in their classes which are similar to those exemplified in the methods class.¹

Spokesmen advocating change in teacher education and the evaluations by many young teachers of their preparation indicate that in the past the discrete course concept has done little to enhance the relationship between the theory of teacher education taught in such courses as philosophy of education and educational psychology and the methods component. Pillet, however, is of the opinion that some progress is being made in overcoming this problem.²


²Pillet, "Teacher Education in Foreign Languages: An Overview," 15.
Research shows that unity of methods and practice teaching is not always sought through having the foreign language methods instructor supervise student teachers. Childers, Bell, and Margulis found that only 51.7 percent of the foreign language methods instructors on whom they received data supervised.\(^1\) Paquette reports that a somewhat higher percentage of the methods professors were responsible or partially responsible for supervision in the colleges and universities from which he secured information.\(^2, 3\) In the large universities, the methods professor does not always supervise student teachers; but he is often in charge of graduate assistants who carry out that responsibility under his supervision.

There are indications that the methods instructor is increasingly assuming a role in the supervision of student teachers. The growing popularity of the discipline methodologist has assisted in this trend. Team supervision is also coming into wider use, according to Pogue.\(^4\) In this approach, specialists from several components of teacher education cooperate in working with students in their laboratory activities.

\(^{1}\)Childers, Bell, and Margulis, *Teacher Education Curricula in the Modern Foreign Languages*, p. 155.

\(^{2}\)Paquette, "Undergraduate MFL Teacher-Training in Liberal Arts Colleges," 429.


The investigator found no research studies concerning the placement of the methods course in relation to student teaching, but indirect evidence (for example, inferences from the outlines reviewed) indicates that it precedes student teaching in most schools. It seems to be generally viewed as a course which is preparatory for student teaching. A fewer number of authors of articles and course outlines refer to the fact that the study of methods is continued on a seminar basis in conjunction with student teaching in some institutions. For some students, the methods course follows student teaching, but in most cases this has occurred because circumstances have prevented their enrolling prior to student teaching.

It is clear that the locus of authority for instruction in methods is within the education department. In practice, however, confusion seems to prevail in reference to the responsibility for the foreign language methods component. In many colleges it is either not offered or not required of the foreign language majors intending to teach. Thomas reported in 1952 that 59 percent of the colleges and universities which he surveyed offered a foreign language methods course. Eighty-three percent of the teachers who had been graduated the previous year had taken it.¹ These statistics have improved somewhat in recent years. Childers, Bell, and Margulis found that 64.1 percent of the schools which they surveyed offered a foreign language

methods course.1 In Paquette's study, 79.8 percent of the schools
offered such a methods course, but only 59.6 percent of them required
their students to take it.2 These data clearly indicate that some
schools do not offer a foreign language methods course, that others
offer it but do not require it of their students, and that many new
teachers enter the classrooms every year not having had a special
methods course in the teaching of foreign languages.

Further confusion exists concerning the departmental location of
the foreign language methods course. According to information avail­
able from the colleges and universities of one state, several patterns
prevail:

a. A course in methods of teaching foreign languages is not
offered.
b. It is offered by a member of the foreign language depart­
ment and language credit is given for it.
c. It is offered by a member of the foreign language depart­
ment, but the credit is awarded in education.
d. A foreign language methods professor who is a joint
appointee of the two departments is responsible for the
course, and credit is awarded in education.
e. The foreign language methods course is taught by a pro­
fessor in the education department, and credit is awarded
in that department.
f. The methods course is taught by a foreign language teacher
from the schools who may be responsible to either the edu­
cation or foreign language department.3

1Childers, Bell, and Margulis, Teacher Education Curricula in the
Modern Foreign Languages, p. 154.

2Paquette, "Undergraduate MFL Teacher-Training Programs in Schools
and Colleges of Education," 416.

3Materials from the files of the Foreign Language Service of the
Virginia State Department of Education.
Walsh and Mead suggest that a similar variety of patterns prevails throughout the nation.¹

Most foreign language educators seem to think that the methods component is the responsibility of both departments. This was a finding of Lyon's dissertation.² Ryder arrived at the same conclusion.³ They insist, however, that the instructor should have a thorough knowledge of the teaching of foreign languages, regardless of his department affiliation.

Increasingly the methods teacher is a joint appointee of the two departments. Willis found that 20 percent of the secondary special methods professors held joint appointments.⁴ Childers, Bell, and Margulis reported an almost identical percentage based exclusively on foreign language methods teachers: 23.9 percent.⁵

The Content of the Methods Component

Information concerning the content of methods courses reveals that there is an extraordinary breadth of material that can be included


²Lyon, "The Undergraduate Preparatory Program for Secondary Teachers of Modern Foreign Languages," p. 47.


⁴Willis, "Methods Course Teaching in the Four-year Teacher Training Institutions in Wisconsin," p. 28.

⁵Childers, Bell, and Margulis, Teacher Education Curricula in the Modern Foreign Languages, 154.
in them. Thomas found in 1952 that courses varied widely in nature because instructors had so much potential material from which to choose that they could direct their efforts to any of several general objectives:

The author discovered that the more he studied the nature of...methods courses, the harder it was to define them. Instructors were teaching these courses to attain many different objectives. The following are representative:

(1) **Overview of the field** (Historical background of the modern language field; psychology of language learning; contributions of language learning to general education.)

(2) **Development of professional attitudes** (moving from the absorbent role of learner to the responsible and productive role of teacher.)

(3) **Pre-student-teaching orientation** (learning ways of overcoming practical problems of teaching before these are met in the classroom.)

(4) **Review of language subject-matter** judged to be especially needed by prospective teachers.

(5) **Development of personality**, regarded by many to be needed more than "method."

(6) **Appraisal of teaching competencies** by undergoing active laboratory teaching experiences.¹

This investigator had access to 35 methods course outlines available to her through the American Council for the Teaching of Foreign Languages and the Virginia State Department of Education. They represent all types of institutions, from the small liberal arts schools and state teachers' colleges to the large universities. The

¹Thomas, "The Nature and Effectiveness of Special Methods Courses in the Teaching of Modern Foreign Languages," p. 94.
majority of these outlines were in use in 1965, but those from Virginia are more current.

Upon examination of these outlines, findings similar to those of Thomas were discovered. The first three objectives cited by Thomas are still operative. The outlines did not reveal significant evidence of objective four (4), but an analysis of objectives based on this source of information perhaps would not reveal the fourth characteristic which is likely to develop spontaneously to displace the original objective. The fifth objective also did not appear, but it would perhaps result from the manner of treatment of topics rather than from the particular selection of them. The sixth objective is still applicable, however few laboratory experiences appear to be used in most methods courses. A basic core of material which consists of methods of teaching the four skills and testing achievement is common to most of the outlines. Beyond this core, the outlines vary noticeably in content.

Three examples of the course outlines available, ranging from those judged to be best to those of the poorest quality, are reproduced unedited. The investigator emphasizes that all of the outlines, including those reproduced here, are from the conventional lecture-discussion type of course.

Outline no. 1; judged by the investigator to represent the best of the conventional outlines reviewed

I. Objectives of foreign language instruction
   A. National interest in foreign languages in the last decade
      1. FL Program of MLA
      2. NDEA
      3. Conant Report
B. Shifting objectives in light of longer sequences
   1. Previous compromise with time
   2. Unsatisfactory achievement of traditional objectives
C. Course objectives leading to eventual mastery
   1. Linguistic
      a. Listening comprehension
      b. Speaking
      c. Reading
      d. Writing
   2. Cultural
      a. Anthropological aspects
      b. Cultural achievements
      c. Selected samples of good literature

II. Listening comprehension
   A. Interrelatedness of language skills
   B. The importance of listening in the audio-lingual approach
      1. Proportion of time allotment at various levels
      2. Developing the monitor function
         a. Necessity of authentic models
         b. Saturation in initial stage
   C. Listening skills
      1. Accuracy of perception; interference of source language
      2. Extension of listening span
      3. Training in listening in context
   D. Listening experiences
      1. Correct intonation, stress, rhythm and fluency
      2. Whole utterances as opposed to isolated sounds or words
      3. Special drills on certain sounds and combinations of sounds
      4. Use of selected poems and songs at all levels

III. Speaking
   A. The active counterpart of listening
   B. Materials for speaking practice
      1. Dialogues
      2. Pattern practices
   C. Skills
      1. Acceptable pronunciation
      2. Intonation
      3. Fluency
   D. Learning experiences
      1. Mimicry-memorization
         a. Echo: recall
         b. Need for certain physiological explanations
      2. Choral response and break down of such response
      3. Sentence build-ups
      4. Graded question-answer practice
5. Directed dialogue
6. Chain drills
7. Recombination and rejoinder responses with increasing freedom from set patterns

IV. Reading
A. Pre-reading instruction
B. Stages of reading
   1. Recombination narrative
      a. Oral presentation
      b. Eye support for ear learning
   2. Intensive reading
      a. Physical aspects
         (1) Eye span
         (2) Fixations and regressions
         (3) Sub-vocalization
      b. Interference of the source language
         (1) Place of translation
         (2) Indispensable [sic] grammatical understandings
   3. Extensive reading
      a. Greater time allotment
      b. Basis for audio-lingual activities
   4. Supplementary
      a. Early stages: readings in English of selected cultural materials
      b. Outside reading of graded material
         (1) Increase in speed and facility in comprehension
         (2) Increase in vocabulary
         (3) Source of information

V. Writing
A. Speaking and reading skills as a basis for writing
B. Stages in development of writing skills
   1. Imitative
      a. Copying
         (1) Diacritical marks
         (2) Punctuation
      b. Writing from aural comprehension
   2. Guided
      a. Sentence completion
      b. Minimal changes
         (1) Rewriting in different tense
         (2) Change of subject
      c. Slashed sentences based on example
      d. Sentences based on given cues
   3. Controlled
      a. Parallel writing
      b. Change from direct to indirect discourse
c. Paraphrasing
d. Resume with selected vocabulary and ideas
e. Rewriting from notes

4. Free
a. Paragraph developed from a topic sentence
b. Composition
c. Letter-writing
d. Writing based on literary passages: characterization, plot, etc.

VI. Use of language laboratory equipment
A. Coordination between classroom activities and laboratory
B. Contributions of laboratory to language learning
C. Cautions about the use of the laboratory
D. Types of laboratory exercises suited to each of the skills and to different levels.
   1. Structure drills
   2. Reading drills
   3. Vocabulary drills
   4. The laboratory and literature

VII. Vocabulary and idiom content
A. Frequency word and idiom counts; basic word lists
   1. Uses and limitations of counts based on written material
   2. Vocabulary in situation-type material; oral emphasis
B. Degrees of vocabulary difficulty
   1. Proper assessment of cognate vocabulary
   2. Content words
   3. Special problems
      a. Importance of function words
      b. Analysis of idioms
C. Vocabulary needs: active and passive
   1. Initial curtailment in favor of structure
   2. Rate and methods of expansion
D. Methods of presentation
   1. Self-defining context
   2. Pictures and diagrams
   3. Definitions and examples
   4. Word families
   5. Synonyms and antonyms
   6. English translation under certain circumstances

VIII. Culture and language teaching
A. Two concepts of the meaning of the term
   1. Understanding of the mores of a people
      a. Role of geography
      b. Role of national history
   2. Appreciation of outstanding cultural achievements in art, architecture, music, etc.
B. Creation of a "cultural island" in the classroom
C. Role of the teacher as the interpreter of the culture
   1. Careful attention to cultural details embedded in linguistic material
   2. Replacement of the false cliché by the true picture
   3. Awareness of current developments of the country or countries of the second language
   4. Insistence on language itself as the supreme manifestation of a country's culture

IX. Grammar and usage
   A. Traditional concept of grammar
      1. Analysis
      2. Paradigms
   B. Linguistics: its contribution to understanding of second-language grammar
      1. Understanding of types of interference between source and target languages
         a. Word order
         b. Inflection
         c. Agreement
         d. Significance of function words
         e. Intonation
      2. Types of structure drills
         a. Substitution
         b. Transformation
         c. Analogy
         d. Expansion
      3. A minimum of linguistic terminology

X. Evaluation and testing
   A. Separate tests for separate skills
      1. Listening comprehension
         a. Sound discrimination
         b. Picture tests from oral clues
         c. Action responses
      2. Speaking
         a. Echo test; build-up echo test
         b. Directed dialogue
         c. Picture test with speech responses
      3. Reading
         a. Objective tests of comprehension
         b. Tests of writing geared to stages of control
            (1) Changes in form
            (2) Changes in syntax

B. Criteria for teacher-made tests
C. Evaluation other than test grades
D. Types and sources of available standardized tests
E. Influence of testing on objectives and teaching procedures
XI. Choice of textbooks and readers
   A. Criteria for choice of basic textbook
      1. Audio-lingual vs. "traditional" textbook
         a. Necessity of adapting both types to each
            particular situation and class
      2. Consideration of age level, type of program, etc.
   B. Examination of selected books in current use
   C. Criteria for choice of readers for intermediate levels
      1. Maturity level, interests and needs of pupils
      2. Vocabulary load
      3. Readibility [sic]: plot, humor, style
   D. Choice of literature
      1. Most appropriate genre
      2. Most appropriate period

XII. Audio-visual materials in the current and approved presentation
   A. Basic principles
      1. Selectivity: an adjunct, not an extra
      2. Necessity for pre-planning and follow-up
   B. Selected media
      1. Bulletin boards and exhibits of realia
      2. Films and film-strips
      3. Foreign newspapers and magazines
      4. Slides

XIII. Co-curricular activities
   A. Language clubs
      1. Types
         a. National affiliations
         b. Local school organizations
      2. Programs
         a. Constitutional set-up in the foreign language
         b. Regular meetings
         c. Special projects
   B. Field-trips
      1. Geographical location
      2. More ambitious trips
   C. Celebrations of special days and seasons
   D. Sources of material and suggestions for such activities

XIV. Articulation
   A. Current trends in foreign language programs
      1. Need for continuity
      2. Relative emphases in 4 and 6 year programs
   B. FLES
      1. Language development of grade school children as a
         factor in the organization of programs
      2. Practical aspects of a program: who, what, when, where, why
3. Selected materials: sources and use
   C. Effects of present secondary school programs on college teaching

XV. The language teacher as a member of a profession
   A. Professional organizations
      1. Publications
      2. National, state, and local meetings
   B. Opportunities for further training
   C. Professional library

Attached to this outline was an extensive, cross-referenced bibliography which is omitted here for the sake of brevity. The outline seems to cover the field of foreign language teaching adequately. The detail and organization indicates that careful thought has gone into its construction. The amount of time allotted for this course is not indicated, but one wonders whether or not all of this content could be adequately covered in the usual course of two to four semester hours.

Outline no. 2; judged by the investigator to be representative of the conventional course outlines which are mediocre or average in quality

1. Objectives:
   a. Acquaint the prospective teacher with the history of methodology in foreign-language teaching in the United States, including the latest aspect: the FLES movement.
   b. Consider the psychological processes involved in modern-language learning and the contribution of linguistics to foreign-language teaching.
   c. Familiarize the student with the latest classroom and laboratory techniques and materials of instruction and evaluation.
   d. Examine and evaluate Courses of Study and teaching techniques.
   e. Develop a professional attitude on the part of the prospective teacher and emphasize the need and means of professional self-improvement.
f. Familiarize the student with professional publications and foreign-language associations.

2. Texts:


3. Methods:

This will be a laboratory course. Activities will include observing, teaching, conferring, and planning, attendance at conferences. Students will keep a detailed loose-leaf notebook which will contain helpful solutions to some of the following problems: organizing the classroom and establishing the learning climate, control and discipline, planning instruction and building units of study, the development of teaching materials, procedures and techniques, the role of the textbook, assignments, development of skills, measurement and evaluation, classroom observations.

4. Requirements:

A. Detailed loose-leaf notebook of materials for teaching:
   1) Table of contents
   2) Notes on observations
   3) Brief comments on articles read (ideas you think good for future reference)
   4) Rough sketches of effective bulletin boards
   5) Lesson plans

B. Solutions to the following problems involved in general methodology:
   1) Organizing the classroom and establishing the learning climate:
      a) What makes a good learning climate?
         1) Physical distraction
         2) Mental distraction
      b) How establish a good learning climate?
      c) What are important areas of concern in organizing a class?
   2) Control and discipline:
      a) Chain of command
b) Discipline rules

c) Typical discipline problems

C. Specific methods:
1) The foreign-language teacher
2) The history of foreign-language methodology in the United States
3) Planning instruction:
   a) Objectives and values
   b) Course outlines and textbooks:
      1) Evaluation and selection
      2) Advantages and limitations
      3) Use of multiple texts
      4) How to use a text
   c) Planning a unit:
      1) Characteristics of a good unit
      2) Daily lesson plans
4) Development of teaching materials:
   a) Selection of materials
   b) Materials available
5) Methods, procedures, and techniques
6) Development of skills for efficient learning
7) Development of language skills
   a) Understanding
   b) Speaking
   c) Reading
   d) Writing
8) The language laboratory
9) Measurement and evaluation
   a) The purpose of testing
   b) Evaluation instruments
10) Extra-curricular activities
11) The FLES movement
12) Attendance at conferences

5. Films:

   The Nature of Language and How It Is Learned
   The Sounds of Language
   The Organization of Language
   Words and Their Meaning
   Modern Techniques in Language Teaching

6. Periodicals:

   A-V Instructor
   Catholic School Journal
   Clearing House
The second outline lists the objectives of the course and describes the approach which will be used in the study of the topics. Neither of these was done in the first outline. It has other deficiencies, however. For example, it includes topics such as "Control and discipline" which would seem not to be more appropriate for the objectives of the methods component. "The foreign-language teacher" is listed under the section on "Specific Methods;" this would hardly seem to be the appropriate location for such a subject. Some repetition occurs within that section. Detail is missing: a designation, "Methods, procedures, and techniques," which would seem to be the heart of the course, has no sub-categories. The discipline topic (4.B.2.) receives more space in the outline than does that for the presentation of methods, procedures, and techniques (4.C.5.). Activities, such as attendance at conferences, are confused with content.

Outline no. 3; judged by the investigator to be among the poorest of the conventional outlines reviewed

Week 1. Enrollment

Week 2. Bibliography
Objectives of FL Program today
New Methodology
AIM materials
State Curriculum Guide
The teacher in the classroom
Week 3. General points for consideration:
   Attendance records
   Other records
   Discipline
   Activities
   The high school library selections for the FL department

Week 4. Demonstration of materials
   State Text Book List
   Teachers [sic] Guides and other helps

Week 5. Professional Organizations
   NEA
   OEA
   Local
   State Foreign Language Association
   Modern Language Association
   American Association of Teachers of Spanish and Portuguese
   American Association of Teachers of French
   American Association of Teachers of German
   Other constituent associations of Modern Language Teachers
   Ethics

Week 6. Opportunities for Foreign Language Teachers
   NDEA
   Summer Institutes
   Year Long Institutes
   Summer Study Abroad
   Exchange Teaching positions abroad
   Peace Corps

Week 7. The Inventory.
         The Requisition.
         Materials lists in curriculum library

Week 8. Midterm test.

Week 9. The Language Laboratory
         Planning

Week 10. Electronic equipment
          Selection; purchase; care
          Tapes
          Preparation; recording; labelling; care; storage

Week 11. Other Equipment
Slide projectors
Film strip projectors
Movie projectors
Opaque projectors
Tachistoscope
Record players
TV and radio
Use of machine; operation
Use of material; follow-up

Week 12. Realia:
   Flash cards, clocks, sets of pictures; games; piñata etc.

Week 13. The Lesson Plan
   Special day lesson plans

Week 14. Preparation of lesson plans

Week 15. Explanation of a unit
   Planning; presentation; follow up; use of supplementary materials.

Week 16. The Test
   Characteristics: purposes
   Types—Aptitude; placement (standardized); prepared tests to accompany textbooks; teacher-made tests
   Sources

Week 17. Preparation of tests

Week 18. Final examination.

There is little to redeem such an outline, yet it is not the only one of such poor design and quality examined by the investigator. Methods of teaching foreign languages seem secondary to more general topics such as discipline, attendance records, an extensive listing of professional organizations, and "opportunities" for teachers. One particular set of teaching materials is mentioned in the outline to the exclusion of all others. The laboratory and other equipment topics precede and are isolated from the sections on lesson planning and techniques. Although the title of the course is "Methods of Teaching
Foreign Languages," one wonders if the outline was prepared by a foreign language specialist since general topics appear so prominently in it.

In addition to the 35 outlines from the conventional lecture-discussion type of course, the investigator had access to one outline from an experience-centered, laboratory type methods course. It is reproduced below:

Outline of an experience-centered, laboratory type methods course

Tuesday, March 31:

I. Class activity
   A. Complete information forms
   B. Discuss class requirements
      1. Demonstrations
      2. Video-taping
      3. Directed teaching experiences
      4. Assignments
      5. Evaluation
   C. Discussion of lesson planning
   D. Demonstration of hand signals
   E. Discussion and demonstration of teaching vocabulary

II. Assignments
   B. Prepare a complete demonstration with instructional objectives on teaching an abstract word (5 Min. maximum). The latter is to be presented and videotape recorded in the methods class on Thursday, April 2.

Thursday, April 2:

I. Class activity
   A. Announcements or questions (5 Min.)
   B. Student videotape recorded demonstration (100 Min.)
   C. A-L method vs. traditional, direct, and reading methods (10 Min.)

Outline supplied by Mr. William E. DeLorenzo of The Ohio State University.
II. Assignments
   A. Chapter 1 and 2 of Rivers, "Objectives and Methods", pp. 1-54.
   B. Read handout on the "Art Of Dialog Teaching", Al Smith.

Tuesday, April 7:

I. Class activity
   A. Announcements and questions (5 Min.)
   B. Discussion on Rivers (30 Min.)
   C. Discussion on Smith's article (20 Min.)
   D. Teacher demonstration of dialog presentation (videotape recorded) (15 Min.)

II. Assignments
   B. Prepare a five minute demonstration of the assigned dialog lines for Thurs. April 9.

Thursday, April 9:

I. Class activity
   A. Announcements or questions (5 Min.)
   B. Student demonstrations on dialogue presentation (100 Min.)

II. Assignment

Tuesday, April 14:

I. Class activity
   A. Announcements or questions (5 Min.)
   B. Discussion on the teaching of grammar structures (30 Min.)
   C. Teacher demonstration on the presentation of grammar structures (20 Min.)

II. Assignments
   A. Read handout on pattern drills
   B. Prepare a five-minute demonstration of the assigned grammar point to be taught through pattern presentation. The presentation will be videotape recorded on Thursday, April 16.

Thursday, April 16:

I. Class activity
   A. Announcements or questions (5 Min.)
   B. Student demonstrations on pattern presentations (100 Min.)
II. Assignment


Tuesday, April 21:

I. Class activity
   A. Announcements and questions (5 Min.)
   B. Discussion on the presentation of grammar generalizations (40 Min.)
   C. Teacher demonstration on the presentation of grammar generalization (videotape recorded) (20 Min.)

II. Assignments
   A. Construct a generalization on the assigned grammar point. This is to be typed and handed in for correction. I am interested in the construction of the pattern practice and the specific questions the methods students will ask.

Thursday, April 23:

I. Class activity
   A. Announcements or questions (5 Min.)
   B. Collect generalization assignments
   C. Discussion on the place of reading in the foreign language class (25 Min.)
   D. Demonstration #2 of generalization presentation by the course instructor (15 Min.)
   E. Teacher demonstration of initial transitional exercises from speaking-listening to reading (30 Min.)

II. Assignments
   A. Prepare one of the two initial transitional reading activities according to the one assigned to you. Your activity will be presented on Tuesday, April 28.

Tuesday, April 28:

I. Class activity
   A. Announcements or questions (5 Min.)
   B. Return and discuss generalization assignment of Tuesday, April 21 (10 Min.)
   C. Student demonstrations of initial reading presentation (videotape recorded) (100 Min.)

II. Assignments
   A. Taking advantage of corrections, suggestions and class
discussions dealing with the presentation of a grammar generalization, the student is to re-develop his assignment of April 21 and present the activity on Thursday, April 30.

B. Read Grittner, on interaction analysis, pp. 327-333

Thursday, April 30:

I. Class activity
   A. Announcements or questions (5 Min.)
   B. Student demonstration of presentation of grammar generalization (100 Min.)
   C. Discussion on reading assignment from Grittner dealing with interaction analysis (10 Min.)

II. Assignment
   Read Grittner, "Goals of Foreign Language Instruction, Minimum Essentials", pp. 76-87 and 106-109 (top of page)

Tuesday, May 5:

I. Class activity
   A. Announcements or questions (5 Min.)
   B. Demonstrate interaction analysis with Moskowitz tape (60 Min.)
   C. Discuss team preparation and responsibilities for directed experiences (50 Min.)

II. Assignment
   Prepare the micro-teaching assignment with designated team

Tuesday, May 12
Wednesday, May 13  Micro-teaching at a local school
Thursday, May 14
Tuesday, May 19
Wednesday, May 20  Micro-teaching at a local school
Thursday, May 21
Tuesday, May 26
Wednesday, May 27  Bit-teaching at a local school
Thursday, May 28
Monday, June 8    Final Examination--3-5 P.M. ALL methods students are to be present.

To provide further information concerning the content of methods courses, a table of topics was prepared from all of the outlines avail-
able to the investigator and from the descriptions of and recommenda-
tions concerning the content of the methods course found in the
literature of foreign language education. This table follows:

**TABLE 1.**--A topical analysis of content of the methods course as re-
vealed by course outlines and as suggested by spokesmen for foreign
language education

<table>
<thead>
<tr>
<th>Topic</th>
<th>Revealed by Course Outlines (35)</th>
<th>Suggested by Foreign Language Educators (44)</th>
<th>Total (79)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods and techniques of teaching</td>
<td>30</td>
<td>27</td>
<td>57</td>
</tr>
<tr>
<td>Teaching of culture</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Teaching of literature</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Teaching of dialogue</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Teaching of pattern drills</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Teaching of pronunciation</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Teaching of reading and writing</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Testing</td>
<td>24</td>
<td>27</td>
<td>51</td>
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<tr>
<td>The pre-reading period</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Lesson planning</td>
<td>10</td>
<td>11</td>
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<tr>
<td>Unit planning</td>
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<td>7</td>
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<td>Homework</td>
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<tr>
<td>Equipment and materials for teaching</td>
<td>28</td>
<td>29</td>
<td>57</td>
</tr>
<tr>
<td>Preparation of materials</td>
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<tr>
<td>Adaptation of materials</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Criteria for selecting materials</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Acquaintance with professional literature</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Professional orientation (organizations and journals)</td>
<td>19</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>Sources of information and help</td>
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<td>5</td>
<td>9</td>
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<tr>
<td>Language levels and goals</td>
<td>15</td>
<td>6</td>
<td>21</td>
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<tr>
<td>FLES</td>
<td>11</td>
<td>5</td>
<td>16</td>
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<td>History of language teaching</td>
<td>13</td>
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<tr>
<td>Nature of language learning</td>
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<td>Theories of language learning</td>
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<td>Psychology of language learning</td>
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<td>Foreign languages in society</td>
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<tr>
<td>Application of linguistics</td>
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<td>Application of anthropology</td>
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<td>Motivating students</td>
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<tr>
<td>Articulation and administration</td>
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<tr>
<td>Foreign language co-curricular activities</td>
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<td>7</td>
</tr>
<tr>
<td>Research in foreign language education</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>
This table must be taken as a general indication of the relative emphasis given to topics within the methods course rather than as an accurate analysis of content. This is attributable to the fact that, first, the investigator had to assume an interpretative role in analyzing the course outlines, for she at times found it necessary to estimate the meaning of general statements. Second, the authors of the outlines took different approaches to describing their plans. For example, some listed sub-topics under methodology, while others adhered to more general descriptions. Furthermore, the foreign language spokesmen writing in reference to the methods course usually had no occasion to present an extensive and comprehensive listing of topics for the course. Instead they highlighted what was of interest to them for the specific purpose of their article. It is pointed out, therefore, that because a topic was not listed in an outline does not necessarily mean that it was not considered in the course. It may have been included under a more general category.

A second approach to ascertaining what is taught in methods courses is to analyze the content of the most frequently employed methods texts. Such an analysis has been made using ten of the more popular of these books as a basis for the study. (Three of them, those by Grittner, Oliva, and Rivers, are more recent than the outlines; but they are known to be in use by a number of professors.) Only books taking a general approach to methodology have been considered. No specialized texts such as those related to specific languages or to FLES (foreign languages in the elementary schools) have been examined.
TABLE 2.—An analysis of the content of ten of the more popular books used in foreign language methods courses

<table>
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<td>Theory of language</td>
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<td>Nature of language</td>
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<td>Language and culture</td>
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<tr>
<td>Applications of linguistics</td>
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<td>Evaluation of teaching and of programs</td>
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<td>FLES</td>
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</tbody>
</table>
The information provided in this table, too, should be taken as a general indication of the content of the books. The criterion used in filling the cells of the table was that the topic listed or a closely related one had to appear in the table of contents or in the glossary of the book. In some cases, therefore, a topic may be treated in secondary fashion in the book although it does not appear in the table of contents or glossary.

In both tables, topics concerning techniques of teaching and testing foreign languages and the materials which assist in classroom instruction predominate as is to be expected. The organization and administration of language programs, the history of foreign language instruction, and the nature of language learning are other frequently mentioned subjects. In a number of cases, subjects such as the psychology and theory of language learning, linguistics, and acquaintance with professional literature are perhaps not taken up as separate, specific sections of the course, or are not even dealt with as topics. Instead they are treated as they apply to the teaching of languages or as they serve as sources of information and assistance to the foreign language teacher.

Thomas discovered a tendency in some foreign language methods classes for the teacher to replace the methodological content with language content.\(^1\) Scherer also recognized this problem at the University of Colorado and set up a special course in language development apart.

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\(^1\) Thomas, "The Nature and Effectiveness of Special Methods Courses in the Teaching of Modern Foreign Languages," p. 31.
from the methods course.¹ This problem is perhaps not a common one, but neither does it appear to be unusual.

Activities and Approaches Used in the Methods Component

A variety of activities has always been available to the methods instructor, and this variety is becoming more extensive as the advances in technology and research on the analysis of teaching make new activities possible. The investigator proposes to review the nature, application, and popularity of a number of these activities.

Lecture

The lecture is basically an oral presentation by the instructor through which he attempts to present information and ideas to his students. There is little student participation.² Since the basic objective of the methods component is to change behavior, the lecture would not seem to be as effective as other techniques in achieving this end. Yet, the majority of the course outlines examined state or imply that the lecture is one of the two or three most commonly employed techniques.

Discussion

This is a second of the most popular techniques. Whereas lecture may be a one-way activity (from teacher to student), discussion is

¹Materials from the files of the Modern Language Association Teacher Preparation Study.

multi-directional. An interchange of questions, answers, statements, and reactions takes place among students and among students and the instructor. The instructor usually serves as leader or moderator, although students may also assume this role. Discussion is more effective than lecture in accomplishing retention of information, according to Stovall.\textsuperscript{1} Rivlin points out that:

For the discussion method to be appropriate, it must be used for a topic on which students are sufficiently well informed or on which they can become well informed as they prepare for the discussion. If the discussion is to be used as a means of clarifying ideas, of deepening students' appreciation of the material they are studying, of extending the range of their interests, and of stimulating them to further activity, it must rest on an adequate respect for knowledge that alone entitles one to the right to express an opinion.\textsuperscript{2}

It would therefore seem that discussion would most appropriately follow some other type of activity such as reading, observing, lecture, or micro-teaching. The course outlines and other sources indicate that discussion is widely used, but one wonders if the instructors always lay adequate groundwork for discussion with other appropriate preceding activities.

Reading

Ample evidence indicates that reading is a popular activity used in the methods course. Many of the course outlines include lengthy bibliographical attachments, some of which are annotated or cross-referenced with the content. Reading serves many purposes. It can

\textsuperscript{1}Thomas E. Stovall, "Classroom Methods II. Lecture vs. Discussion," 256.

help provide information which is valuable within itself and which serves as a basis for discussion. It can serve to help persuade students of their role in the profession by familiarizing them with the various professional organizations and their publications. It can assist in initiating a habit which should continue throughout the students' professional careers. Since the body of literature concerning the teaching of foreign languages is so extensive, it would seem that the instructor would need to offer guiding but unconstraining advice to his students to help them in their exploration of the literature.

Observation

Observation is another popular activity of methods classes, and it takes place in a variety of ways. Students may go individually or in groups to the schools to witness actual instruction. Occasionally a special demonstration class is arranged for or made available to the methods students through the laboratory school, but this practice is not as common as it once was. Because of the limitations of time, locations of the schools, the availability of teachers suitable for observation, and other factors, observation is often more limited than it should be. The trend seems to be toward increasing the opportunities for observation by utilizing media to simulate classroom activities instead of sending the students to visit the schools.

In-class, live demonstration of techniques

This is one of the most commonly used techniques of demonstration, according to the results of Willis's study of methods courses in
Wisconsin. The spokesmen in foreign language education confirm Willis's findings. In this technique, the instructor demonstrates using the methods students as students in the simulated class. The methods students are frequently called upon to practice the technique after observing the instructor.2

The demonstration class conducted in conjunction with the methods class

The National Defense Education Act institutes in foreign languages provided the closest approximation of the ideal teacher-training program for foreign languages that has existed in this country, in the opinion of many spokesmen for foreign language education. A number of factors, some of which cannot function at the undergraduate level, contributed to their success; but certainly one of the most outstanding of these factors was the integral relationship between the methods class and the demonstration class.3 The demonstration class is not feasible in many colleges and universities, but it is being used increasingly as the colleges and schools move closer together in cooperative efforts to train teachers. Methods students are frequently permitted to teach portions of lessons to the demonstration class.

Shock language

The shock language technique is that of using a language unknown

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1 Willis, "Methods Course Teaching in the Four-year Teacher Education Institutions in Wisconsin," p. 52.

2 Strasheim, ed., Target: Methods, p. 44.

to the students of the methods class as a means of demonstrating foreign language teaching methods. The students themselves become the language learners, thereby gaining the language learner's perspective on instruction. This, too, is a technique which was popularized by the institutes. It is occasionally used in the methods component, but the time devoted to it is usually kept limited. One instructor advocates only one thirty-minute session of work with a shock language.¹

Peer teaching

Peer teaching is the term applied to micro-teaching in the methods group in which one student teaches a segment of a lesson to the others. It is a popular technique because it is the easiest form of practice teaching to arrange. When more than one language is represented in the group, students who do not know the language being practiced are usually chosen as students. Demonstration by the teacher generally precedes peer teaching.

Micro-teaching

Micro-teaching is increasingly being used in teacher preparation programs in order to achieve greater realism in the teaching of methods. Micro-teaching is scaled-down teaching in an environment which closely but not completely approximates the school classroom.² After initial practice in the methods classroom, usually via peer teaching, instructors often have the methods students teach segments of lessons to small groups of four to ten high school or elementary students. The activity

¹Strasheim, ed., Target: Methods, p. 43.

²Politzer, "Toward a Practice-Centered Program for the Training and Evaluation of Foreign Language Teachers," 254-255.
is frequently videotaped, and a self-critique session may then be employed. A re-teach cycle is sometimes used to follow the critique session to provide an opportunity for the student to overcome his mistakes of the first occasion. A different group of students is used for the re-teach cycle. Micro-teaching is not yet a widely used activity in the methods class, but it is becoming more popular.¹

The use of the videotape recorder

The videotape recorder is not a technique but a piece of equipment which permits a multiplicity of new activities in the methods component and makes possible the improvement of old activities. It is superior to closed-circuit television, according to Pogue, because of its greater flexibility and versatility.² Although the videotape recorder has been available to methods instructors for several years, Roeming notes that its potential is virtually untapped. Few schools have yet explored its full potential, but it is becoming more commonly used.³ It has especially been publicized through micro-teaching in which it is used to provide feedback for the individual who has taught. The videotape record makes possible a detailed analysis of teaching behavior since that record can be preserved for replay as much as is needed. Supervision can thus be more carefully controlled. The


²Pogue, "Student Teaching: The State of the Art," in Innovative Programs in Student Teaching, ed. by E. Brooks Smith, et al., p. 27.

supervisory relationship between the instructor and the student who is to be criticized frequently improves if a videotape is used, because self-critique is made easier and the instructor's role becomes less dominant. In teaching methods students, the instructor can also lay the foundation for a specific teaching technique through lecture, discussion, or other approaches and then exemplify that technique with a videotape. Videotaped records of teaching-learning episodes provide useful laboratory materials for this purpose. The instructor can even play several tapes to show that more than one approach can be used in achieving a goal. If a videotape library is available, the opportunities for observation increase; and some of the difficulties of bringing the methods students and the schools closer together are thus overcome. If videotape records are kept of the methods student as he proceeds through the methods component, the student and instructor have an opportunity to observe the change and development that takes place in the student. Videotape records made of classes within the schools at different times of the year or throughout the sequence of instruction permit the methods student to get an overview of the program and the development of students within it.¹ Mackey has applied the videotape recorder rather uniquely by using brief tapes with subtitles to focus the students' attention on a particular type of drill

or behavior. He later shows the same tape without subtitles for their analysis.¹

Closed-circuit television

Like the videotape recorder, closed-circuit television can be used to bring the school classroom to the methods group; but it does not permit the flexibility of usage that the videotape recorder does. There is no evidence that it is used in many colleges except in a few which have laboratory schools.

Films

George Scherer reported in 1965 that films made possible a useful technique in the teaching of foreign language methods². They are popularly used in methods courses to exemplify foreign language instruction. They also provide opportunities for analysis of teaching behavior and help relate theory and practice. Few films, however, have been produced for use in the foreign language methods component.

Simulation

Many activities are included under a category known as simulation. In simulation, unresolved teaching-learning situations are presented to the students who are then asked to respond to these situations by devising solutions.³ Among simulation's many advantages, it offers

¹McArdle, "Teacher Education, Qualifications, and Supervision," p. 268.

²Materials from the files of the Modern Language Association Teacher Preparation Study.

another means of unifying theory and practice. It also helps the
learner in gaining intellectual control over his teaching behavior,
according to Cruickshank.¹ Media such as the videotape recorder have
made a wider variety of simulation activiti and techniques possible.
Little has yet been done to prepare simulation materials for the for­
egn language methods component, but the technique is developed and
awaits increased application within this aspect of teacher education.

**Interaction analysis**

Interaction analysis is a general term applied to various systems
used for recording teacher-pupil behavior. Usually interaction anal­
ysis is confined to verbal behavior, but systems for recording non­
verbal behavior also have been developed. Its purpose is not to
evaluate teaching but to describe what is actually happening between
instructor and students in the classroom.² Interaction analysis is
another technique through which the teacher education major can achieve
deeper and more scientific and professional insight into teaching.
Pillet recommends the use of interaction analysis for the methods com­
ponent.³ It is beginning to be employed by some methods instructors.

**The use of performance criteria**

The use of performance criteria is an approach, not an activity.

¹Donald R. Cruickshank, "The Use of Simulation in Teacher Educa­
ton: A Developing Phenomenon," *The Journal of Teacher Education,* XX
(Spring, 1969), 25.

²Gertrude Moskowitz, "The Effects of Training Foreign Language
Teachers in Interaction Analysis," *Foreign Language Annals,* I (March,
1968), 218-219.

³Pillet, "Teacher Education in Foreign Language: An Overview," 16.
The tasks of the teacher are analyzed and categorized, and the competences necessary for their performance are specified. The skills and techniques for performing a specific task are then demonstrated, and the student is subsequently required to teach the same lesson.\(^1\) Politzer at Stanford is among foreign language methods teachers making use of performance criteria.\(^2\)

**Preparation of lesson and unit plans**

Although the preparation of lesson and unit plans was listed under the content of the methods component, it is also an activity since a majority of instructors have their students actually prepare lesson and unit plans, according to Willis and the course outlines examined by this investigator.\(^3\) This activity has been in use for many years, but it is taking on new meaning as students are afforded increased opportunities to put their plans into action through micro-teaching and other simulated activities. In addition to teaching the student to prepare a guide for instruction, lesson planning helps to acquaint him with a variety of teaching materials.

**The writing of term papers and reports**

A number of the course outlines reveal assignments to prepare term papers and lengthy reports on topics concerning the teaching of foreign languages. Exemplary of the topics are the evaluation of

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\(^1\)B. Othanel Smith, *et al.*, *Teachers for the Real World*, p. 77.

\(^2\)Politzer and Bartley, *Practice-Centered Teacher Training: Spanish*, p. ii.

\(^3\)Willis, "Methods Course Teaching in the Four-year Teacher Education Institutions in Wisconsin," p. 52.
textbooks, summaries of the history and trends in foreign language teaching, and the impact of international or legislative influences on language teaching.

**Preparation of teaching materials and tests**

Some instructors provide their students with an opportunity to prepare teaching materials. Much emphasis seems to be placed on the preparation of visual materials and materials for testing. One professor had his students make a complete set of visuals to reinforce the dialogues in one of the popular textbooks.¹ A few instructors help their students learn how to prepare audiotapes.

**Demonstration and use of equipment**

Since tape recorders, language laboratories, overhead projectors, and other equipment have become a more integral adjunct to foreign language instruction, many methods instructors attempt to familiarize their students with the use of these aids. In a few schools, a separate course is offered which treats the use of the laboratory and other equipment.²

**Group and committee work**

This approach is often employed for such purposes as examination and evaluation of instructional materials. Some instructors also have their students work together in the preparation of materials. In micro-teaching, students are being grouped to work in teams whose members

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²Ibid., p. 49.
share the responsibility for instruction and the critique of each other's performance. Group work seems to be increasing in popularity in the methods component.

Case studies

A few instructors have their students do case studies on secondary or elementary school pupils, but this does not seem to be a popular activity with methods instructors. The case study is a one-to-one relationship between the observer and the observed. The purpose is to diagnose a problem or particular form of student behavior, for example, to determine the causes of failure or discontinuation of the study of a foreign language. It must be guided by the instructor, for the student may not know how to focus his observations and questions. Following the diagnostic stage, the professor should hold conferences with the observer to help him arrive at his solutions to the problem. The case study is a way of making observation more meaningful.

Attending meetings of professional organizations

A number of outlines indicated that students were required, urged to attend, or were taken to one or more professional foreign language meetings for the purpose of acquainting the students with the organizations related to their teaching field and of interesting them in those organizations. If introduction of the students to the profession is one of the objectives of the methods component, then certainly this activity should be primary in helping to achieve it.

Other miscellaneous activities

Other activities of less popular but very worthy usage can be found in course outlines and in the literature of foreign language
education. Among them are the appearance of guest lecturers or demonstrators, having the methods students assist teachers in the secondary or elementary schools, and requiring interviews of the methods students with student teachers or with regular teachers in the schools.

Summary

The outlines reviewed and the investigator's acquaintance with a number of methods courses indicate that the majority of the courses are conducted much like those at the time of Thomas's study in 1952. Lecture-discussion courses with a small amount of not-too-realistic practice predominate. Other popular activities include reading; observation; in-class demonstration of techniques by the professor; peer teaching; the use of teacher-training films; preparation of lesson and unit plans, teaching materials, term papers, reports, and tests; and the demonstration of equipment. Theory is often not supported by the use of various simulation activities or field experiences, and the videotape recorder is not yet employed by many methods instructors. Theory is often not supported with practice. The Butler Conference participants reported that many methods courses did not provide demonstration of techniques nor even have students prepare lesson plans.¹ McGrath suggests that methods courses have often been offered as a theory course, divorced and apart from actual practice. He also suggests that:

Many methods courses become a cookbook approach to

¹Strasheim, ed., Target: Methods, p. 8.
teaching with a formalistic, stereotyped treatment of the problems confronting the teacher in the classroom.¹

The 1970 Northeast Conference recognized that "...too many courses are descriptive, consisting mostly of lectures, readings and explanations of teaching techniques."² Even the National Defense Education institutes were not as effective in teaching methodology as they might have been until they began to blend theory and practice.³ Strasheim and Grittner, two foreign language educators are also cognizant of this serious deficiency in the study of methods of teaching foreign languages.⁴, ⁵

Willis found that there is a tendency to study teacher behavior superficially and without analysis:

...methods students in the cases investigated were not developing their own concepts of learner and teacher behavior, nor abstracting principles that would guide them when they would be teaching in similar situations on their own. Instead, as students of the teaching act, they were learning what actions a teacher could take without generalizing for themselves why.⁶

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¹McGrath, "The Case for Methods Courses in Modern Teacher Training," 650-651.
²Tursi, ed., Foreign Languages and the "New" Student, p. 129.
⁴Strasheim, "Where from Here?" 494.
Teaching Materials, Equipment, and Facilities for the Methods Component

One of the three concerns of the participants in the Second Conference of Foreign Language Teacher Preparation which met in Indiana in 1966 was the need for consideration of the choice of teaching materials for the methods course. The literature in foreign language education has little advice to offer the methods teacher concerning what he should use. The problem seems to revolve not so much around which book should be used, but around the priorities to apply in making multiple selections from an ample field. Most of the bibliographies accompanying the course outlines indicated that a number of references are used.

Some instructors do not require the purchase of any books for the class. Instead they prepare bibliographies and allow or require the students to select from them. Some professors make specific assignments from the bibliographies.

A few outlines follow rigidly the table of contents of a specific methods book. Others assign no reading at all or a minimum of it.

Among the more popular books of a general nature used in the methods courses for which outlines were available are the following:

Wilga M. Rivers, *The Psychologist and the Foreign Language Teacher* (1964)

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1Strasheim, ed., *Target: Methods*, p. 31.
Robert L. Politzer, *Foreign Language Learning, A Linguistic Introduction* (1965)
Theodore Huebener, *How to Teach Foreign Languages Effectively* (1965)
Edward Stack, *The Language Laboratory and Modern Language Teaching* (1960)

Other references which are directed to specific languages were and continue to be quite popular:


Since 1965 when most of the outlines were collected, several other important methodology books have appeared and are in wide use:

Ruth R. Cornfield, *Foreign Language Instruction, Dimensions and Horizons* (1966)
Frank M. Grittner, *Teaching Foreign Languages* (1969)

A number of specialized publications, booklets and pamphlets also appear in the bibliographies supplied by methods instructors. The following are exemplary of them:


In addition to the above-named references, publications of the United States Office of Education and state departments of instruction, textbooks and manuals, and journals of foreign language professional associations are widely used.
Films on the teaching of foreign languages are used in many methods courses. Most of those available are lengthy films which encompass such a wide range of teaching skills that it is difficult for the instructor and students to analyze thoroughly the teaching behavior which is exemplified in them.

The review of the outlines reveals that a majority of methods instructors attempt to acquaint their students with the foreign language textbooks and teaching materials used in the secondary and elementary schools. Most bibliographies, however, give no indication that students are exposed to a wide variety of teaching materials. Based on her experience in working with numbers of young teachers, the investigator believes that most of them are acquainted with only a few of the more popular texts and teaching materials or with the particular teaching materials used in the schools in close proximity to the college or university.

Most colleges and universities now possess language laboratories, and there is evidence from the outlines that a number of these institutions make use of the laboratory in training students to become foreign language teachers. There is additional evidence, however, that some do not.

Frequently, students learn the operation of and care for equipment such as the audio-tape recorder; slide, filmstrip, overhead, and opaque projectors; and other instructional devices in special audio-visual classes. Whether such instruction takes place in audio-visual classes or in the methods class, it is the responsibility of the methods
instructor to see that young teachers do not enter the classroom without this knowledge and its application to foreign language teaching. How many of them do assume this responsibility is not known, but some outlines include references to instruction in the use of equipment. This investigator, however, knows from her work with young teachers that many of them have not had adequate instruction through their teacher education programs in the use of equipment. This problem is apparently not due to the inavailability of adequate supportive equipment in the colleges and universities but to the failure of methods instructors and others to make adequate use of it.

Methods professors conducting activity-centered courses often use specialized equipment such as the videotape recorder. Since the majority of methods courses are not activity-centered, however, many instructors make no use of this equipment even though it is rapidly becoming available in many colleges and universities.

The increasing use of simulation techniques in training teachers requires specialized films, filmstrip-tape combinations, special videotapes and other materials. Unfortunately, few of these materials are yet available and in use in foreign language methods classes.

The "Guidelines for Teacher Education Programs in Modern Foreign Languages" specify that each college training foreign language teachers should maintain:

...a curriculum library containing the materials and equipment commonly used in teaching modern foreign languages in elementary and secondary schools.¹

¹"Guidelines for Teacher Education Programs in Modern Foreign Languages," 344.
Such a library is most accessible to and used by students if all materials applicable to the teaching of foreign languages are kept in one location. The curriculum library should contain textbooks, manuals, tapes, films, filmstrips, disc recordings, visuals, professional journals, general foreign language methods books and specialized references, applied linguistics books, bibliographies, resource lists, state department of education and United States Office of Education publications, materials catalogues, samples of standardized tests, and any other items applicable to the teaching of foreign languages. The investigator has examined many curriculum libraries which are most inadequate for providing materials to acquaint students with what is available to them in the teaching of foreign languages.

Also necessary for effective teacher training is access to foreign language classes in elementary and secondary schools. The fact that these classes are not always accessible is a problem recognized by numerous teacher educators. The size of the community in which the college is located, the receptivity of the local school administrators, and other factors often place severe limitations on the field experience program related to the methods component.

The Language Used in the Methods Component

Only two of the 35 course outlines reviewed indicated that the methods courses were conducted in the foreign language, and then reservations such as "whenever possible" were stated. Some target-language usage undoubtedly occurs, however, in methods courses employing even a
limited activity-centered approach because it then becomes essential in the teaching activities.

**Evaluation of Students in the Methods Component**

The course outlines overwhelmingly indicate a system of routine testing and preparation of papers as the basis for the course grade. No information is available concerning evaluative procedures in experience-centered approaches to the teaching of methodology. Neither is information available as to the criteria and methods used by methods instructors in screening students for student teaching.

**The Methods Teacher**

Information concerning the background and preparation of the methods teacher is limited. Willis, who studied all of the methods courses in the teacher training institutions of Wisconsin, produced information for the following profile of the secondary special methods teacher. Since 17 of the 147 secondary special methods teachers taught foreign language methods courses, his findings should be applicable to this investigation:
TABLE 3.—A profile of the experience, training, and department affiliation of the secondary school special methods instructors in Wisconsin teacher training institutions according to information supplied by Willis' investigation in 1965:

<table>
<thead>
<tr>
<th>Experience, Training, and Affiliation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have an undergraduate major in the content area with which they are concerned</td>
<td>68%</td>
</tr>
<tr>
<td>Have an undergraduate minor in the content area with which they are concerned</td>
<td>19%</td>
</tr>
<tr>
<td>Took their master's degree via the academic content area</td>
<td>24%</td>
</tr>
<tr>
<td>Took their master's degree in education</td>
<td>3%</td>
</tr>
<tr>
<td>Took their master's degree combining both academic content and education</td>
<td>14%</td>
</tr>
<tr>
<td>Have a master's degree</td>
<td>41%</td>
</tr>
<tr>
<td>Have a doctorate</td>
<td>34%</td>
</tr>
<tr>
<td>Have only taught in the secondary or elementary school prior to Willis' study</td>
<td>2%</td>
</tr>
<tr>
<td>Have only taught methods prior to Willis' study</td>
<td>14%</td>
</tr>
<tr>
<td>Have taught both methods and in schools prior to Willis' study</td>
<td>83%</td>
</tr>
<tr>
<td>Were assigned to the education department</td>
<td>27%</td>
</tr>
<tr>
<td>Were assigned to the academic department</td>
<td>43%</td>
</tr>
<tr>
<td>Held a joint appointment between the academic and education departments</td>
<td>26%</td>
</tr>
</tbody>
</table>

N=147

The Childers-Bell-Margulis study of foreign language methods instructors yielded similar information:

TABLE 4.—A profile of the experience, training, and department affiliation of foreign language methods teachers compiled from information from the Childers-Bell-Margulis study in 1961.

<table>
<thead>
<tr>
<th>Experience, Training, and Affiliation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was a specialist in at least one modern language</td>
<td>88.5</td>
</tr>
<tr>
<td>Had had experience teaching modern foreign language in high school</td>
<td>76.7</td>
</tr>
<tr>
<td>Had a dual appointment in foreign language and education departments</td>
<td>23.9</td>
</tr>
<tr>
<td>Had had experience in professional education</td>
<td>92.0</td>
</tr>
<tr>
<td>Still taught or supervised in the schools and also taught the methods course as a part-time college responsibility</td>
<td>16.0</td>
</tr>
</tbody>
</table>

N=23

Nearly 90 percent of the special methods instructors in both the Willis and Childers-Bell-Margulis studies were specialists in the discipline for which they were teaching methodology. In both studies, more than three-fourths had taught at the level for which they are helping to prepare students. Some of the methods teachers had had no preparation in professional education.

Individuals are often selected to become methods teachers because they are superior teachers in the academic classroom. Combs suggests that supervisors so chosen, and by implication, methods teachers as well, are not always effective in their new positions because they tend

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1Childers, Bell, and Margulis, *Teacher Education Curricula in the Teaching of Modern Foreign Languages*, pp. 154-155.
to try to impose their expertise upon others for whom it might not be appropriate.\footnote{Combs, The Professional Education of Teachers, pp. 105-106.} Furthermore, the master teacher is not always able to analyze for others the factors which contribute to his success.

Krumbein notes that teaching in the special methods courses is often poor.\footnote{Krumbein, ed., Innovation in Teacher Education, p. 51.} Willis also discovered this problem.\footnote{Willis, "Learning and Teaching in Methods Courses. Part I; Current Practice," \textit{Hispania}, XLIX (May, 1966), 273.} The teacher is not always chosen on the basis of his qualifications for the job. The shortage of specialized personnel suitable for teaching methodology causes some colleges and universities to appoint whomever they can get. In referring to supervisors of student teachers, who are also often the methods teachers, Bernstein indicates that some of them hold their jobs because they were the staff members who, for one reason or another, found it most difficult to reject the appointment.\footnote{Bernard Bernstein, "The Training of Student Teachers; A High School Point of View," \textit{Hispania}, XLIX (May, 1966), 273.} The experience of the investigator in working with foreign language methods instructors confirms this indictment. On the other hand, some instructors volunteer to teach methods because they have an interest in methodology or because they realize that there is no one else willing to be responsible for the component. Enthusiasm and generosity, however, do not within themselves cause a methods teacher to be effective.

In large universities graduate students are often assigned as instructors in methods courses. Some of these individuals are well
qualified by training and experience to do the job. Others are not.
The fact remains for all of them that they are at the university pri-
marily to be students themselves. If graduate work is their chief goal
and emphasis, they usually find it impossible to devote adequate time
and attention to their work with methods students.

No information is available about the personal qualifications or
general characteristics of methods instructors.
CHAPTER V

AN EVALUATION OF THE EFFECTIVENESS
OF THE METHODS COMPONENT

The criteria established in Chapter III will now be applied to the foreign language methods component in order to help identify the weaknesses of it in its present form.

The procedure used will be to follow again the topical outline of Chapter IV which includes the structure of the methods component, the relationship of it to other aspects of teacher education, the content, activities, and teaching materials of the methods component, the language used in it, the system used for the evaluation of methods students, and the nature of the methods teacher. The purpose on this occasion, however, is to apply the criteria established in Chapter III to the findings reported in Chapter IV regarding current practices in the study of foreign language methods in order to evaluate the effectiveness of this component of teacher education. The left-hand side headings appearing in this chapter follow the pattern of organization established for the criteria in Chapter III.

Some duplication will be noted throughout this chapter. This is attributable to the fact that it is sometimes possible to arrive at the same evaluation by the application of the individual criteria to the different sub-topics concerning the teaching of foreign language methods.
No criterion is likely to be applicable to all aspects of the methods component. Therefore, only those which are deemed relevant to a given sub-topic related to the methods component will be applied to that particular sub-topic.

Structure of the Methods Component

The purpose and nature of teacher education

The structure of the conventional methods courses now prevalent in teacher education programs does not allow sufficient time for the study of methods and models, one of teacher education's basic purposes. The isolation of the study of methods within the course concept is an additional limitation. More could also be done to help the student develop his techniques for working with students if the study of methods were more closely related to the field experience program.

The structure of teacher education

The foreign language methods component in its present format helps in some measure to unify the elements of the preparation of the foreign language teacher, but an improvement of the format would greatly enhance the achievement of unity. The fact that in some schools the education and foreign language departments do not cooperate and even fight against each other in reference to the methods component indicates that unity of program through that component is missing in those institutions. The time presently allowed for the study of methods does not permit relating of methods to other components of teacher education such as linguistics, educational psychology, and the foreign language itself. Not only is brevity a factor, the course concept succeeds in
isolating professor, students, and bodies of knowledge from each other at a time when many relationships need to be emphasized. This problem becomes obvious when the fact is recognized that very few students have an opportunity to study methods of teaching prior to, during, and following student teaching. Even the foreign language methods component and the field experience program sometimes are isolated from each other because of local factors within the structure of teacher education programs. The student's liberal education is the least directly related component of his preparation, and no information is available to show that much is done to enlighten students about its contributions.

A definition of methods

A change in the length and format could provide an opportunity for a more analytical study of the nature of language and of the organization of elements within the discipline as a basis for language teaching. The nature of language and language learning is now often treated superficially.

The purposes of the special methods component

When the purposes of teacher education are applied to the methods course, they multiply because of their specificity. The methods component, now usually one course ranging in length from one to four semester hours, cannot accomplish well all that is expected of it. The opportunities for becoming acquainted with a variety of classroom situations, circumstances, and problems are at present very limited.

Media and new developments in teacher training increase these oppor-
tunities, but there is little evidence that many methods courses are using media and new developments to any extent. Most assuredly, the opportunities to develop and refine teaching skills which have the corollary benefits of building self-confidence and helping to effect the change of the student's self-image into that of a teacher are limited in the brief lecture-discussion type class which now predomi­nates. The isolation of the study of methods within the course concept makes it more difficult than it ought to be for the instructor to pro­vide many opportunities for the study and analysis of teaching and for the student to develop his teaching skills. All too often his engage­ment in laboratory experiences is limited to peer teaching if he has any opportunity at all to perform. The present format does little to enhance the relationship between foreign language study, other aspects of professional education, and the methods component. The use of the foreign language methodologist who usually works with the student in more than one course is contributing in a few schools to some progress in this respect. The present format of the methods component limits the opportunities for students to gain insight into the nature of the many types of children now in the schools.

Basic principles guiding the methods component

One of the primary shortcomings of many methods courses is per­haps that they rely too heavily on a dogmatic, one-way approach to teaching foreign languages. The literature of foreign language educa­tion published during the last several years is replete with criticism of the profession, including the methods instructors, for this error.
A part of the cause of this problem perhaps derives from the limited format of the course: there is too little time for the methods instructor to permit himself and the class the luxury of exploring multiple ways of arriving at the same goal. Nor does he have ample time and the appropriate contacts with realistic teaching situations to analyze teaching and learning behavior in depth and for encouraging a spirit of inquiry toward the process of education. The prevalent brief lecture-discussion-demonstration type of class cannot be expected to achieve much in the way of altering student behavior because it is not activity-centered and does not involve the students extensively. This is, however, starting to change as instructors begin to use simulated teaching activities such as micro-teaching to involve their students in more realistic practice. Although the methods instructor might be a superior model of foreign language teaching, in most classes his opportunities to demonstrate his proficiency in teaching foreign languages are limited. A different format making use of more demonstration activities could remedy this problem. An additional limitation of the format of teacher education is the isolation of theory from the study of methods. Many students see little relationship between such courses as philosophy of education and foundations of curriculum on the one hand and methods and student teaching on the other, because the overburdened methods course does too little to enhance the relationships among them. The present format of the methods component does not make possible enough realistic experiences to achieve as much as it should in helping the students to formulate theory from those experiences.
Proposals for the reform of teacher education

The foreign language methods component, like many of the other components, is in need of the basic reform advocated by many critics of teacher education. According to the majority of the course outlines which were reviewed, the teaching of methods does not differ significantly from Thomas's report in 1952. A few experimental programs, however, are striving to relate methods and the structure and nature of the language. A new format for the methods component could help in extending the laboratory experiences over a longer period of time; but as long as it is limited to the course concept, its contributions in this regard will be limited. It would seem that the methods component would gain in efficiency and effectiveness by being converted to more of an activity-centered component closely related to the field experience program and making use of one or more activities such as seminars, more extensive laboratory experiences, internships, and individualized learning. Another alternative might be to supplement a limited number of classroom sessions with laboratory sessions. The methods course in its present format cannot achieve as much as it should in the way of preparing teachers for a wide range of cultural patterns and student intellectual abilities. A different format, too, would also help to fulfill the recommendation that theory and practice be more closely related.

Before concluding this consideration of the format of the methods component, it is useful to compare the effectiveness of the two approaches: the single-language and the multiple-language approach. The
single-language approach seems to be favored both in theory and in practice. The single-language approach permits closer examination of the linguistic contrasts between the native and the target languages. The multiple-language methods component provides an obstacle in the activity-centered approach to the study of methods in that it is much more difficult for the instructor to arrange laboratory experiences. Instructors, too, seem to prefer the single-language approach because they are usually more proficient in one language and can thus teach with a greater degree of confidence. They can also use examples which are familiar to the students for demonstration and illustrative purposes. Strasheim reports that first-year foreign language teachers and college methods instructors concurred in their opinions that the single-language approach should be used when practicable.\footnote{Strasheim, ed., \textit{Target: Methods}, p. 10.} Axelrod found that one of the differences between conventional teacher-training programs and the foreign language institutes sponsored by the National Defense Education Act was that the study of methods in the institutes dealt with a specific language. This was considered to be an advantage which contributed to the high degree of success achieved by the institutes.\footnote{Axelrod, \textit{The Education of the Modern Foreign Language Teacher for American Schools}, pp. 29-30.} The multiple-language approach does enjoy two advantages which the single-language component does not. The varied language backgrounds of the students provide a check against the tendency of some instructors to abandon pedagogical objectives for linguistic ones, and it makes peer teaching more feasible.
The Relationship of the Methods Component to Other Aspects of Teacher Education

The purpose and nature of teacher education

The lack of unity that characterizes many training programs for foreign language teachers makes it difficult to achieve one of the purposes of teacher education: the study of knowledge, models on which logic and reason depend, and the methodological basis for making judgments and decisions. The achievement of this objective is contingent upon the interrelationship of a number of disciplines, for example, between education and the foreign language department and between the methods component and the field experience program.

The structure of teacher education

The fact that education and foreign language departments sometimes ignore each other or even contend with each other in open conflict is quite detrimental to the structure of teacher education. The student is often caught between the two which seek to pull him in divergent directions, and his preparation is fractionalized. Disunity all too often characterizes teacher education programs. The college or university which fails to see that unity is achieved between the foreign language and the education departments fails to recognize the study of the foreign language as a component of teacher education. Far too little integration between the study of methods and the use of them characterizes the preparation of foreign language teachers in many schools. A closer relationship between the methods component and the field experience program would help to solve this problem. More methods
instructors should be responsible for or work with the placement and supervision of student teachers than is currently the case. Within the present structure of teacher education the student's opportunities to study methods of teaching foreign languages are usually limited almost exclusively to the foreign language methods class, to the general methods course in some cases, and to student teaching. The methods component and other courses such as philosophy of education and educational psychology are frequently not well unified.

There is evidence that the methods component governed jointly by the education and academic departments is subject to problems not peculiar to those affiliated with only one department. In practice, the role and responsibilities of the instructor who is a joint appointee are not always clearly defined. The instructor is also sometimes overworked because he is given excessive non-instructional duties by the two different departments to which he is assigned.

A definition of methods

An improved relationship between all components of teacher education would permit broader approaches to the study of teaching and learning, even in the specialized foreign language methods component. The lack of cooperation and coordinated effort between instructors of foreign languages and methods deters an adequate analysis of the language as related to the teaching of language. The methods course in most cases is not now sufficiently teacher-learner-behavior oriented. A closer relationship between the field experience program and the methods component needs to be developed to help overcome this problem.
The purposes of the special methods component

A teacher education program characterized by disunity and in which the methods component is isolated from the study of language that takes place in the foreign language department does not help students to understand the relationship between the nature of foreign languages and the teaching of them. For example, the language classes and the methods instructor could help the student understand the purposes and objectives of foreign language study. Disunity can lead to the two components' failure to complement each other in this respect, and they sometimes work at odds against each other as to the reasons for studying foreign languages. Greater unity between the foreign language department and the methods component would undoubtedly lead to more effective analysis of foreign language teaching. The language professors could also assist in acquainting the students with sources of information to help them in teaching foreign languages. A more cooperative relationship between foreign language and education professors would most likely help to develop a favorable professional attitude on the part of the students. The study of methods is often isolated from other aspects of teacher education. For example, the student might learn the mechanical uses of the tape recorder in an audio-visuals course and the proper use of pattern drills in the methods component. He might not, however, learn in either course the appropriate time and occasion for introducing pattern drills on tape. On the other hand, he may learn either or both of these bits of information in both courses. Disunity leads to both duplication and omissions in teacher preparation,
which have been amply criticized by teacher educators and the graduates of their programs. The present confinement of the study of foreign language methods to a brief course which is isolated in practice from the other components of teacher education does not aid in acquainting the students with a variety of classroom situations, circumstances, and problems. An extensive field experience program more closely related to the methods component than it now is would enhance the opportunities for the achievement of this objective.

The study of methods of teaching foreign languages sometimes does not precede student teaching. If it does not (although it is also important that it parallel and follow student teaching), it cannot serve as one of the screening processes for this step in training the foreign language teacher. Nor can it help to build self-confidence for the student and assist him in beginning to make the transition from student to teacher prior to student teaching.

**Basic principles guiding the methods course**

Better unity among the components of teacher education would permit a sharper focusing upon the methods studied throughout the several components. There is now too much superficial study of methods scattered throughout the whole of teacher education; rarely does any one instructor have the time and circumstances to pursue in depth the study of teacher and learner behavior. One of the basic principles which is least likely to be adequately followed by the methods component within the present framework of teacher education is the importance of the relationship of theory to practice. The interdependence of theory
and practice is not easily understood in a program fractionalized into
discrete courses having little to do with each other. Nor do methods
courses isolated from the study of foreign languages reveal the inter-
dependence of the content and the teaching of it. The methods component
is also too isolated from the field experience program in many schools
to assist in the derivation of theory from practice.

Proposals for the reform of teacher education

One of the key proposals for the reform of teacher education is
that a more unified structure needs to be developed. Certainly the ef-
ficativeness of the methods component would stand to gain much from
this restructuring. If more colleges made use of the foreign language
methodologist, the relationship between methods and the field experience
program would be enhanced. The methods component would be far more
effective if there were a closer union between that component and the
foreign language department. The methodologist and the methods com-
ponent could occupy a major role in extending the laboratory-experience
program over a longer span of time. The methods component at present
achieves little in the way of acquainting students with a wide range of
cultural patterns and intellectual abilities. Instructors should seek
out ways of avoiding this problem. If they did, they would also in-
crease their own contacts with the schools and become intimately knowl-
geable of the realities of teaching in them. The review of the
course outlines revealed that some of the content of some of the
courses is repetitious of the content of other courses in the profes-
sional education sequence. The danger of duplication is sufficient
admonition for every methods instructor to remain in close communication with other instructors in the education department. Since the present three-hour course is recognized by many as inadequate for the teaching of methods, this investigator believes that the proposal to abandon the course concept for increased field experiences, seminars, and other laboratory activities is valid for the study of methods. The more diversified methods component should be under the direction of the foreign language methodologist working closely with other education and foreign language professors and the personnel in the schools.

The Content of the Methods Component

The purpose and nature of teacher education

According to the content of many of the course outlines examined, it appears doubtful that the study of methods and models of teaching is approached from a very ample point of view in most courses. There is evidence that many instructors attempt to provide recipes and rules for teaching by taking a one-way, how-to-do-it approach, thus stressing the finished product rather than attempting to begin the continuing professional development of the teacher. There seems to be inadequate emphasis upon helping the students to discover or develop their own best ways of achieving the course objectives. Many instructors appear to try to provide information for the students concerning teaching, but this seems to be superficially done in many cases.

The structure of teacher education

The content described in some outlines leads the investigator to
believe that not all methods instructors coordinate their courses with others in the professional education sequence. It would seem that such topics as the handling of discipline problems and the development of language skills would be more effectively covered elsewhere. A number of instructors fail to relate the content of their courses to the nature of language learning, however the field of applied linguistics is exerting more influence upon foreign language methods courses partially because of the examples provided by the National Defense Education Act institutes. It is unlikely that most methods instructors draw extensively from the other components of teacher education. Few of them have adequate preparation in such fields as educational psychology, philosophy of education, and curriculum to relate these fields to the foreign language methods course. This is attributable to the fact that the majority of them have come to their positions through the liberal arts-foreign language route and have limited or no preparation in professional education. Less duplication but better interrelationship of content could be achieved if teacher education programs were better unified.

A definition of methods

Most methods courses seem to be deficient in their analysis of the specific organization of the elements within the discipline of foreign languages. Although the majority of them include study of the nature of language, there is little time for this objective to be investigated adequately because of the multiplicity of topics included in the brief time now allotted to the study of methods.
The purposes of the special methods course

Many outlines include the goals of teaching foreign languages, and they frequently relate these goals to the various levels of foreign language study. A minority of the outlines, however, appear to treat the relationship of foreign languages to the remainder of the curriculum. Many courses are concerned with both theory and practice of language teaching, but a proper balance does not always appear to exist between the two. Many of them achieve too little in the way of developing the student's teaching skills. According to the outlines, little is done in most methods classes to acquaint the students with even the most popular materials from the many available for use in the schools. Most professors seem to make an effort to inform the students of the professional organizations and services available to them.

Basic principles guiding the methods component

Too much content is included in most of the outlines to permit exhaustive study and analysis of teacher and learner behavior. The content of the outlines reviewed, however, gives little indication that a variety of methods of achieving a given objective is presented and studied in most methods courses. The time limitations within which most instructors have to work perhaps discourage a multiple-approach system. The outlines reviewed provide little evidence that the content of most methods courses is revised frequently to keep pace with the changes in society and conditions affecting learning. Most of those currently in use vary only slightly if at all from those prepared during the early nineteen-sixties or from those of even an earlier vintage. A closer relationship between the study of methods and the
laboratory experience programs would most likely cause the content of methods courses to be more meaningful.

**Proposals for the reform of teacher education**

At present, the same content is made to apply to all students in most methods classes. More individualization is needed. Application of the proposal that the foreign language to be taught and the study of the teaching of it be more closely related would alter to some degree the content of the methods component. The applications of linguistics as a basis for teaching foreign languages would be used more extensively. The literature in teacher education indicates that there is duplication of content among the various education courses in some schools. This could be avoided by more careful structuring of teacher education to prevent confusion of objectives and subsequently of content among the courses. The outlines reviewed reveal that some methods instructors are responsible for contributing to this repetition.

**The Activities and Approaches Used in the Methods Component**

**The purpose and nature of teacher education**

The methods component should be one of the primary aspects of the teacher education curriculum through which students could conduct studious inquiry into teaching-learning behavior; yet because most methods courses are not activity-centered, this inquiry often does not penetrate deeply. The lecture-discussion dominated class provides little opportunity for the practice of skills. Because the course is limited in time and because the qualifications of the instructor often leave much
to be desired, it is doubtful that many foreign language methods courses help the students understand that there is more than one method of achieving the objectives. The same reasons also deter those studying to be teachers from discovering their own best ways of working with students.

The structure of teacher education

Greater unity in the various components of teacher education is highly desirable for enhancing the effectiveness of the methods component. For example, student teaching and other facets of the laboratory experience program are closely related to the study of methods. The application of guidelines that have already been provided by research and experimentation for a new structure in teacher education would provide opportunities for far more activities of an experience-centered nature. The methods course is now usually compressed into a neatly packaged course isolating it from other laboratory activities of the teacher education program. Laboratory activities should extend throughout the entire sequence of teacher education.

A definition of methods

Many conventional methods courses are more theoretical than descriptive in that there is too much talking about and too little practice of. There is evidence from the outlines and the personal knowledge of the investigator that some instructors never leave the generalizations to consider the specifics of foreign language teaching. A balance of both discussion and involvement is essential in an effective methods component. It is perhaps true that some instructors lose their students
and sight of the objectives of the course by too much concern for the
details of teaching to the detriment of the analysis of basic principles
underlying methods.

The purposes of the special methods component

The objectives of the methods course should guide in the selection
of activities just as they do in the choice of content. Unfortunately,
the prosaic activities of most methods classes seem to accomplish little
in helping to achieve many of the purposes established for the course.
For example, the lecture-discussion approach used in most non-laboratory-
type methods courses provides limited opportunities for the study and
analysis of foreign language teaching. Neither do the activities pro­
vide enough of a bridge between the study of a foreign language and the
teaching of it. Few methods courses use activities which are conducive
to acquainting the student with a variety of classroom situations, cir­
cumstances, and problems. If they do not do this, neither are they
likely to succeed in helping students to develop insight into and sensi­
tivity to the nature of children and of the learning process. The
activities often do not adequately relate theory and practice in the
teaching of foreign languages because there is too little practice to
undergird the theory or too little theory to help analyze the practice.
Some instructors use no activities which would help to acquaint the
student with the foreign language profession and the resources which it
offers him. Nor do they do enough to build the confidence of the stu­
dent through direct involvement in teaching. If the methods component
is to serve as a means of helping to screen students for student teach­
ing, it would seem that it would be of more use if it were experience-
centered. The majority are not of this nature, as the outlines and the
literature in foreign language education have indicated. The lecture-
discussion type course can do little to help the student build his
confidence by proving to himself that he can teach.

**Basic principles guiding the methods component**

The shortage of time, the personal biases of the instructor, and
many other factors often curtail the variety of methods and activities
exemplified or encouraged in the methods component. In most methods
courses, the activities do not seem to be conducive to an intensive
study of teacher behavior. Nor do they seem to be adequately guided by
the need for intellectual analysis and investigation or appropriate in
many cases for changing the behavior of the student. An experience-
oriented approach would permit more effective application of these
principles. A methods instructor who spends a large portion of his
time lecturing can hardly serve as a model exemplifying a wide variety
of desirable teacher behaviors for his students. Nor are lecture, dis-
cussion-centered activities conducive to helping the students to under-
stand and appreciate the interdependence of theory and methods or
between the nature of the discipline of foreign languages and the
teaching of them. That the methods course is not constantly evaluated
and revised is more evident in the case of the activities used in them
than in the content chosen. Most methods courses today are just as
lecture, discussion-centered as those which Thomas studied in 1952.
Few are based on a variety of activities and extensive involvement of
the students. Yet experience and research have intervened since that
time and technological devices have been developed which make possible a vastly different and improved methods course. The obsolete nature of the approaches to the study of methods is one of the most serious deficiencies in teacher education today.

Proposals for the reform of teacher education

One of the proposals for the reform of teacher education is that increased opportunities should be employed to permit the students to engage in more laboratory experiences in schools and communities. Certainly the methods component is one of the most appropriate in the teacher education program for the application of this recommendation. Increased activities in the schools would help to prepare teachers to work more effectively with a wide range of intellectual abilities and cultural patterns. Most instructors do not use enough appropriate activities to establish the relationship of theory to practice. Technological devices have been produced, and the techniques for using them have been well developed; but according to the outlines and the experience of the investigator, few instructors are using such equipment as the videotape or even the audiotape recorder to record and analyze teacher behavior. Few activities currently are used which adequately enhance the necessary interdependence of the work of the foreign language and education departments.

The Teaching Materials, Facilities, and Equipment for the Methods Component

The purpose and nature of teacher education

According to the experience of the investigator, some colleges
and universities do not possess adequate curriculum libraries to provide the student with resources for the acquisition of information about teaching. The meager bibliographies accompanying some of the course outlines also suggest that many methods students are not acquainted with a variety of sources of information about foreign language teaching. Perhaps the most serious deficiency faced by the majority of instructors is the lack of access to the schools for the provision of realism in the study of methodology. Few materials have yet been developed to permit the substitution of extensive simulation activities which would help to offset the inaccessibility of the schools. The software is less abundant than the hardware for use in the study of methodology.

The structure of teacher education

School facilities that are available to methods instructors are not now employed as efficiently as they might be in many cases because these same facilities are also being utilized by other components of the professional education program. If greater unity existed among the several components, more efficient use could be made of the limited facilities which are available.

A definition of methods

The inaccessibility of the schools makes it difficult for the methods course to be teacher-behavior oriented. Simulation techniques and media exist, however, which could assist in offsetting this problem; but they are not yet widely used. Adequate facilities, equipment, and materials are not now being employed in most schools to help the student
become acquainted with a variety of approaches to teaching and conditions affecting learning.

**The purposes of the special methods component**

The inadequacy of facilities and materials limits the opportunity for the study and practice of a broad spectrum of foreign language teaching and learning behavior. The lack of sufficient materials about and for teaching prevents the student from learning as much as he should about teaching and about what is available to help him in his profession. This appears to be a problem in many colleges, for their graduates are not even familiar with the popular textbooks and related teaching materials in common use. According to the outlines and bibliographies, not all instructors attempt to introduce their students to journals and other publications of the foreign language professional organizations. The limitations of facilities and the failure to employ media and simulation techniques in the methods component also inhibit the relationship of theory to practice, the development of insight into and sensitivity to the teacher's role, the nature of children and the learning process, and the changing of the self-image of the student into that of a teacher.

**Basic principles guiding the methods component**

The remoteness of the schools from the locale of the methods course, and the failure to counterbalance that problem by the use of media and simulation materials deters many methods instructors from conducting a thorough and exhaustive analysis of teaching-learning behavior and from relating theory and methods. The study of methods
thus becomes superficial and technical in nature rather than being intellectually and professionally oriented. Some bibliographies include references which are obsolete in view of more adequate publications. A few outlines list out-dated methods books as basic sources of information.

Proposals for the reform of teacher education

The proposal that opportunities for students to work in the schools be increased has not been implemented extensively by many institutions. The lack of an adequate administrative framework for effective collaboration between the schools and colleges tends to make existing facilities more inaccessible. Opportunities to use public school facilities more extensively and the greater employment of media would assist in preparing teachers for a wider range of cultural patterns and student intellectual abilities and in characterizing the methods course with more realism. Closer contacts with the schools would also help to keep methods professors in touch with the conditions, changes, and developments there. If the recommendation of some teacher educators that the course concept be abandoned is put into effect, methods instructors will have to use increased field experiences, seminars, tutorials and independent learning techniques. This development would most likely necessitate more extensive use of facilities, equipment, and materials than now prevails. Extension of laboratory experiences over a longer period of time will also require more variety in and use of facilities, equipment, and materials. Unfortunately, the proposal that available new media be used more extensively in training teachers is not being implemented by many instructors.
The Language Used in the Methods Component

The structure of teacher education

A large percentage of the courses include majors from different languages, and the native language is therefore necessary and unavoidable.

The purposes of the methods component

None of the objectives of the methods component are linguistic in nature. The pedagogical objectives toward which it is directed are already too numerous to be accomplished in the time allotted for them. To add another, the development of language proficiency through the use of the target language for instruction, would add a major new responsibility to an already over-burdened course. Because of the specialized and unfamiliar vocabulary related to the study of methodology, professors using the foreign language would have to proceed slowly; and the achievement of other more essential objectives would therefore become more difficult than it now is.

The Evaluation of Students in the Methods Component

The only criterion which assists in evaluating the system of testing and grading in the foreign language methods component is inherent in one of its secondary purposes: that the methods component should serve as one of the processes for screening students for student teaching. This is, indeed, a function of many methods courses. It would therefore seem logical that the evaluation of the student's
readiness for student teaching should be based partially upon an assess-
ment of his performance in teaching activities as observed in the meth-
ods component. This supports an experience-oriented approach. It
would seem that as colleges move toward a laboratory approach to teacher
education they would need to rely more heavily upon a system of evalu-
ating students which takes into account their ability to perform as
teachers. The use of videotapes permits the retention of a record of
the student's development in the role of the teacher.

The Methods Teacher

The criteria used in this section will only be those included
under the section designated "The Methods Teacher" in Chapter III.

As indicated in Chapter IV, little information can be gleaned
from the literature in foreign language and teacher education about
characteristics of the foreign language methods teacher currently in
the colleges and universities. The application of the criteria to the
methods instructor will therefore have to depend in large measure upon
the experience of the investigator and her acquaintance with numbers of
methods instructors.

No information at all is available concerning the personal quali-
fications of methods instructors. It is well known, however, that many
of them are selected to teach the course not on the basis of their
qualifications for the responsibility but because no one else is avail-
able to do the job. Certainly this means of recruiting methods instruc-
tors will not take many criteria of any kind into consideration,
including those related to the instructor's personal characteristics.

The literature reveals that not all special methods instructors are specialists in the discipline for which they are preparing students to teach. This investigator has occasionally encountered this problem. The studies by Willis and Childers, Bell, and Margulis previously cited reveal that approximately 15 percent of methods instructors have not taught foreign languages at the level for which they are preparing students.¹ The investigator's acquaintance with methods instructors also confirms this finding. It seems evident, therefore, that some methods instructors are inadequately trained and experienced to teach foreign language methodology effectively. No information is available concerning methods instructors' preparation in linguistics; but most of those with whom the investigator is acquainted have some knowledge of this field, albeit limited in most cases.

In the Willis study, only 17 percent of the special methods instructors had had master's level work in education.² Perhaps more of them had pursued studies in education at the undergraduate level. The Childers-Bell-Margulis study indicated that 92 percent "...had had experience in professional education."³ The foreign language methods

¹Childers, Bell, and Margulis, Teacher Education Curricula in the Modern Foreign Languages, p. 155.


³Childers, Bell, and Margulis, Teacher Education Curricula in the Modern Foreign Languages, p. 155.
instructor would perhaps be more effective if he had a stronger background in education, especially in education focusing on the training of teachers. A knowledge of educational research methods also is especially important for him since he needs to be capable of interpreting and occasionally conducting research.

No information at all is available regarding the general educational background and preparation of methods instructors.

Since many methods teachers are recruited from the elementary or secondary schools to instruct the methods course, and since so few universities offer graduate programs at the Ph.D. level which are directed to methods teachers, it is perhaps true that fewer of them hold the doctorate than do their colleagues in the foreign language and education departments.
CHAPTER VI
SUMMARY AND CONCLUSIONS

Recommendations Concerning the Foreign Language Methods Component

Application of the criteria to the practices in and related to the foreign language methods component resulted in the identification of a number of deficiencies in the teaching of foreign language methods. The investigator has subsequently drawn certain conclusions and formulated recommendations which are offered for the improvement of the teaching of foreign language methods.

The structure of the methods component

Given the many objectives established for the foreign language methods component and the time and the structural limitations within which it is confined, one wonders that it can accomplish anything of consequence. The task for the best of methods teachers is an impossible one within that framework, and no one can achieve all that is expected of him and urgently needed by the students.

The brevity of the component, limited in most cases to three semester hours, rarely to more than four, and sometimes even to one, encourages superficiality, the omission of important content, a prescriptive rather than a descriptive and developmental approach to the study of methods, and the omission of opportunities for the student to become involved in teaching activities.
The Indiana conferees on the foreign language methods course recommended that the methods course be lengthened.\textsuperscript{1} The authors of the 1970 Northeast Conference Report suggested that two methods courses might be more satisfactory for the accomplishment of the many objectives.\textsuperscript{2} In view of other recommended changes in teacher education, the validity of these recommendations to lengthen the component by simply adding more transcript credit hours is open to question; but the recognition that too much is expected from the methods course in such a short time is accurate. The proposals of teacher educators who advocate total reform of the professional preparation program seem to incorporate the extended time recommendation of foreign language educators and encourage the establishment of firmer relationships between the several components of teacher education. They suggest earlier and increased field and laboratory experiences with related seminars and tutorials, independent study, internships, greater use of the discipline methodologist, and other similar changes. These proposals are superior to merely lengthening the course or adding another one because they also help to integrate the entire teacher education curriculum. Such integration is highly desirable for greater efficiency and effectiveness in teacher education. A new format for the study of methods is needed to assist with the achievement of an integrated curriculum.

The pressures on the methods instructor of an already overburdened course are compounded when the class is comprised of students

\textsuperscript{1}Strasheim, ed., \textit{Target: Methods}, p. 6.

\textsuperscript{2}Tursi, ed., \textit{Foreign Languages and the "New" Student}, p. 130.
from more than one language. The instructor is usually more competent in one language and can therefore teach with greater confidence in the single-language component. All of the students in the single-language class can understand the examples which he uses for illustration and demonstration. He can be more effective in the single-language class in helping students understand the relationship between specific techniques of teaching and the structure of the language itself. As the methods component becomes more activity-centered, the desirability of the single-language approach for at least a portion of the time allotted to the component becomes a necessity.

The evidence from foreign language education clearly identifies the single-language approach to the study of methodology as being superior to the multiple-language class. Strasheim reported that first-year teachers and college methods teachers concur on this point.\(^1\) Axelrod found that one of the differences which helped to make the National Defense Education Act institutes more effective than conventional teacher education programs was the fact that in the institutes the study of methods was related to a specific language.\(^2\)

Although both theory and testimony support the single-language approach, there is another side to the issue. First, few foreign language educators would disagree with the suggestion that the basic theory, principles, methods, and techniques of teaching are essentially the same from one foreign language to another. Second, the smaller

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\(^1\)Strasheim, ed., Target: Methods, p. 7.

\(^2\)Axelrod, The Education of the Modern Foreign Language Teacher for American Schools, pp. 29-30.
colleges and universities find it exceedingly difficult if not impossible to finance and staff individual methods courses for each foreign language.

The solution to this dilemma seems for some colleges and universities to lie in the direction of the multiple-language, single-language combination approach. The multiple-language phase might meet in the college classroom for such purposes as discussion, presentation of information, and analysis of experiences and activities. Most of the single-language phase could be carried out in schools through laboratory activities ranging from observation to student teaching and even internships. This combination approach would seem to fit into the experience-centered teacher education curriculum advocated by many spokesmen for this field. Much additional research needs to take place, however, to develop a workable system for the combination approach; and a far more cooperative alliance would have to be formed than now exists between the schools and colleges in order to make it fully functional.

The relationship of the methods component to other aspects of teacher education

Brevity is not the only problem. Disunity unfortunately characterizes teacher education. Whereas general education, specialized education, and professional teacher education should blend together into a meaningful whole for the prospective foreign language teacher, they often, in fact, do not. In some schools obvious apathy or even open hostility towards the school of education is evident in the academic departments whose professors feel no responsibility toward the
training of teachers. Students are bewildered, and methods professors are often caught in the crossfire between the two departments.

Disunity even frequently exists within the professional education sequence. As a result, respondents in other investigations have complained of duplication of content among courses. This duplication is also to be inferred from the general nature of some of the content incorporated within a number of the course outlines reviewed by this investigator. Valuable relationships between foreign languages methods, and other aspects of teacher education that should be emphasized, explored, and developed are usually slighted or ignored within the conventional structure of teacher education.

The course concept is a major source of this problem. The general idea is one of "Now we will study this, then we will start on that." This concept not only contributes to disunity, but it causes problems of sequencing among the components of teacher education. For example, because of schedule conflicts some students cannot enroll in the foreign language methods course until during or after student teaching. Yet it appears that when these students are present in a course with others who have not had student teaching, the nature of the course is not changed significantly in order to accommodate them.

No easy solutions are visible for the problem of disunity, but within the framework of what now exists university administrators can help by recognizing the education department as being equal educationally and financially with other university departments and by establishing all-university councils for teacher education. Foreign language
methods instructors and other specialized methods professors who are appropriately educated and experienced so as to command respect from their colleagues in the education and foreign language departments can contribute much to the unification of specialized and professional education. Their best influence perhaps derives from the example which they set by their training, experience, and knowledge; but they also contribute to an alleviation of the problem by the nature of their work with their students and occasionally by virtue of their joint appointment and work within two departments. Each college or university training foreign language teachers should employ a foreign language methodologist responsible for the methods component and the supervision of student teachers in foreign languages and who directs or helps to direct the laboratory aspect of foreign language teacher training. Such a specialist is indispensable, for no other instructor or combination of instructors is characterized by the same experience and preparation that the methods instructor should have; and no other courses are directed to all of the same objectives. Without the foreign language methodologist, many of the objectives of teacher education are not likely to be achieved by the students.

It would seem that teacher education, including the methods component, could be improved by the identification of the proficiencies required for teaching foreign languages and by the subsequent provision of more laboratory activities in order to aid students in attaining them. Some of these activities might still be found within courses; others would be espoused within new formats of the type proposed by
B. Othanel Smith in *Teachers for the Real World*. The study of methods would run as a continuum of laboratory activities throughout the whole of the student's teacher education. This study would emanate from and lead back to the theoretical courses, and it would progressively increase in scope and depth as the student moved closer to the classroom to assume the role of the teacher. Much of the student's time would be spent in the schools or in the methods laboratory at the college.

These proposals or similar ones are in use in a limited number of colleges. The conceptualization for needed changes has taken place, and the development of prototypes is far enough along to have borne more fruit than it has to date. It is indeed unfortunate that more colleges and universities have not taken at least the first steps to improve the structure of their teacher education programs.

Since the general and the foreign language methods courses appear to be closely related in purpose and nature, special attention needs to be given to that relationship. Ward suggests that there is no empirical base for distinctions between them. According to him, it is not clear as to what is special and what is general. Lammel affirms Ward's opinion. The judgment of these two writers is perhaps valid if one is

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1B. Othanel Smith, *et al.*, *Teachers for the Real World.*


3Lammel, "General vs. Special Methods in Teaching the Disciplines," 87.
concerned with the basic goals of teacher education, for both courses attempt to acquaint the potential teacher with methods to be used in the classroom. Certainly the theory and principles set forth in a foreign language methods course should reflect the theory and principles of education in general. In this sense, there is some duplication.

There is much evidence, however, that in outcomes there is a difference between the special and the general methods course. Bruner's thesis regarding the structure of knowledge implies the need for a close relationship between the discipline and the methods of teaching it.\(^1\) Phenix believes that the special approach to the study of methods is more analytical and thorough than the general approach.\(^2\) The committee of foreign language specialists assembled by Lyon for her dissertation unanimously supported the need for the foreign language methods course, but none of them saw fit to recommend a general methods course.\(^3\) The foreign language teachers surveyed by Franklin ranked the foreign language methods course as the fifth most helpful of their teacher-training experiences, following the contributions of the master teacher, student teaching, travel or study abroad, and National Defense Education Act institutes. They ranked the general methods course nineteenth.\(^4\) These


\(^3\)Lyon, "The Undergraduate Preparatory Program for Secondary Teachers of Modern Foreign Languages," pp. 44-45.

data confirm extensive testimony which this investigator has heard from teachers comparing the relative value of the two approaches to the study of methods. An irony exists, however, in that in spite of this evidence, the student is much more likely to have an opportunity to study methods through the general than through the specialized approach. If one is omitted, it is usually the special course.

The purpose of this comparison of the two approaches to the study of methods is not to negate the need for either of them. The investigator has not studied the general methods component exhaustively and is not prepared to pass judgment on it. But it seems obvious that the special methods component is a highly valuable and valued component which must not, under any circumstances, be omitted from programs to prepare foreign language teachers. It also seems obvious that the specialized methods component should begin where the general course leaves off in order to complement rather than to duplicate those objectives. Close communication is therefore necessary between the professors of the two courses or components.

Teacher educators often encourage their future teachers to treat their students in different ways according to their individual differences. Yet there is little evidence that this is done in their own programs. This, too, must be changed. There is, for example, no reason to force the highly creative through the same pattern of courses and activities with others who are less creative. There is a critical need for an effective system of counseling and guidance in teacher education to help in individualizing instruction, and more alternatives
should be open to students than are now available.

The content of the methods component

Course outlines reveal in many cases that the purpose of the course is not clear to the instructor. These outlines offer little evidence that the courses are directed toward a specific and recognizable goal. They frequently seem to be an illogical, disunited conglomeration of topics brought together in somewhat aimless fashion. Subjects such as the disciplining of students are sometimes included. Such a topic does not seem to be essential as long as the methods component is no more activity-centered than it now is. There is no logic to the sequence of subjects in some outlines. Some outlines are exceedingly brief and superficial, and frequently they contain few or no references to methods texts and other reading materials for the class. One professor in his outline devoted one day to each of the languages represented in the class for consideration of the problems of teaching those individual languages; it would seem that so little could be done in reference to any one language during one specific class period that it would hardly be worthwhile to include this activity. Some outlines follow the organization of a particular methods text, and the plan for the course is thus abandoned to the author of the text who perhaps did not intend that his book be used in such fashion. Other outlines exemplify the one-way, party-line approach to the study of methods. Some instructors seemingly intend to place more emphasis on methods of teaching certain linguistic skills than on others.
Methods instructors themselves have recognized the need to improve the selection of content for their courses as indicated by the inclusion of this topic among those suggested for discussion at the Indiana University methods seminar.¹ A critical problem is that too much is expected in an inadequate amount of time, and methods instructors thus have no choice but to make many undesirable omissions in the objectives and many compromises in the way in which those objectives are treated. Different professors order their priorities in different ways, and their course outlines vary widely as a result.

It is difficult to solve the problems of the over-burdened methods course by deleting material. Of the topics for the methods component found in Tables 1 and 2 (pp. 109, 111), only two could perhaps be omitted without causing a disservice to the future teacher of foreign languages. One—the study of methods of teaching foreign languages in the elementary schools (FLES)—is especially important, but adequate treatment of this topic would require a separate component. Problems of bilingualism, too, are most appropriately treated in a separate course if they are to be studied thoroughly. Otherwise only a very superficial mention of them is possible in the regular methods course.

To solve this problem the methods course could be lengthened or a second course could be added. These are not considered to be the best alternatives, however, because they ignore other desirable changes. Far more effective would be a shift to the experience-centered, laboratory approach to the training of foreign language teachers which begins as

¹Strasheim, ed., Target: Methods, p. 31.
early as their freshman year and continues until their graduation. Such a program should be based on performance criteria, and it should not require all students to study the same material and to engage in the same activities.

As long as instructors are responsible for the teaching of foreign language methods courses within the conventional course format, they must insist upon more time to accomplish what is expected of them. This time can be acquired by the addition of transcript credit hours or by supplementing the methods course with laboratory sessions. It should be remembered, however, that, as previously noted, merely adding time is not the best solution to the problem; and it should be considered only as a stop-gap measure. Within the present course format, the instructor can integrate the content and activities to achieve the most efficient use possible of the time which they have. In addition they should also evaluate and re-evaluate content choices frequently in order to prevent duplication between their courses and others within the professional sequence and to ensure that the most vital needs of the students are satisfied.

Activities and approaches used in the methods component

A powerful technology is required if the methods component is to enable the prospective teacher to improve upon the many inadequate and inappropriate examples set for him throughout his educational career. Ironically, the component remains in most cases a routine, lecture-discussion class making some use of peer-group teaching opportunities, often managed inefficiently. If the methods component is to produce a
desirable change of behavior in the student, it must engage him mentally and physically in a variety of teaching activities. The methods component must be constructed largely of experiences which make him feel the reality of the classroom, which lead to a comprehension of theory, which help to clarify the relationship between the language he has studied and what he has learned about the teaching of it, and which help him realize that he is a teacher. "Participation in teaching," Combs suggests, "should be the occasion for learning, not of testing methods after learning has finished."1 The laboratory or activity-centered approach is one way of achieving Combs' recommendation.

The dogmatic, cook-book approach to teaching is to be condemned. It meets none of the criteria of teacher education. It stultifies the intellect and encourages the development of a teacher who is likely to be a technician rather than a creative professional. The role of the methods instructor is to guide the student in finding his own best ways of teaching. This does not mean that the methods instructor cannot exemplify his ways of teaching; but he must recognize and acquaint his students with other approaches, and he must encourage them to be professionally creative in developing their own best ways of teaching foreign languages. A variety of activities is necessary for achieving this result.

A commentary of the various activities used in the methods component follows:

1Combs, The Professional Education of Teachers, p. 104.
Lecture

Only a limited amount of lecture is appropriate for the methods component. It should be used for the purpose of providing information.

Discussion

A related activity, discussion, is far more valuable but only if it is integrated with experience-centered activities or thorough-going intellectual inquiry into teaching and learning.

Written reports

Written reports, still popular with some instructors, should generally be excluded because they are usually not performance-oriented; and the student does not yet know enough about teaching to conduct an intellectual inquiry into it. Most such reports are likely to be superficial and sometimes misguided, information-gathering activities. Such activities should have only a minor role in teacher education according to the criteria, and they should occupy almost no role in an already overburdened methods component guided by far more important priorities.

Reading

An inordinate amount of time cannot be spent on reading for the methods component since other extra-class activities of a more practice-centered nature should occupy the student's time. It has an important place, however, if handled judiciously. The best approach is perhaps that of developing a topical bibliography with multiple listings under each heading. Such a bibliography
should be coordinated with the content of the methods component. The student can then be guided in making his selections from the variety of materials entered in the bibliography. Reading serves two basic purposes in the methods component. Ostensibly, it introduces students to information and ideas. Concurrently, it also acquaints them with the professional resources available to foreign language teachers.

**Observation**

Observation lends vitality to the methods component. It is not easy, however, to provide adequate supervision in most teacher education programs as they are now organized; and as a result observation is often inadequately controlled. Even if the activity to be observed is carefully selected, the instructor is usually not present during the observation and therefore cannot assist as much as he should in the analysis of teaching-learning behavior and in relating the experiences of the observation to the discussions in the methods classroom. Videotape equipment and other similar media should be used to bring at least a portion of the observations into the methods classroom where the control and guidance of the instructor can assist in the analysis. Introduction by the teacher should precede observation, whether it takes place in the school classroom or indirectly by videotape or other media. Some methods instructors require written reports on field observations. Although these reports serve a purpose in that they encourage the student to think more seriously about what he sees,
class discussion and teacher-student conferences in which an exchange of information can take place are more effective than the report.

In-class, live demonstration of techniques

This is an important and basic activity of the methods course. Because it is less realistic than some laboratory activities, however, it should be only one form of demonstration used; and it usually should be employed as an initial or introductory stage of demonstration.

The demonstration class conducted in conjunction with the methods component

Although it is easier to control observation in a language class designated as a demonstration class, this technique also has its limitations. It is only one class, and students should have contact with a number of different school and societal groups. Its effectiveness, however, has been proven in laboratory schools and in the National Defense Education Act institutes; and it should be used whenever possible as one means of enhancing the realism of the methods component. The teacher education center now in use by some colleges and universities makes the demonstration class easier to provide. Closed-circuit television and one-way glass observation rooms facilitate the use of the demonstration class.

Shock language

If used, a shock language should be confined to a few lessons because its value for the teaching of methods soon disappears.
Moreover, if it is used extensively within the methods component it interferes with the more important priorities of the component. A modification of the shock-language technique is to have the students begin the study of an additional foreign language at the same time that they are learning foreign language methodology. This technique offers important advantages if the same philosophy and objectives are used by the language instructor. If the objectives are not the same, however, the technique can either help or be a confusing factor, depending upon many contingent circumstances.

Peer-teaching

Peer-teaching has a place in the methods component as an experience-centered activity; but its value is limited because the students usually know the language, and they are not typical foreign language students. It does have advantages. Since it is highly controlled, one of its greatest advantages is that it helps to build confidence. Because it is controlled, however, it is not very realistic. It is most valuable when it is used as an initial stage in the performance activities of the class, if its purpose is primarily that of building basic skills and a feeling of confidence, and if it does not replace more realistic teaching experiences which can be employed. An additional value of peer teaching is that the peers being taught perhaps gain as much by observing the group's teacher and engaging in the critique as the teacher himself learns.
**Micro-teaching**

Micro-teaching is a valuable activity for the methods component. It should be used by more institutions training teachers as one means of increasing the laboratory activities. It is most effective when the students in the micro-classes are secondary or elementary school foreign language students secured in cooperation with the schools. Micro-teaching approximates reality reasonably well. It is most feasible when qualified graduate students are available to assist the instructor, but modified use can be made of it without these assistants. Teams of micro-teachers working together make possible valuable peer-critique, and the students can also learn from each other by planning together.

**Closed-circuit television**

If equipment is available for viewing foreign language classes in action via closed-circuit television, it should be utilized. Closed-circuit television is an effective medium for facilitating observation.

**Films**

Films are valuable for remote observation since the instructor can be present to guide and assist with the analysis of teaching that follows the observation. Needed in the profession and especially for the methods component are brief films focusing on specific aspects of language teaching. The lengthy ones now available contain too many critical problems for thorough study and analysis of all of these problems.
Simulation

Simulation activities should be used extensively in the foreign language methods component because they increase realism by placing the student in the position of the language teacher, and they require that he exercise critical judgment in making professional decisions. More materials for use in simulation activities are crucially needed. Methods instructors should keep themselves informed about the developments taking place in simulation which they could profitably use with their students.

Interaction analysis

Interaction analysis may be used effectively in the foreign language methods component for the analysis of teacher-student behavior. If, however, students have not learned to work with interaction analysis prior to enrolling in the methods course, it perhaps should be omitted because an inordinate amount of valuable time would have to be consumed in merely learning the system. If the study of methods is not confined to a course but is extended over a longer and more adequate period of time, the potential application of interaction analysis in the methods component is increased.

The development of performance criteria

The use of performance criteria which specify the terminal behavior desired of teachers is essential in the study of methods. Instructors, however, must exercise caution that they do not oversimplify the role of the teacher in their zeal to make more
comprehensible what he does. In using performance objectives, the primary emphasis must be on the behavioral goals rather than on the methods used to reach these goals so as to prevent the student from gaining the impression that there is only one acceptable way of teaching.

**The writing of term papers and reports**

The value of term papers and reports in the methods component seems to be dubious, especially as the component becomes more experience-centered. They take an inordinate amount of time from more essential and productive activities. Furthermore, they usually focus on the gathering of data which may be soon forgotten or obsolete; and they sometimes call for analyses that the student is not yet prepared to make other than in a superficial manner. As the methods component becomes more laboratory-oriented, the use of extensive written activities should perhaps decline to be replaced by increased responsibilities in planning for instruction, the preparation of teaching materials, and engagement in teaching itself. Brief papers may then, however, begin to assume a new role in the analysis of teaching strategies and learning conditions.

**The preparation of plans, tests, and other teaching materials**

The preparation of lesson plans, tests, visual aids, and other teaching materials is most effective when the materials produced are actually put into use through various types of laboratory experiences. The activity is essential, however, whether or
not the results can be used immediately, in order to help the students learn to perform these tasks of the teacher.

**Demonstration and use of equipment**

Methods students should be taught how to use the various pieces of equipment available to the foreign language teacher, but this should not be done in a vacuum. Students should actually be engaged in the use of equipment in simulated or real instructional activities. No teacher should enter the profession with a fear of equipment or a lack of knowledge of how to use it in teaching foreign languages.

**Group and committee work**

Grouping seems to be most effective when a task of major size and scope is to be done and the small group can be responsible for different aspects of the same task, when different points of view on a topic or ways of approaching a task are desired for the large group by the instructor, and when each member of the large group can gain more from the more intimate milieu of the small group. Micro-teaching and other simulated activities in which a small number of students work together and critique and learn from each other is a newer application of group work.

**Case studies**

Because it requires much time, the case-study technique has limited value in comparison with other laboratory activities as long as the teaching of methods remains in the course format. Case studies would be more feasible if the format of the course
were changed to a laboratory component extending throughout the entire sequence of professional activities. They provide the opportunity for a one-to-one relationship between teacher and student. Methods students at this stage in their professional development, however, lack insight for thorough analysis of an on-going nature; and they need careful guidance if asked to do case studies.

**Attending meetings of professional organizations**

Attendance at professional meetings is a potentially valuable activity for methods students; and if opportunities arise to attend, they should be accepted. The student must be introduced as soon as possible to his responsibilities to his profession and to the resources available to him. There is also the danger, however, that the student can be alienated by an uninspiring or uninformative program. If that is the unfortunate nature of some meetings, it is still perhaps best for the student to encounter that experience while under the guidance of the methods instructor.

**Summary**

In conclusion, if the methods component is to achieve the objectives set for it, it must become more activity-centered than it now is. Lecture, discussion, term papers, reporting, and other such activities must relinquish their now predominant position to micro-teaching, simulation, and other more realistic, laboratory-type activities.
In planning the methods component and in selecting activities for it, the instructor should keep in mind the need for an appropriate balance between theory and practice. A laboratory approach should not be a how-to-do-it apprenticeship, and enough theory should be emphasized to foster the development of an oriented but a flexible young teacher.

The schools must assume a greater portion of the responsibility for the training of teachers, and they and the colleges must work together more closely than they have in the past in order to provide facilities and opportunities for more laboratory activities.

Just as in teaching foreign languages, a variety of approaches and activities is needed for the successful teaching of foreign language methodology. This variety is being increased as research has taken place and continues to take place to lay a solid foundation for a significantly improved methods component. The beginning of a new technology stands ready to be put to use. Yet, only a few colleges and universities are taking advantage of what has already been accomplished. This is a deplorable state of affairs in teacher education and methods instruction which must be changed.

**Teaching materials, equipment, and facilities used in the methods component**

A library of ample foreign language education materials is necessary for the exploratory type of reading that should be done. The exclusive use of one specific, required methods text is perhaps unwise.
Such an approach is likely to foster a one-way approach to teaching and to confine the student's reading unnecessarily. It also does little to acquaint him with the many professional materials and resources available to the teacher.

All equipment used in foreign language teaching should be available to the methods instructor. Each college should have a language laboratory not only for student practice in learning foreign languages, but also for helping those planning to teach in learning to use this instructional aid. Exemplary of other items that are essential for the methods component are the tape recorder and record player, and the slide, filmstrip, movie, overhead, and opaque projectors.

However much simulation activities may be used to make the methods component more realistic and to accommodate for the inaccessibility of the schools, they are not adequate within themselves. The student must have opportunities through the methods component and other aspects of teacher education to get into the schools to observe or participate in instruction. The accessibility of facilities for the field portion of the laboratory experiences is not presently adequate. A new administrative structure for teacher education which would involve the schools in the responsibility for training teachers is necessary, and such a compact should provide more opportunities for methods students and those in other components of teacher education to work in the schools.

The language used in the methods component

The National Defense Education Act institutes had among their
objectives the development of language proficiency and instruction in methodology. Most foreign language educators who are familiar with these programs agree that they were indeed successful in achieving a significant measure of these objectives, language proficiency included. Yet, virtually all of them used English in the methods course without apparent detriment to the development of language skills.

The criteria established by the purposes of the methods course, the materials available for it, the multiple-language nature of most courses, and the success of the National Defense Education Act institutes in teaching methods by use of the native language support English as the medium of communication for basic instruction in the methods component. This does not prohibit the use of the target language when it can be assured that that language does not interfere with the comprehension of any individual in the class. In taking this approach to the choice of language for the methods component, the investigator is applying the same principle that virtually all foreign language educators accept for foreign language instruction: the classroom activities should be directed to the objectives of the course. In foreign language classes, this means that most of the communication should take place in the foreign language which is the objective. (Even then, information about which there must be no doubt, such as test directions and the meaning of dialogue, is usually given in the native language.) In the methods component, this same principle implies that instruction should be in the native language to assure achievement of different goals which are non-linguistic in nature.
The foreign language will necessarily be used in many of the laboratory experiences of the methods component, and the use of it will thus increase as the methods component becomes more activity-centered.

Evaluation of students in the methods component

The conventional system of tests, term papers, and reports for the evaluation and grading of methods students should be replaced by a more adequate system. The typical pattern of evaluation is entirely inappropriate, for it only assesses the students' knowledge of methods, not their ability to use them. Evaluation should be based upon performance. The trend toward the use of behavioral objectives and the increased real and simulated activities in the methods component not only necessitates this type of evaluation; it makes it more feasible.

The methods teacher

What the foreign language methods professor needs to know, to be able to do, and to be is awesome. Perhaps few instructors will ever possess all of the qualifications which they should have, but at the present time too many of them fail to meet too many of the criteria. The present means of selecting methods instructors is not adequate. For example, some colleges insist that the methods professor possess the doctorate. While searching for the degree holder, they ignore candidates who are eminently more qualified according to the criteria than the holder of a Ph.D. that is ultimately chosen. Other schools select an individual already on the staff who has the least seniority or is in the weakest position to refuse the appointment. Some methods instructors have come into the field because of an intense interest in
methodology or because of the realization that no one else was offering the students assistance in this area, yet they may be poorly qualified by experience and training to assume the responsibilities. The choice of the methods instructor is crucial to the success of the methods component, and colleges need to exert much care in the selection of this individual.

It is difficult for the methods teacher to acquire all of the knowledge and skill which he needs through formal preparation, for his period of training would require more than most would be willing to devote to it. Much of his knowledge must come through reading, experience, and other self-initiated efforts. He must not, however, be expected to do everything for himself. Unfortunately, at the present time few graduate programs are available to him which are appropriate for his interests and needs. Unless the methods instructor is free to choose from the few programs which are directed to his interests and needs, he is compelled to glean what he can from an assortment of disunified courses scattered throughout several departments of the university if he wants a combination of the many ingredients necessary for the methods instructor. Furthermore, few universities permit him such latitude in choices. More institutions need to develop unified programs at the master's and doctoral levels in foreign language education. Until such programs are available, an excessive burden of responsibility falls upon each foreign language methods instructor to inform himself about a number of fields related to foreign language
education in which he is likely to have had no formal preparation. For many, the result is that they are inadequately prepared in many respects.

Responsibilities for the Changes and Improvements Which Need to Be Made in the Foreign Language Methods Component

The school or college of education

Since the school or college of education is responsible for the preparation of teachers, it is therefore this department's duty to see that each foreign language teacher whom it graduates is proficient in the methods of teaching foreign languages. How the teachers gain that proficiency is less important than that they do so. For most students, this should mean that they will be required to engage in certain courses and seminars and in many laboratory experiences. It does not mean that all students must engage in identical activities, for the competencies and knowledge which individuals bring with them to the foreign language education program vary.

According to a vast body of literature in teacher education, and significant recommendations of foreign language educators and teachers on the job, programs for the preparation of teachers are inadequate and long overdue for radical change. One of the many inadequacies is the now prevalent course concept of the study of methods. As has been shown through this investigation, too much is expected in too little time; and the lecture-discussion approach is too far removed from the reality of schools, teachers, and students. Theorists and practitioners are developing new models for teacher education that suggest ways to
make the study of methods and other aspects of teacher education more efficient and more effective. It is lamentable, indeed tragic, however, that few colleges and universities have incorporated these developments into their programs. Departments of education are largely responsible for adopting these developments and for continuing the research to design other new and better programs. It is they who must see that the presently inadequate methods component is extended beyond the course concept which now usually prevails and is improved. The structure of teacher education is long overdue for major revamping in order to permit these improvements.

Although the much needed and recommended foreign language methodologist may be jointly selected by both the education and foreign language departments, it is the school or department of education which must ascertain that such a professor is employed to teach foreign language methods, to supervise or be responsible for the supervision of student teachers, and to perform other related functions.

The education department is not directly responsible for the teaching of foreign languages, but it is directly responsible for seeing that its graduates possess all of the competencies which they need for teaching. It, therefore, must be given enough authority, perhaps through an all-university council on teacher education, to bring pressure to bear upon language departments which are not preparing the students adequately. If this or any other similar measures which the education department can use fail, then this department should refuse to accept into or retain in the teacher education program any students
whose language skills are inadequate for teaching. The foreign language
methodologist is logically the appropriate member of the teacher educa-
tion team to exercise this judgment.

The foreign language department

The major responsibility of the foreign language department in
the preparation of teachers is to ascertain that the students achieve
a functional command of the language and a knowledge of the culture
and way of life of the people speaking that language. This responsi-
bility is, however, by no means their only one. The department must
cooperate in the teaching of foreign language methods. There are vari-
ous ways in which this cooperation can be manifested. The foreign
language department can help in providing funds for the methods spe-
cialist who may hold a joint appointment sponsored by both the foreign
language and education departments. It can assist in identifying the
appropriate individual for the job. Foreign language professors can
make themselves available to confer with the methods instructor or
students concerning various aspects of teaching and learning foreign
languages. They can assist with the supervision of student teachers.
They can offer supportive study in applied linguistics. They can also
provide related activities such as individualized or small-group in-
struction to help remedy problems in language usage which might be a
handicap for teaching.

Above all, the foreign language department must not remain aloof
from the program for the preparation of teachers. The effectiveness
of teacher education programs is significantly reduced without the
cooperation, assistance, and moral support of the language professors. Furthermore, students often become confused by differences in philosophies of the two departments in which they spend most of their time during their college careers.

The methods instructor

The foreign language methods instructor can and must make many improvements in the teaching of methods. These improvements have been enumerated in this investigation and need not be repeated here. The methods instructor must not wait for the basic revamping of teacher education that is being called for before he begins to make changes within his methods component of the conventional course format. Indeed, he cannot afford to, for the problems of the teacher in the schools are becoming exponentially more complex. The frustrations for the young teacher are mounting. He should no longer be left with no alternative but to learn to teach on the job by himself. The methods instructor must begin immediately to move his methods course away from the lecture-discussion approach and toward the activity-centered approach in which his students actually engage in direct and indirect teaching activities. The methods instructor is responsible for constantly maintaining contacts with the elementary and secondary schools in order to see that his knowledge, information, and skills do not become obsolete in a rapidly changing system of education in the secondary and elementary schools. In the conventional course concept, that danger is real, and some instructors have indeed allowed themselves to become obsolete.
The university or college

A major responsibility of the university or college for the improvement of teacher education and, by implication, the methods component, is to see that unity of the teacher education program is accomplished. It must ascertain that the professors of teacher education, foreign languages, and general education work together. All-university teacher education committees or councils can assist in establishing and maintaining this unity.

The university must see that the education department has control in assuring that its graduates possess all of the competences required of them, including the ability to use the foreign language, at a level of proficiency required for teaching.

The university must be willing to provide the administrative framework and the organizational environment necessary for the basic changes needed in the structure of teacher education programs. It must also be willing to finance the teacher education program so that it does not have to operate at minimum levels of financial efficiency.

University graduate schools have a responsibility to provide the broad scope of training needed by methods professors which is not now available to them in many schools. Obviously, not every graduate school should offer such a program, but additional programs are needed in all major geographical areas of the country. This shortage is critical.

The public schools

The public schools must help to provide the facilities, students,
and on-the-job teachers needed to assist with the laboratory approach to teacher education. In the final analysis, they must assume more responsibility for the preparation of teachers than they have in the past. Prototypes for cooperative programs are now being developed through such efforts as those stated in the Multi-State Teacher Education Project.¹

State certification agencies

State certification agencies, too, have a responsibility to the methodological training of prospective teachers of foreign languages and of other disciplines. They must ascertain that proficiency in the teaching of foreign languages be achieved by all certified to teach within their jurisdiction. The approved program of teacher education which operates by proficiencies, however attained, is a step in the right direction; but the certification agencies must assure that the colleges design adequate programs and administer them effectively.

The foreign language profession

The foreign language profession through its professional organization must see that the voices of its members are heard concerning the methodological preparation of foreign language teachers. It can assist by maintaining an appropriate statement of the proficiencies needed by the foreign language teacher and by providing guidelines which will help in achieving those proficiencies. It might also exert much influence upon colleges by developing standards for accrediting programs for the preparation of foreign language teachers.

Implications for Further Research

This investigation revealed that little is known about foreign language methods instructors. Only four studies conducted during the past decade were found which yielded information about his education and experience, and that information is extremely limited. A subsequent study could make a contribution to the field of foreign language education by seeking out this information. Such a study would assist in the further evaluation of the effectiveness of the methods component. Perhaps as a result of such a study an ideal program of preparation could be designed to assist graduate schools in providing the foreign language methods teacher with the appropriate educational background which he needs for his job.

This investigation has dealt with the methods component at the conceptual level. Some experimentation is taking place throughout the country which applies one or more of the recommendations made in this study in reference to the teaching of methods. It remains for future researchers, however, to develop new designs for the methods component which would incorporate a number of the desirable changes and reforms identified by the study.

Based on her experience in working with foreign language teachers, it is this investigator's belief that more use should be made of the opinions of recent graduates of teacher education programs in the improvement of those programs. This study revealed that little such information is now available concerning the foreign language methods component. Subsequent investigators could make a contribution to the
education of foreign language teachers by seeking a thorough evaluation of the methods component by young foreign language teachers who have recently been graduated and by taking those results into consideration in order to make improvements.

Little field research regarding the utility and efficiency of the methods component called for by John Carroll in 1963 has yet been conducted.¹ Of great value and significance would be a study to evaluate the impact of the study of methods upon the effectiveness of the teacher in the classroom. The study of methods is obviously one of the variables bearing upon that effectiveness, but more should be known concerning the influence of that variable in preparing the foreign language teacher. It would seem that this present investigation helps to set the stage for further research concerning the effectiveness and the efficiency of the foreign language methods component.

The multiple-language, single-language combination approach to the study of methods should be studied in order to develop prototypes and to determine specifically which objectives of the methods component are best achieved in the two different phases of the combination.

Conclusions

The opinions of foreign language teachers and the theory of teacher education indicate that the special methods component is one of the most valuable aspects of teacher education. The findings also

¹Carroll, "Research on Teaching Foreign Languages," in Handbook of Research on Teaching, ed. by N. L. Gage, p. 1094.
reveal that it is deficient in many respects and, along with the remainder of teacher education, is seriously in need of basic reform. The following proposals are offered for the improvement of the foreign language methods component:

1. That it be made available to all students intending to teach foreign languages.

2. That every college preparing foreign language teachers employ a specialist in methods of teaching foreign languages.

3. That experimentation be continued and intensified to develop new formats for the methods course which would extend the study of methods over a longer period of time, enhance the relationship of theory to practice, engage students in a variety of laboratory activities, permit the achievement of the numerous objectives essential to the study of foreign language methods, and not require that all students learn methods of teaching in the same way.

4. That, as long as the course concept prevails, instructors improve the teaching of foreign language methods by the increased use of media such as the videotape recorder and by having students engage in various realistic and simulated teaching experiences.

5. That materials be developed to make possible more simulated teaching activities.

6. That students be evaluated on the basis of their ability to perform as teachers as well as on their knowledge about teaching.
7. That methods teachers be carefully selected according to their qualifications for the job, and that additional graduate programs appropriate for them be developed.

The potential of the special methods component in the training of teachers is great. Indeed, many now do benefit from it; but unfortunately that potential is not realized for too many students of teacher education. The factors inhibiting the improvement of the foreign language methods component do not seem insurmountable. The lethargy of schools of education, foreign language departments and university administrators in moving to make that improvement is, however, discouraging. One wonders if they are likely to be able to produce the needed changes in the foreseeable future. And this leads to further concern as to how serious the problems of other components of teacher education must be which are not valued as highly by teachers as the special methods component. Grave questions are thus implied concerning the effectiveness of the whole of the teacher education curriculum. This study has attempted to analyze the problems of the foreign language methods component and to suggest directions for change which could assist in improving this vital aspect of the whole of the teacher education curriculum.
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