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LANGUAGE STUDY IN THE EMERGING SCHOOL CURRICULUM: CRITERIA FOR PROGRAM DEVELOPMENT

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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* * * * *

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1971

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ACKNOWLEDGMENT

This work stands as imperfect testimony to the struggles I have shared in conceptualizing, nurturing, and communicating the deepest thoughts of the life of the mind.
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PUBLICATIONS.

"Research Related to Academic Achievement Motivation: An Illustrative Review." Theory Into Practice, IX (February, 1970). (Co-authored with W. Scott Bower and Joe L. Boyer)

FIELDS OF STUDY

Major Field: Education

Studies in Curriculum and Instruction. Professors Paul R. Klohr, Elsie J. Alberty, and James K. Duncan

Studies in Foreign-Language Education. Professor Frank R. Otto
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
</tbody>
</table>

### Chapter I. INTRODUCTION

- Problem ...................................... 8
- Methodology .................................. 11
- Identification of Sources ................. 11
- Selection of Materials To Be Examined ... 14
- Procedure for Collecting and Analyzing the Information ........... 22
- Limitations of the Study ................... 26
- Outline for the Study ..................... 28

### Chapter II. THE GENERAL "CRITICS" OF EDUCATION

- Edgar Z. Friedenberg ....................... 32
- John Holt .................................... 44
- Charles E. Silberman ....................... 59

### Chapter III. CURRICULUM VIEWS OF LANGUAGE STUDY

- Realms of Meaning .......................... 79
- New Priorities in the Curriculum .......... 94
- Democracy and Excellence in American Secondary Education ........... 105

### Chapter IV. FOREIGN-LANGUAGE EDUCATION: PUBLICATIONS WITH A VIEW TOWARD LANGUAGE STUDY

- The Britannica Reviews of Foreign Language Education, Volumes 1 and 2 . . . . 127
New Dimensions in the Teaching of Foreign Languages in the Elementary School

V. TOWARD CRITERIA FOR CURRICULUM DEVELOPMENT IN LANGUAGE STUDY

I. A Methodology for Analysis and Synthesis
   The Process of Analysis
   The Process of Synthesis

II. Some Criteria for Curriculum Development in Language Study
   A Value Orientation to Guide Decision-Making in Language Study
   Personnel To Be Involved in Curricular Decision-Making
   Student Needs Related to Language Study
   Objectives for Language Study
   Content for Language Study
   Learning Experiences for Language Study
   Evaluation of Language Study
   The Criteria in Perspective
   Areas for Further Development

APPENDIX

BIBLIOGRAPHY
CHAPTER I

INTRODUCTION

It would be difficult to deny that educational programs are receiving attention today from many directions. Existing practices are continually being evaluated and questioned by some, while alternative procedures are being offered by others. In such a situation, it would seem incumbent upon educators themselves to re-examine and reformulate what is being done in all parts of the elementary and secondary school curriculum.

Evidence that this is beginning to occur is becoming more and more apparent. For example, Charles Silberman recently indicted the "mindlessness" of educators as a primary cause of the condition in which the national "classroom" now finds itself. School personnel are seen as well-intentioned people who make professional errors because "it simply never occurs to more than a handful to ask why they are doing what they are doing--to think seriously or deeply about the purposes or consequences of education."^1

James MacDonald observed a similar situation in the area of curriculum. He views "most curriculum development today as irresponsible, both in its developmental processes and in the intellectual tools that are used."^2 Joseph Schwab, likewise, has assessed the curriculum field to be "moribund, unable by its present methods and principles to continue its work and desperately in search of new and more effective principles and methods."^3

Along with the publications which are assessing the state of the education field as a whole are statements which describe what kind of direction we as a profession should take in the future. In this latter category are numerous curriculum proposals, as well as philosophical treatises regarding the value orientation one should adopt when designing a curriculum.

Among the proposals offered is the "humanized" curriculum as interpreted by Ryland W. Crary.^4 Using what he calls "pragmatic existentialism" as a philosophic base, Crary discusses the goals of the humanized school and the rationale for utilizing certain educational practices. He cites the four dimensions of learning experiences appropriate for such ends: the humanistic ethical,


the creative-aesthetic, the scientific-quantitative, and the vocational-utilitarian.

Louise Berman presents another viewpoint of what should occur in school programs. Her process curriculum emphasizes an educational approach that strives to develop, as first priorities, the abilities to communicate, love, perceive, know, value, create, pattern, and make decisions. The curriculum is thus structured around the nurturing and elaboration of these processes which are practiced in some manner by all human beings. In a similar vein, Alexander Frazier suggests a curriculum built upon the "realm of the larger learnings." Here there is development of what he calls one's "personal powers" of physical being, love, sensibility, responding, invention, and endurance.

If this literature appearing in the field of curriculum is indicative of future trends in school programming, then there will most likely begin to appear a new context for learning within the next decade. A concern for the totality of the curriculum, be it expressed in terms of "humanism," "process-orientation," "the larger learnings"—to name only a few—is becoming evident.

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Given the separate-discipline orientation of our schools today, one response to an awareness of this curricular possibility is the question: What role will the academic subjects play in the new curricula?

There is an uneasiness in many subject areas in the wake of the national projects of the past decade with their varying degrees of success; the evaluation stage is now being seriously implemented. Moreover, new projects, such as "Man: A Course of Study" and the "Humanities Curriculum Project," are being instituted with the intention of integrating learning experiences from several academic fields into a coordinated educational effort. Thus, the process of reflecting upon the efforts of the past decade, coupled with the introduction of new orientations to curriculum design, can provide an atmosphere conducive to questioning with regard to the role academic disciplines should play in the curricula of the future.

Questioning has already begun within several areas of the school curriculum. For example, the nature of foreign-language study is being critically examined from several perspectives. As early as 1965, an article in The Modern Language Journal, published by the Modern Language Association, stated that "time has come ... to take hold of ourselves, to look with a critical eye at what is being done, at the results achieved—and not only at self-deluding figures." More recently, James Bono has recognized a need to

7Georges J. Joyaux, "Foreign Languages and the Humanities," The Modern Language Journal, XLIX (February, 1965), 103.
examine fundamental principles and has attempted to "diagnose the failure of language and humanities classes in the secondary schools." He cites the necessity of instituting sustained and sequential language learning directed toward developing in students a more international perspective on human events. Schooling should also nurture individuality by increasing the differences among people. Furthermore, piecemeal improvements of the curriculum are inadequate, for "any one-sided reform of language arts or foreign language programs, for instance, would meet failure because there are simply too many things which need to be done differently and too many forces standing in the way of change."  

From the perspective of a curriculum worker, Ryland W. Crary points out that the field of language teaching has not sufficiently addressed the question of why study foreign languages. After challenging the rationale that is presently offered for foreign-language study—to be able to communicate with others in a shrinking international community and to understand diverse cultures—Crary concludes:


9 Ibid., p. 344.
The American is culture-bound to English, more or less well spoken. This has not ceased to be an embarrassment, but it is not so general an embarrassment as to be worthy of avoidance at large public cost even if it were possible.10

Along with the assessment process, reconceptualizing the role of English and foreign languages in the total curriculum is also taking place. In this regard, Crary states that:

the case can be made seriously that the rigorous inquiry into language (in this case English) and the study of languages—linguistics—is the proper role for general education and the course that most broadly anticipates the kaleidoscopic demands of communication in the modern world. The high-school graduate who knows the structure, the power, the capacity of his own language and the technical bases for the development of languages surely stands better prepared to make his way with the tongues of men than the one who makes a narrow cultural bet upon the one that his school happens to offer or the one that the college of his choice requires.11

Louise Berman approaches this task of reconceptualizing with a similar end in view. The component of communicating within her process-oriented curriculum is concerned not only with developing the skills of communicating meaning, but most importantly with the interpersonal elements involved in the process of sharing personal meanings.12 Alexander Frazier's "larger learnings" also focus on a process orientation; the development of one's personal

10 Crary, Humanizing the School: Curriculum Development and Theory, p. 239.
11 Ibid., p. 240.
12 Berman, New Priorities in the Curriculum, Chapter 4.
powers of expressing, responding, interacting, and questioning would enable one "to venture deeply into the realms of human awareness . . . --the world of feelings and values personally expressed, the verbal and nonverbal clues to feelings and values."  

Some thought has also been given to the problem of defining specifically the role of foreign languages within the context of the changing school curriculum. Bruce Joyce's description expresses a point of view much in keeping with the "humanized" or "process-centered" curriculum; foreign languages could function as "a giant storehouse of opportunities for those who choose to pursue them," acting as a "support system" for other, more general, studies.

By broadening the role of foreign-language study considerably, H. G. Haile presents a slightly different approach to meeting the requirements of the new curricular designs. Crucial to his approach is his conceptualization of language per se as an artifact uniquely created by man. Thus,

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learning a language constitutes one of our most
direct and comprehensive modes for confronting
humanity. The learner of a foreign language is
repeating—this time consciously and reflectively,
we hope—that same process which above all else has
distinguished him from the other beings we know.16

Consequently, in outlining learning experiences, Haile carefully
differentiates between what he calls language learning, directed
at skill development, and language study, focusing on the
critical examination of language as a phenomenon in itself. The
school curriculum from the elementary level through college
would thereby be expanded to include reflection about language,
as well as the learning of languages.

Problem

Curriculum proposals such as those described above imply
strongly that the use of language will continue to be a fundamental
process of human behavior. Furthermore, certain basic understand­
ings and attitudes with regard to language appear necessary for
all individuals to acquire if they are to function effectively
within a diverse international community. Therefore, it is
imperative that language, whether it be English or a foreign
language, assume a prominent role in the learning experiences which
are set up for children in our society—language both as an object
for serious study in itself and as a tool to be utilized in the
pursuit of other educational objectives, to borrow the distinc­
tions used by Haile.

16 Ibid., p. 121.
The study of language in the school would thus include any planned educative experience for having students encounter cognitive, affective, and/or psychomotor learnings associated with verbal communication. These educative experiences can be placed into two general categories. The first includes learning about language as a unique phenomenon of human behavior; such learning examines how people go about using language as a communication tool with its myriad of cultural and individual variations. The second category of language study involves not only learning to use language oneself as an instrument for communicating according to established cultural norms and patterns, but also learning to interpret the language products of others according to those conventions; here one develops both the skills of producing language forms that are meaningful to others and the skills of interpreting the meaning of what others have said. Appreciation of the role nonverbal communication plays in the process of using language effectively would also be a goal within this second category of language study.

According to this definition, one could consider the fields of linguistics, anthropology, and psychology as disciplines which enable one to learn—at least to a certain extent—about language as an acquired human behavior pattern used to facilitate communication among people within particular cultural groups. Likewise following the above definition, the traditional curriculum subjects of English and foreign languages would appear to be examples of learning experiences within the second category of
language study. Typically within these areas, one acquires the skills of producing language so as to convey meaning to other members of a cultural community; one learns how to interpret the verbal communications of others; one is encouraged to adopt socially preferred language expressions which often reflect a style and status orientation more than they communicate specific meanings. However, rather than treating these two broad types of learning experiences separately as we have done in the past, the proposed definition of language study attempts to combine them so that experiences in one area can support and enhance those in the other.

Yet, the nature of this integrated approach to language study within the context of the newer orientations to curriculum design has only been suggested.\textsuperscript{17} It was therefore to the problem of delineating clearly the nature of such learnings that this study was directed.

The goal was to develop a set of criteria to be used as a conceptual framework during the process of curriculum designing in language study. The purpose of this investigation was not to prescribe a model curriculum which could be utilized in all learning environments because effective curriculum development is felt to be a primarily local effort. Therefore, these criteria are intended to act as guidelines for the curriculum decision-maker who operates on the local level and must respond to the

\textsuperscript{17}As, for example, in the discussions of Joyce and Haile mentioned earlier.
unique variables inherent in his particular situation.

This set of criteria for curriculum development in the area of language study can serve several functions. Primarily, it can be a tool for use in the process of curriculum development in this area of the school program. But the results of this investigation also indicate how one part of the educational curriculum can be envisioned so as to be in keeping with the broad curricular designs now being proposed in the literature. Thus, through the successful development of a set of criteria for curriculum development in language study, the question regarding the feasibility of these proposals might begin to be approached.

Methodology

Identification of Sources

It was hypothesized that several characteristics of language curricula appropriate for the decade of the 1970's could be derived from intensive examination of selected sources in educational literature. Further, it was assumed that these sources should speak, either implicitly or explicitly, about what constitutes desirable learning experiences within language curricula—whatever criteria may be used to determine what is "desirable." Three sources have been seen here as potentially productive in yielding information which may be useful in developing a conceptual framework for curriculum development in the area of language study. These sources include: the literature in the field of general curriculum;
the writings which have criticized the objectives and methods of educational practices; and the literature in the discipline of foreign-language education.

The first two sources are general in their discussion of educational concerns, while the last one tends to be more specific. The general sources were chosen because of the high probability of their being applicable in some way to a discussion of the characteristics of desired language curricula. Since they approach curriculum-development problems from a broad perspective, it was assumed that statements from these general sources could be applied to the problems related to program design in language study. Therefore, the information that was derived from these sources with regard to language concerns has been largely inferred from the general statements regarding educational purposes and practices contained in these two sources of educational literature.

To balance this process of applying general statements to a specific content area, and to counteract possible bias injected by the writer's own predilections, the third source was chosen from an area that deals more directly with specific curriculum content related to language—that is, from foreign-language education. Since this material is more directly related to the nature of future learning experiences in language study than the other two sources, it has provided a kind of check on the inferences made by the writer when progressing from the more general writings in education to their implications for language study. Further
justification for examining this source becomes apparent when one realizes that any kind of language program that will be actively supported by the profession must be in keeping with the language goals envisioned now by the separate academic groups within the educational community. Thus, looking at what foreign-language education has to say about language study can help in the development of program guidelines that have more chance of success when it comes to operationalizing them in the actual school environment.

While this third source may have provided more specific information regarding the nature of future programs in the study of language, it cannot provide all of the specific information which might be relevant to language programs proposed for the coming decade. Many other areas and disciplines of study deal with the desired form and content of language study. The field of foreign-language education, which includes the philosophy and methods of teaching foreign languages, is only one such discipline but one which can serve an exemplary function. Further direction for such curriculum development must also come from other areas such as linguistics and applied linguistics, anthropology, certain areas of philosophy, psychology, and various areas within education.

It must be remembered, however, that while the separate disciplines which are related in some way to language phenomena each have much to say to those who would propose guidelines for developing language programs, effective learning experiences
dealing with language must have roots in all relevant academic disciplines. In the end, such "interdisciplinary" educational programs must draw on many disciplines, only one of which is the study of foreign languages. Thus, the examination of selected writers in the field of foreign-language education has been only one step in the process of determining what the individual academic disciplines have to contribute to the development of learning experiences in the study of language, and, finally, what the product of their interrelated contributions will look like.

Selection of Materials To Be Examined

Because the literature in the field of general curriculum, the writings which have criticized educational practices, and the literature in the discipline of foreign-language education are extensive in their scope, a selection process to narrow the content studied to those writings which are viewed as most significant seemed necessary for this investigation. In this way careful examination of the material within each of the three areas was facilitated. While this process can be accomplished by several means, selecting materials according to the judgments of leaders within the academic disciplines which utilize them seemed to be more appropriate for the purposes of this study.

Two possible approaches to the selection of materials were rejected. Selecting materials according to certain criteria was not considered to be useful because of the difficulty in
identifying criteria which would yield publications significant in their attention to language study in the schools. Likewise, selecting only those materials published within a certain time span was rejected as a formal approach to this problem because of the possibility of overlooking literature significant for curriculum development in language study which has appeared during other periods.

Therefore, it was decided to request recognized authorities in the fields of general curriculum and foreign-language education to identify those publications within the three source areas which they perceived as influential for the formulation of language curricula.\(^\text{18}\) It was also acknowledged that these educators were selected as persons from whom to request such information not only because of their recognized positions within their respective fields in the education profession but also because of their accessibility.

Their leadership positions within the educational profession permit these individuals to exert influence through their professional opinions and suggestions as well as through their own research and writing. Their views with regard to developments in their respective fields have the potential for affecting subsequent professional decision-making. Thus, it was assumed that to tap their judgments of a set of publications would reveal the professional thinking that motivates their

\(^{18}\)Copies of the letters sent to the two groups of educators and the forms which requested the information desired may be found in the appendix.
actions and hence would identify what sources might be influential in determining the course of future curriculum-development efforts in general language programs.

Five leaders within the field of general curriculum were identified. Since, in the process of formulating policy for curriculum development, curriculum workers frequently draw on the literature which describes and critiques the educational scene, these leaders in curriculum were asked to indicate the general "critics" of education who, in their judgment, have helped to suggest new directions that may influence general language education in elementary and secondary schools. They were also asked to list publications in the field of general curriculum which would be the most significant in helping redesign general language programs.

Similarly, five leaders in the field of foreign-language education were identified and asked to indicate the publications in their academic area which would be the most significant in helping redesign foreign-language programs. Furthermore, in order to broaden the perspective on the selection of the general "critics" of education by the curriculum people, the leaders in the field of foreign language education were also requested to furnish a list of the general "critics" of education who, in their judgment, have helped to suggest new directions that may influence foreign-language education in elementary and secondary schools. These latter requests mention foreign-language programs instead of language study--
the focus of this investigation—because criteria for a proposed
language program drawing on several subject-matter areas must at
least be congruent with the curriculum developments that are now
envisioned within these separate disciplines if they are to be
actively supported by them. Once again, the field of foreign-
language education serves an exemplary function in indicating the
concerns of a specific discipline which must be recognized in
the process of developing a broad language curriculum.

Asking for such information from the leaders in general
curriculum and foreign-language education involved several
procedures on the part of those who responded. Individuals
were, of course, only able to select sources from those materials
known to them. They were also forced, in a sense, to order these
into a system of priorities so that those sources seen as most
"significant" could be singled out. Furthermore, those who
responded to the request for information did so on the basis of
the directions as they were given in the letters to them. How
these authorities compiled their responses—how they interpreted
the directions, which materials were considered, and what
criteria were used to set up priorities—was recognized as
unique to each individual.

The suggestions of those who responded to the requests
were pooled into three composite lists of sources within the
areas of educational literature to be investigated in this
study: a list of the general "critics" of education, a list
of publications in general curriculum, and a list of publications
in foreign-language education. Since there was not total concurrence of opinion among the responses, several decisions had to be made regarding which of the publications were to be analyzed. In general, assumptions of the writer regarding materials appropriate for the purposes of this study guided this decision-making process.

Several factors were considered when examining the composite list of the general "critics" of education. They included: the frequency with which they were cited, the contribution they would make to this study by providing a breadth of viewpoints, and how recently their writings had been published. On the basis of these factors criteria were developed for use in the final selection of writers and their materials to be analyzed in this part of the investigation: (1) the more frequently a "critic" was mentioned, the more probable his selection for analysis; (2) the more likely a "critic" was to offer a viewpoint on education different from the other viewpoints studied, the more probable his inclusion; (3) the more recent his publications, the more probable a "critic's" selection since his perspectives would more likely be in conjunction with current societal trends. The general "critics" of education selected according to these criteria were Charles E. Silberman, Edgar Z. Friedenberg, and John Holt. The particular publications of these men which were identified for analysis were the following: Friedenberg's *The Vanishing Adolescent* and *Coming of Age in America: Growth and Acquiescence*, his two most widely cited
publications; Holt's *How Children Fail*, *How Children Learn*, and *What Can I Do Monday?*, the three publications most commonly associated with John Holt; Silberman's *Crisis in the Classroom*, the most recent of the "reports" to the American public regarding the current state of the field in education. It was assumed that the analysis of these materials chosen from the literature of the general "critics" of education would be illustrative of the results which could have been obtained if the materials which were selected were to have had a broader scope.

While the list of the general "critics" of education was compiled from the responses of the general curriculum personnel who frequently consult this literature, the names mentioned by the leaders in the field of foreign-language education as general "critics" of education provided a check on this list. Once more it was acknowledged that "critics" identified by curriculum people as able to suggest new directions for general language study should also be seen by foreign-language education leaders as individuals who may influence foreign-language education as well—if future programs in language study are indeed to be an integration of the proposals advocated by the separate academic disciplines which deal with language concerns.

The factors considered when examining the second list of sources, publications mentioned in the field of general curriculum as being "the most significant in helping redesign general language programs," were: the frequency with which they were cited by the curriculum leaders, the extent to which they
presented actual program proposals in addition to discussing procedures for curriculum development, the contribution they would make to this study by providing a breadth of viewpoints, and how recently they had been published. As before, criteria were formulated on the basis of these factors for use in selecting the materials to be analyzed in this portion of the study: (1) the more frequently a publication was mentioned, the more probable its selection for analysis; (2) the greater the extent of the discussion of actual program proposals, the more probable a publication's selection; (3) the more likely a publication was to offer a viewpoint on curriculum different from the other viewpoints studied, the more probable its inclusion; (4) the more recent the publication, the more probable its selection since its perspective would more likely be in conjunction with current societal trends. Using these criteria, the following set of publications from general curriculum literature was identified for analysis: Philip Phenix's *Realms of Meaning*, Louise M. Berman's *New Priorities in the Curriculum*, and *Democracy and Excellence in American Secondary Education* by Harry S. Broudy, B. Othanel Smith, and Joe R. Burnett. As in the area of the general "critics" of education, what was chosen for analysis in this area is only illustrative of the results which could have been obtained if the materials which were selected were to have had a broader scope.

The list of writings cited by leaders in foreign-language education as "the most significant in helping redesign
foreign-language programs" was examined in a similar fashion. The factors considered here were: the frequency with which they were cited by the foreign-language educators, the extent to which they offered specific proposals regarding the focus of language study and language teaching rather than indicating only theoretical positions regarding the methods of language instruction, the contribution they would make to this study by providing a breadth of viewpoints, and how recently they had been published. The criteria developed on the basis of these factors for guidance in the selection of the foreign-language-education materials were: (1) the more frequently a publication was mentioned, the more probable its selection for analysis; (2) the greater the extent to which specific proposals regarding the focus of language study and language teaching were discussed, the more probable a publication's selection; (3) the more likely a publication was to offer a viewpoint on foreign-language education different from the other viewpoints studied, the more probable its inclusion; (4) the more recent the publication, the more probable its selection since its perspective would more likely be in conjunction with current societal trends. These criteria guided the selection of writings from literature in foreign-language education, even though the responses of those consulted were quite scattered, a testimony to the fact that the field is in a state of flux. The publications selected were: The Britannica Reviews of Foreign Language Education, Volumes 1 and 2; Reports of the Working Committees of the 1970 and 1971
Northeast Conferences on the Teaching of Foreign Languages and New Dimensions in the Teaching of Foreign Languages in the Elementary School. Once again, what was chosen for analysis from the literature in foreign-language education is only illustrative of the results which could have been obtained if the materials which were selected were to have had a broader scope.

Procedure for Collecting and Analyzing the Information

The development of criteria for use in the process of curriculum development in language study followed several steps. These steps were directed toward the end of identifying those multiple factors which must be recognized at different decision points by curriculum designers in this area.

It is thought that different considerations are relevant at different points in the curricular decision-making process.¹⁹ Hence, it seemed appropriate first to identify those decision-making points so that the concerns applicable at different junctures could be differentiated.

It was discovered that among the several models of the process of curriculum development, Hilda Taba's approach²⁰ seems to outline most clearly the decision points encountered while designing language curricula. Taba identifies five basic kinds

²⁰Ibid., p. 12.
of decisions which are made during curriculum development: decisions about student needs, decisions about objectives, decisions about selecting and organizing content, decisions about selecting and organizing learning experiences, and decisions about evaluation procedures. To determine what publications in education say about the nature of such decision-making—both explicitly and implicitly, questions based on the Taba approach to curriculum development can be asked of them:

(1) What student needs are recognized?
(2) What educational objectives are seen as desirable?
(3) What content should be selected and how should it be organized?
(4) What learning experiences should be selected and how should they be organized?
(5) How should evaluation take place?

These general questions derived from Taba's conceptualization of the decision points encountered during the curriculum-development process can be used in reference to specific content areas with only slight modification. Thus, it was assumed that the following questions would yield responses which could help one develop a conceptual framework for curriculum designing in the area of language study:

(1) What is said that relates to the identification of student needs with regard to language study?
(2) What is said about the objectives viewed as desirable for language study?
(3) What is said about the content which should be selected for language study and how should it be organized?

(4) What is said about the learning experiences which should be selected for language study and how should they be organized?

(5) What is said about how evaluation of language study should take place?

These were the guiding questions used for collecting information related to language study from the selected materials in the three areas of educational literature identified for this investigation.

While Taba's model serves the purpose of identifying the various concerns involved at decision-making points in curriculum development, it also recognizes that definite relationships exist among these decisions and that what one does at one point should be consistent with both what has already occurred and what is to follow. When one looks at the curriculum-development process as a whole, several other questions seem crucial to ask if one wants the process to move smoothly and the curricular outcome to be consistent with the concerns expressed while making the basic decisions. These additional questions include:

(1) What is the value orientation guiding the total decision-making process and the movement from one decision point to another which will influence program development in language study?

(2) How does one move from one decision point to another?

21Ibid., pp. 416-417.
(3) Who are the personnel involved in the decision-making process?

(4) How are the efforts of various people coordinated?

(5) What are the implications of such curricular-design decisions for actual attempts at implementation?

These complete the list of the ten questions which guided the processes of analysis and synthesis used throughout this study. However, it must also be recognized that not all of the questions were considered in the information presented by each publication analyzed.

It should be noted that when people respond to these questions, they are making decisions on the basis of some criteria. Therefore, even though the decisions and the criteria on which they are based may not be explicitly stated, the information collected in response to the above questions can indicate indirectly the criteria that were used by the writers themselves when making curriculum-development decisions. In addition, a synthesis of all the responses to these questions can indicate those composite criteria used by the writers when one considers them as a total group.

As a result, it was decided that a set of criteria to provide a conceptual framework for decision-making—and thus curriculum development—in the area of language study would be formulated from what was suggested by the general "critics" of education, the writers in curriculum, and the publications in

\[22\text{Ibid., p. 10.}\]
the field of foreign-language education. These criteria can serve as guidelines for curriculum workers who are making decisions regarding the basic elements for language curricula, namely: the needs these curricula are designed to meet, the objectives of the curricula, the selection and organization of appropriate content, the selection and organization of learning experiences, and the procedures for evaluation.

Limitations of the Study

The limitations of this investigation are several. As a fundamental limitation, language study in this context deals only with verbal communication. While nonverbal behaviors play an integral part in the communication process, their specific nature and the way in which they either support or contradict the verbal message are not directly examined here.

A second limitation of this study lies in its attention to only the literature in three source areas as opposed to an exhaustive review of all literature with potential relevance to the problem of designing general language curricula. While such a review would yield much more information and hence criteria for program development that are more comprehensive, this study has been designed to serve an exemplary rather than an exhaustive function. Furthermore, the examination of the literature from general curriculum, from foreign-language education, as well as from what has been written by the general "critics" of education, is itself limited to what leaders in
two academic disciplines—namely, general curriculum and foreign-language education—have seen as significant for curriculum designers in language education. Thus, the materials selected for this investigation are only illustrative of the wide range of materials in these three areas which are pertinent to the concerns of curricular decision-making in language study.

It must also be recognized that this effort is only a necessary first step in operationalizing new learning experiences with regard to language education. A conceptual framework for curriculum development in the field of language study—expressed as a set of criteria to be utilized at different points in the decision-making process—can direct the attempts to develop actual curricula in this area of education. These attempts would be varied in order to meet the specific needs and interests of unique locales and would therefore indicate the range of possibilities which could occur under this set of criteria. Development of such exemplary language curricula would also serve to validate the criteria themselves and would demonstrate their usefulness to the process of curriculum development in this area.

The final step in the total curriculum-development procedure for language study, the implementation of these proposed curricula, would actually test these proposals and these criteria in on-going field situations where their educational worth can be finally assessed.
Outline for the Study

Chapter One has served several functions. An introduction to the problem area was presented with a rationale provided for examining in greater depth some of the questions involved. The specific purpose for this study was identified, and its significance was discussed in reference to the task of dealing effectively with the larger problem of providing educative experiences in language study. A definition of language study as used in this context was also given.

Another section of Chapter One outlined the methodology that was used in this investigation and the rationale for selecting these particular procedures. Limitations of the study were also discussed.

Chapter Two presents the information gathered from the publications of selected general "critics" of education.

Chapters Three and Four present the information from the selected publications in the fields of general curriculum and foreign-language education respectively.

Chapter Five serves two functions: (1) to explicate further the processes of analysis and synthesis used in this investigation, and (2) to offer a synthesis of the information which has been gathered as it relates to the problem of developing language curricula. This synthesis is in the form of a set of criteria to be utilized at different points in the decision-making process of curriculum development in the area of language
study. There is also discussion of the implications of this study for curriculum work in language education and suggestions for the further study that is needed in order to operationalize the kinds of learning experiences which will lead elementary and secondary students to effective language skill development and to an effective understanding of the phenomena of human verbal communication.
CHAPTER II

THE GENERAL "CRITICS" OF EDUCATION

The general "critics" of education, whether they be educators themselves, philosophers, journalists, or highly informed laymen, perform a valuable service for those attempting to design in-school learning experiences. These critics assume a unique role, a role whereby they are able to take into account the broad scope of what constitutes the educational institution in this country, the nature of the forces bearing upon its operation, and the nature of its influences upon the students and the society as a whole.

It is because of their generalist orientation that these critics are more able than perhaps the specialists in educational psychology, educational administration, or English education, for example, to provide observations and insights regarding the ends, means, and personnel involved in schooling as it is now generally experienced and as it might be experienced. The generalist, then, examining broad areas of educational concern, can thus provide a different perspective which the specialist in curriculum or in the subject-matter areas can use in his decision-making.

Selected publications of three of these general "critics" of education—Edgar Z. Friedenberg, Charles E. Silberman, and John
Holt—were analyzed to provide information regarding the nature of curriculum development in language study. This analysis took the form of responses to questions which would occur during the process of curriculum development in this content area:

1. What is the value orientation guiding the total decision-making process in the development of language curricula?
2. How does one move from one decision point to another?
3. Who are the personnel involved in the decision-making process?
4. How are the efforts of various people coordinated?
5. What are the implications of such curricular-design decisions for actual attempts at implementation?
6. What is said that relates to the identification of student needs with regard to language study?
7. What is said about the objectives viewed as desirable for language study?
8. What is said about the content which should be selected for language study and how should it be organized?
9. What is said about the learning experiences which should be selected for language study and how should they be organized?
10. What is said about how evaluation of language study should take place?

Each of the analyses which follows examines, in order, those questions which are applicable to a discussion of the particular author's publications.
Edgar Z. Friedenberg

Edgar Friedenberg's *The Vanishing Adolescent*\(^1\) and *Coming of Age in America: Growth and Acquiescence*\(^2\) serve primarily to present a value position with regard to the desired function of the school within the American society. To accomplish this end, Friedenberg describes the operation of the school as he perceives it and offers alternative approaches which he argues will better assist in the attainment of desired educational objectives.

Much of his argument is developed through the process of identifying those activities of the school and those behaviors attributed to schooling which he deplores. Yet, from this strongly critical stance, it is possible to infer positive statements which indicate the kind of school experience and the genre of curricular programs which Friedenberg would support. Nevertheless, the thrust of his writing generally remains on the level of the value orientation one should hold when designing school learning experiences, rather than dealing with specific recommendations in reference to particular programs and objectives.

Friedenberg's general approach to presenting his point of view regarding educational experiences desirable for young people would seem to involve two basic and complementary perspectives:


the sociological and the psychological. In reference to the sociological, the two volumes examined in this section provide a view of American society from two standpoints: that which assesses the impact of social phenomena as a whole upon the individual, and that which examines the influence of one institution of society—the school—on individual development. To the extent that the school serves a sociological function, so, too, will the process of curriculum development within the school environment have to acknowledge sociological concerns. But a second theme appears which makes equal demands on the curriculum worker—the psychological.

Most of Friedenberg's discussion regarding psychological concerns relates to the development processes associated with adolescence. It is in this realm that Friedenberg makes his most powerful recommendations to those with responsibility for educating youth. While attention to only one stage of development might be seen as a limitation, these recommendations should have implications for what occurs in schools at other periods in a child's development—if one assumes that the process of development should be continuous and holistic rather than disconnected.

Any statements derived from Friedenberg's narrative which relate to schooling must be placed within the context of his assertion that public schools as we presently know them should be only one of a series of alternatives open to adolescents. The need is recognized for a diversity of publicly supported educational institutions—the public school being only one of them—each serving a specialized clientele. The result, then, is a range of choices
available to each student to select from according to his own purposes. No student would be compelled to attend a particular institution, for he would be a client with alternatives. As a client, he would also be able to influence the course of educational decision-making.

What follows constitutes an interpretation of Friedenberg's philosophical position in those areas of educational concern which would have implications for decision-making in the field of language study. While his discussion does not refer specifically to the problems in designing language programs, only those points are presented which would influence decision-making in this area of the school curriculum. Examples of how Friedenberg's point of view would relate to actual curriculum development in language study are presented where they seem most appropriate.

Of the questions developed for this study from the Taba approach to the process of curriculum development, Friedenberg speaks most strongly to the question of what value orientation should guide the total decision-making process. Most fundamentally, Friedenberg supports the notion of the school questioning its values and not just the techniques it uses to accomplish its identified but unexamined purposes. Moreover, students must likewise be encouraged to pose fundamental questions regarding their judgments and to examine their beliefs and actions in light of the consequences which

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3Ibid., pp. 195-196.
will emerge as a result of what they do.\(^4\)

Friedenberg not only indicates a need for questioning individual aspects of educational decision-making but also emphasizes the importance of examining the totality of school experience. Education is indeed more than the sum of its parts.\(^5\) Instead of the "discontinuities of experience" which characterize our schools today, there should be more "common ground" between the staff, the students, and the materials studied so that some understandings can be reached regarding oneself and one's role in society.\(^6\) This does not mean that there must be a standard curriculum for uniting all students in similar experiences, but rather that there should exist "a philosophical structure by which to order [incongruous courses] of study and students with very diverse cultural backgrounds]--not into a hierarchy, but according to the existing and potential relationships among them and a coherent set of values."\(^7\) Not only is such a philosophical structure a necessity, but its present absence is identified as "the chief obstacle to the development of high-school curricula which would use our best cultural resources to help students make sense out of the lives they actually lead."\(^8\)


\(^{6}\) Friedenberg, *The Vanishing Adolescent*, p. 84.


But to what fundamental ends should this "totality of educational experience" direct itself? Primarily, it appears that the school must acknowledge its responsibility for developing each student's sense of self-worth as a unique individual. Each student must gain a conception of who he is now and what his present life means.9 Thus, according to Friedenberg, the function of education is "to help people understand the meaning of their lives, and become more sensitive to the meaning of other peoples' lives and relate to them more fully."10 However, a commitment to this kind of education must also be accompanied by a weakening of the connection between schooling and economic opportunity which exists in the minds of students and teachers alike.11 If this could be done, American education would assume a new function—that of helping people define themselves in terms of their own individuality, the function of liberal education at its best.

In supporting such a view of education, the school would preserve the integrity of individual experience12 rather than "melting it down" into a conglomerate undifferentiated mass society. It would recognize that human experience also varies according to one's social and economic situation.13 In short, differences

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9Friedenberg, *Coming of Age in America*, p. 223.
10Ibid., p. 221.
11Ibid., p. 225.
12Friedenberg, *The Vanishing Adolescent*, p. 91.
13Friedenberg, *Coming of Age in America*, p. 175.
would be recognized and enhanced as a means of attaining self-definition, a fundamental developmental task of adolescence. The school would also foster rather than frustrate the affective abilities of its students, for these are necessary in attaining the self-understanding and self-esteeem which adolescents need.14

Friedenberg discusses several kinds of student needs which a program in language study would have to recognize. His consideration of adolescence, to a great extent a sociological phenomenon more than a characteristic inherent in the organism itself, indicates that the sociological dimension must assume importance in decision-making. Adolescence as a social process has as its fundamental task clear and stable self-identification.15 If the school is to assist the individual in this endeavor, its curriculum must help him learn who he is, what he feels, and how he can differentiate himself from his culture—though on the culture's terms.16

Friedenberg relates the sociological dimension to language concerns through his description of Harry Sullivan's theory of personality development. According to Friedenberg's interpretation of Sullivan, the child learns to modify his private symbol system and begins to build concepts which are general enough to permit meaningful communication with other persons; in this way, the child consents to a process of relating his language to external phenom-

14 Friedenberg, The Vanishing Adolescent, p. 175.
15 Ibid., p. 17.
16 Ibid., p. 29.
ena in a manner fairly consistent with the rules used by others. Some individuality in expression is lost as a result, but a foundation for verbal interaction with others is gained.

If the broad objective of the school is to encourage the development of knowledge of the self, it would seem that a psychological dimension should also be seriously considered when making curricular decisions in any content area. To reach this objective of self-definition, according to Friedenberg, adolescents should clarify their experience and establish self-esteem through developing a sense of their own competence along with a positive attitude toward themselves. This may mean using language skills to help students clarify their experience, employing literature as a method of providing insight into the process of individual development, and utilizing language abilities as a means of attaining a sense of individual competence.

Thus, both the sociological and the psychological would seem to be involved in curriculum decision-making from Friedenberg's perspective. There is a dynamic relationship recognized between these two dimensions, which at times may be at cross-purposes rather than complementary: Traditionally, formal schooling proceeds on the premise that individual development takes place on society's terms, an occurrence noted earlier in reference to the development of the child's language system. In the process of striving toward autonomy, however, Friedenberg's adolescent must instead attempt first to be as honest as possible in examining the meaning of life.
before permitting himself to be moved by external circumstances; in this way, he can establish his integrity as the power to use his feelings to guide his actions in the real world, thus balancing subjectivity and objectivity. Therefore, the conflict between a growing human being and his society during adolescence can result in the development of strong personal integration.

The kinds of objectives appropriate for a language program which acknowledges such sociological and psychological concerns can be at least suggested on the basis of Friedenberg's discussion. If the school is to facilitate the process of gaining an understanding of the meaning of one's own life, becoming more sensitive to the meaning of other people's lives, and relating to them more fully; language study would seem to play a prominent role. Specifically, Friedenberg acknowledges the need for the ability to read and to know where what is read fits into the structure of human experience, and the ability to write "with enough subtlety and complexity to convey the special quality of our mind to others." Indeed, it is only through the development of these skills that deep intimate communication of meaning to others can become possible.

To help students in the process of gaining an understanding of the meaning of their own lives and the lives of others requires that language study also assist them in the clarification of their

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17 Ibid., pp. 190-191.
18 Ibid., p. 203.
19 Friedenberg, Coming of Age in America, pp. 221-222.
experiences. Thus, in addition to the social function of a language program to promote communication, there should also be opportunities to use language skills to "express a personal view of reality,"\(^{20}\) as well as occasions where the personal expressions of others are examined for the meaning they might shed on one's own life.

As with most areas of the school curriculum, it would seem that language study can help the individual achieve clarity and a sense of self through the opportunities it provides for developing specific competences. In view of Friedenberg's position one might say that a language program should help the adolescent think of his competence as his own and help him make it his own through the incorporation of feeling and originality into his use of language. In this way, the individual would find positive means by which to think of himself as a unique human being. Consequently, the language program, in keeping with what Friedenberg recommends for the entire school, should recognize and respect a wide variety of competence and should learn to accept the student's pride in his own distinction.

To be sure, if the school is to help each student come to terms with his own divergence, Friedenberg would seem to ask that it not only honor unique language styles which reflect a particular approach to interpreting life, but also enhance them. Likewise, the unique cultural tradition and language which a student may bring into the school environment ought to be fostered rather than

\(^{20}\) Ibid., p. 220.
deprecated so that an additional source of self-esteem can be main-
tained for the student. According to this perspective, diversity
in language usage and breadth in literary expression would be the
order of the day.

Attainment of these broad humanistic language objectives
would be seriously hampered by what Friedenberg sees as almost an
obsession which Americans have for procedure. Much of our concern
is with solving problems, doing things right, making progress.
This empirical orientation noted by Friedenberg perhaps has its
counterpart in our emphasis in schools on how to speak correctly,
rather than on the merit of the content of the message being com-
municated. If we are to overcome this shortsightedness and strive
toward the goals discussed here, Friedenberg implies that we should
examine the validity and wisdom of our procedures and reconstruct
them to suit the purposes we have identified.

Friedenberg's discussion does suggest several content areas
which might be appropriate for language study in the school. If
the adolescent is to understand himself, the phenomenon of language
itself would be examined—as both a means of individual psycho-
logical expression and sociological communication with others.
Moreover, the limitations of verbal communication would be recog-
nized since the most important experiences of life can be viewed
as being "permanently incommunicable in language." To study how
language operates in a cultural context would enable the adolescent

21 Friedenberg, The Vanishing Adolescent, p. 43.
to gain a greater understanding of himself as a member of a community; he would appreciate how language reflects the psychology of a people and how it relates to their emotional states. Thus, the adolescent would explore why he communicates, how he uses language, what influences his language behavior, and how this might relate to a cultural tradition.

It would seem that the learning experiences within these content areas which would facilitate the attainment of the objectives indicated above should primarily recognize individual needs and feelings if the student is to be working toward self-definition. A wide variety of individualized experiences would therefore be necessary, each designed to appeal to a small number of students who will find it particularly meaningful. Learning experiences should first and foremost be responsive to the students. They should also encourage personal interaction since this is a means through which one can discover who he is and what he can do. This interaction can occur among the students themselves, as well as between students and teachers. Indeed, opportunities for authentic communication with a mature, experienced adult—a teacher—can be valuable experiences for both cognitive and affective learning.\(^\text{22}\) The learning experiences offered by the school should also permit in-depth involvement so that students themselves can be in a position to determine what meaning they can give to an understanding of their

\(^{22}\)Friedenberg, *Coming of Age in America*, pp. 116-117.
lives.  

After becoming involved in these kinds of learning experiences, how should one's progress toward the attainment of the objectives outlined for language study be assessed. The student himself should be taught to examine what he is learning against the criteria of his own value system, traditions, and experience of life. Thus, it becomes necessary for the student to acquire the evaluation skills needed to interpret experiences and to differentiate good information from poor. Out of this analysis and evaluation of experiences the student will be better able to define his competences accurately and will thus be closer to the attainment of a stable identity.

In language study, this approach to evaluation would encourage students to be qualitative rather than quantitative in their self-appraisal. Continuous evaluation would be based on what one has actually done. Through this kind of process, a conception of self would grow out of accurate self-appraisal and, to the extent that it is acceptable, self-esteem would be maintained and enhanced. Of paramount concern would be whether or not what the student has done is consistent with his own goals and aspirations. In this

23 ibid., p. 184.
24 Friedenberg, The Vanishing Adolescent, p. 83.
25 Friedenberg, Coming of Age in America, p. 221.
27 ibid., p. 126.
way, therefore, language evaluation would be a process of assessing performance in terms of specific behaviors according to the individual's own educational objectives within this content area.

While some may argue that Edgar Friedenberg's perceptions of adolescent development relate more to the individual of the late 1950's and early 1960's than to the activist student of the late 1960's and early 1970's, much of what he examines does have relevance to the conduct of schools today and thereby to the process of curriculum development which occurs in them. Indeed, while many students themselves are now questing for autonomy and questioning all societal and educational procedures and assumptions in the process, the schools are still functioning in a manner not unlike that of the 1950's. Therefore, to that extent, what has been derived from Friedenberg's lengthy essays regarding language study in the schools has bearing upon present curriculum-development efforts within that area.

John Holt

John Holt's perceptions of schooling are derived from extensive observations of concrete experiences of numerous individual children, both in school and out of school. Like Friedenberg, Holt has a view of the school and its practices, but in contrast to Friedenberg, he builds his view heavily upon specific descriptions of what he perceives happening. Out of these descriptions of specific occurrences emerge a theoretical interpretation of the practices of
the American schools and a point of view regarding what he calls "the natural learning style of young children."

The three volumes examined here—How Children Fail,28 How Children Learn,29 and What Do I Do Monday?30—contain careful analyses of children's behaviors which reveal what they are like and how they learn most effectively. While his observations and insights on learning have primarily developed out of work with younger children, Holt also offers much perspective on the learning of older children and adults through his self-analyses and through his discussions of experiences with high-school students, college students, and adults.

A large proportion of what Holt discusses can be easily applied to the concerns of language study—both directly from his analyses of how children acquire and expand language skills and indirectly from his interpretations of learning processes in other areas of human experience. For this reason, what follows here is only illustrative of the extent to which the work of John Holt might relate to the curriculum-development process in the field of language study.

Several statements by Holt regarding learning seem to indicate a portion of the value orientation which he would support.


during the process of program development in language study. Holt holds the fundamental belief that man is inherently a learning animal, motivated to expand himself into the world around him and grow. Therefore, basic to effective learning is exploration and the freedom to choose what one wants to explore in the world and the way one wants to explore it. The task of education, then, becomes one of keeping curiosity alive and growing so that more and more new things are discovered to be learned. Through this process, children eventually learn that the world is "in many ways a sensible and trustworthy place" since elements in it are slowly seen as predictable.

Holt sees life and human experience as one whole, a "continuum of experience." Thus, one cannot partition learning into separate categories if one is to foster the optimum growth of the human organism as it functions in its environment.

To encourage this holistic growth, we should constantly think about the consistency of all of our activities in reference to our ultimate goals. But, we most probably will not be able to attain these goals immediately. However, if we use "tactical steps," we can identify "the things we do or could do, starting from where we are right now, and move in what looks like the right direction to get a little closer to where we would like to be."33

31 Holt, How Children Learn, p. 140.
32 Ibid., p. 45.
An important part of Holt's value system is the belief that curriculum development broadly defined lies fundamentally with the students. The children themselves "should freely direct and control their own learning," with teachers only providing materials from which choices are to be made. The personnel therefore involved in educational decision-making are primarily the students, with the teachers playing a facilitative role.

Holt also enumerates several responses to the five main questions which are involved in the process of curriculum development in language study: what student needs must be recognized in reference to language study, what objectives are desirable for such a program, what content is appropriate and how it should be organized, what learning experiences are suggested and how they should be organized, and how evaluation of language study should take place.

Holt specifies several areas of student needs which have implications for language study. For example, he recognizes students' need to create an identity, to gain knowledge and skill in doing things so that they can achieve a sense of their own being and worth. Gaining competence in language skills would seem to assist them in this process of attaining a positive self-concept.

34 Ibid., p. 83.
35 Ibid., p. 72.
Yet, while all students need to succeed and to experience doing something really well, they must also learn, beginning early, that success doesn't always come and that "failure is honorable and constructive, rather than humiliating."\(^{36}\) However, if learning is to proceed even in the face of failure, there must be an absence of pressure and anxiety.\(^{37}\)

When identifying these student needs relating to language study, a fundamental reality must always be remembered:

> The child is curious. He wants to make sense out of things, find out how things work, gain competence and control over himself and his environment, do what he can see other people doing.\(^{38}\)

Thus, language automatically becomes a focus of the child's curiosity in which he desires to achieve competence and skill. Language study in the schools could indeed capitalize on this innate interest to great advantage.

To be sure, one must recognize, too, that being "fluent with words" is in itself a need of all students if they are to be successful in school.\(^{39}\) The ability to read well, to figure out for oneself what one is reading, is a necessity if independence in learning is to be fostered and indeed if any success is to be experienced within the school environment.


\(^{38}\) Ibid., p. 153.

\(^{39}\) Ibid., p. 72.
It would seem apparent that Holt considers programs in language study crucially important. But what kinds of objectives does he indicate for such programs? Most importantly, he asserts that the learner is the best judge of what he should learn, for only he knows the things he most needs to learn and hence most wants to learn. Yet, while specific objectives cannot be identified for everyone, their general character can still be suggested.

A basic objective to which Holt refers is to realize that through using words we can share much of our private worlds. But he also acknowledges that words, along with other symbols, have their limitations, for we cannot put all we know into words. Indeed, some realities of human experience are better experienced and communicated in nonverbal ways, perhaps through demonstration or gestures, for example. Words may not even mean the same thing to everyone; they are a clumsy and ambiguous means of communication, and are extraordinarily slow as well. Furthermore, language can be misused and thus can reinforce misunderstanding rather than encourage clarity. Therefore, it is with an awareness of these limitations that Holt states the following objectives for language study in the school:

One of the main things we try to do in school is to give children a tool—language—with which to learn, think, and talk about the world they live in. Or rather,

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40 Ibid., pp. 154-155.
41 Ibid., p. 155.
42 Holt, How Children Fail, p. 74.
we try to help them refine the tool they already have. It is in many ways a most imperfect tool. If we were more aware of its imperfections, of the many ways in which it does not fit the universe it attempts to describe, of the paradoxes and contradictions built into it, then we could warn the children, help them see where words and experience did not fit together, and perhaps show them ways of using language that would to some extent rise above its limitations.\(^3\)

One can infer from Holt's discussions that a program in language study should also encourage students to see that the purpose of speech and writing is not only to express oneself in a real and personal way, but also to communicate with others. Such a course of study should also emphasize that writing is essentially silent speech and that reading is a way of knowing what others are saying. In fact, it is important to develop the concept that through writing we are able to "freeze and preserve for as long as we want such perishable goods as thought and speech."\(^4\) And, as in other parts of the school curriculum, the entire experience in a program of language study should encourage students to think constantly about the meaning of what they are doing. It is only through this process that the development of language skills and an understanding of the language phenomenon itself can avoid the pitfall of being "apparent" rather than "real."

The kind of content considered by Holt as appropriate for a curriculum program in language study has already been at least

\(^3\)ibid., p. 85.

\(^4\)Holt, How Children Learn, p. 90.
suggested in the brief discussion of general objectives. However, it may be more helpful if his suggestions for content are examined further in terms of the areas of experience which would be explored.

It appears that a language program should focus on words themselves—both as a tool for expressing and extending oneself and as a means for furthering one's own growth. Moreover, since language is a tool created by man for his own purposes, many of the conventions involved in using language could be considered as having been arbitrarily chosen and agreed upon with no logic intended to explain their functioning. For instance, we call some letters vowels and some consonants because that is what we decided to call them. Spelling, too, is merely a convention which enables other people to be able to read easily what has been written. According to this perspective, students should examine language and words as an area where some things are arbitrary rather than wholly logical. The following citation seems to indicate more specifically the kind of concepts regarding language which Holt would like us to examine:

This is what words . . . do for us. They enable us to get hold of the idea, so that we may then think about it, or even think of something else without the danger of losing it. Often, too, the act of getting hold of the idea will enable us to get new ideas from it. The honest use of words, then, in talk or writing, is an act first of self-awareness, and then of self-expression. . . .

. . . Self-expression is only part of good writing and talking. What we want . . . is communication and change. We must therefore be sensitive to the effect our words are having on our hearer.45

45 Holt, What Do I Do Monday?, p. 177.
But Holt notes that there are contradictions between what we experience in the world and how we talk about it. For example, the nature of talk is essentially linear, which may lead us to conclude that learning itself—expressed and manipulated so much through the verbal medium—is linear as well; we must realize instead that while the talk which represents reality is linear, the words must also acknowledge that things in the world interrelate.\(^46\)

It also seems crucial that language study consider the nature of the communication process. Holt talks about how the person who is listening and the subject being discussed influence the nature of the message, as well as how close we are to the experience in terms of time and how involved we are with the subject and with the listener also affect what is communicated. Therefore, one could conclude that much emphasis should be placed on understanding the variables affecting verbal communication and on their interaction with each other.

Holt also seems to consider the acquisition of language skills by children an important topic even though much of this occurs before the school years. Examination of how a child learns to speak, to read, and to write his native language may perhaps provide older students with much insight into an area of their own learning and into the function of language within a cultural setting. Through considering how the child encounters his problems with ex-

pressing himself through language, the student may be able to see the complexity of the mental abilities used in speaking, reading, and writing. He may also be better able to comprehend more clearly what it is we do when we translate our reality of ideas into sounds and pass it on to others. Holt also suggests foreign languages as perhaps another means for students to come to appreciate the difficulty and complexity involved in the acquisition of speech.

When considering Holt's suggestions regarding content appropriate for language study, it is also well to note that he holds some reservations about making prescriptions. While some skills may be seen as necessary for all to acquire, it still "cannot be proved that any piece of knowledge is essential for everyone. Useful and convenient, perhaps; essential, no." Therefore, it would seem that a language program should foster the development of certain valuable language skills such as speaking, reading, and writing, but that the knowledge and understandings to be dealt with in the program should not be rigidly prescribed for everyone.

The three books which have been analyzed have yielded much information regarding what kinds of learning experiences might be appropriate in approaching these content areas. There is extensive discussion of exemplary learning experiences which Holt has seen proven successful and hence seems to think might work in other contexts. Holt also states some basic guidelines for setting up

\[\text{Holt, How Children Learn, p. 154.}\]
learning experiences for students:

What we need to do, and all we need to do, is bring as much of the world as we can into the school and the classroom; give children as much help and guidance as they need and ask for; listen respectfully when they feel like talking; and then get out of the way. We can trust them to do the rest.  

Holt does indicate the kinds of "guidance" which would be appropriate and some ways in which the world may be "brought into" the school. In all cases, the teacher should not force the issue, but rather begin where the child is and have him work from his own desire to know—when he is ready and at the pace and in the direction he deems most appropriate for his own style of learning. Since some students may like, for example, to think but not talk, it is important for those designing learning experiences to provide a variety of activities which will help them achieve the identified objectives. In this way, the child's learning will be independent and meaningful since it is uniquely his own.

Because children learn to speak the language of those around them, one can conclude that the school should provide an environment of verbal behavior and verbal reinforcement. Holt's descriptions indicate that children learn best through much experience with language by using imitation and practice. Many opportunities for talking, and later for writing and reading, should therefore be offered in a wide variety of contexts. Indeed, skill in talking should perhaps be the primary target since one's skill in conversa-

48 ibid., p. 156.
tion affects one's ability in both reading and writing. Specifically, Holt refers to the English primary school procedures which encourage all kinds of talking among students about what interests them. Other useful approaches are: having adults and older students read aloud to children who follow along, having diverse reading materials available, and having children write their own stories. Holt also suggests activities which develop reading and speaking skills through creatively using tape recorders, and games and competitions where writing and speaking are encouraged. Through involvement in actual activities such as these which require the skills of speaking, reading, writing, and vocabulary development, the value of the skills can become clearly apparent to the students.

Activities are described which could help students understand the nature and function of language. Holt's discussion of how children acquire language skills suggests that consideration of this topic might enable students to gain greater insight into their own language usage. Students could also study the writing of another alphabet to see how we begin to learn to read strange graphic symbols and to appreciate the difficulty a child has in discerning likenesses and differences which occur in print.

Experiences in learning the skills of a foreign language appear to be a means by which to gain insights regarding language itself, although the procedures used in such foreign-language

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49 Ibid., pp. 71-72.
50 Ibid., p. 83.
learning might have to be different from those highly controlled methods typically used today. Perhaps study of a foreign language should include "raw listening" experiences where students would be able to get a feel for the relation between the separate sounds of the language and the sound of the flow of the whole language.  

Once the nature of learning experiences has been identified, one is faced with the problem of how they should be appropriately organized. Holt's discussions do offer some approaches to the solution of this problem. When the content area deals with symbols, it is of primary importance that they clearly be connected with reality. Holt states that:

The only way children can learn to get meaning out of symbols, to turn other people's symbols into a kind of reality or a mental model of reality, is by learning first to turn their own reality into symbols. They have to make the journey from reality to symbol many times, before they are ready to go the other way. We must begin with what children see, do, and know, and have them talk and write about such things, before trying to talk to them much about things they don't know.

Children would first build up their own generalizations based upon specific experiences they have had. With this as a base, they could then apply them appropriately in many situations. In a sense, rather than hand students a bundle of knowledge in toto and expect them to be able to take hold of it and utilize it, one should take them on a kind of human journey with the people who first thought

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51 Ibid., pp. 152-153.
52 Ibid., p. 150.
Adopting Holt's position would lead one to state that to develop skills effectively, one should first discover useful and interesting things to do with them so that motivation for learning will naturally occur. One suggested approach to this is early informal exploration in the content area so that students might become familiar with its unique phenomena before formal instruction begins. The students should also be encouraged to do something right from the beginning, and to think about correcting the behaviors later. Throughout these processes of skill development, as well as concept attainment, Holt emphasizes that the "whole" of what one is doing should be kept in mind: learning tasks cannot be seen as separate entities, but instead should "hang together."

There are also several suggestions regarding how these learning experiences can be evaluated. Testing procedures that put the child on the defensive will not help learning and may even point out weaknesses that do not exist. Instead, Holt describes how the student can monitor his own performance and understanding in reference to the task set for him and in terms of his own criteria regarding the best that he is able to do. In addition to evaluating his progress toward the attainment of objectives in language study, the student should compare his performance to others

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and correct his mistakes so that his performance is improved and his confidence in his ability to judge thus reinforced. Much practice in experimenting and imitating provides the opportunity for such improvement in this skill development, especially since there exists in children a desire to do well—a sense of workmanship, so to speak. Satisfaction can come then from one's own awareness of what he has learned, rather than through extrinsic rewards.

One must note that it is a most difficult process for people to assess their own performance and evaluate their own understanding of a subject. For that reason, it seems apparent that the task of analyzing another's ability and achievement is even more difficult since even less data is available. As a result, while others may assist the students in evaluating his performance, it would appear that the student himself is ultimately responsible for this process; those around him should simply respect his performance and support his learning processes.

These statements regarding directions which could be followed in the process of curriculum decision-making in the area of language study have been merely generative. Much more of what Holt has described could also have implications for program designing in this area. Moreover, his intent was not to prescribe a curriculum, but rather to suggest a reorientation which might make learning in school more joyful and more prevalent. In his words:

I hope no one will mistake me as saying that we should scrap our present curriculum, then make a new curriculum out of what I have been talking about, and put it in
place of the old one. I am only suggesting some of the things that children might like to see done in school, and might like to do themselves, were they free to choose.56

Charles E. Silberman

In a sense, Charles Silberman's Crisis in the Classroom merges the two general approaches which have already been represented in this chapter by Edgar Friedenberg and John Holt. Silberman combines a theoretical orientation regarding educational purposes and practices along with descriptions of what schools are doing now. Because he addresses himself to interpretations of both the theoretical and the actual, he is in a position to help curriculum designers themselves combine these two perspectives. His discussions of the state of the field in the education profession may therefore provide a framework for operationalizing on a wide scale the theoretical views of the general "critics" of education and the exemplary programs which they support.

Crisis in the Classroom could be described as the most recent of the "reports" to the American public regarding the general status of education. Silberman's approach to answering the question, "Where are we in education?", is both descriptive and prescriptive, bringing together in summary form his perceptions of the events of the last ten years in the field of education. His intent

56 Ibid., p. 123.

is to discuss not only what the educative institutions of society teach, but also how they teach and the many ways in which how they teach determines what it is that people in fact learn.58

Yet, the process of describing cannot be divorced from prescription, since what is described, with what intent, and by what method all imply a strong value orientation which makes description nearly as subjective a process as prescription. Therefore, Silberman not only presents his position directly through stating what he supports with regard to a particular educational issue, but also indicates what he advocates more indirectly through what he selects to quote, to cite, and to describe. Yet, while he does refer extensively to other sources, Silberman as the informed lay generalist also indicates clearly what he thinks about the educational literature he cites and the programs and practices he describes. As he summarizes it,

the criticisms of what is, and the recommendations for what should be, do not derive from any utopian vision of a world that exists only in the writer's imagination. On the contrary, the case for a transformation of the schools is argued throughout by way of detailed descriptions of schools that are operating now, in England and in almost every part of the United States, though theoretical arguments are used where pertinent.59

The questions developed for this study from the Taba approach to the process of curriculum development were applied to Silberman's discussion of the educational scene. Primarily, much of what he

58 ibid., p. 9.
59 ibid., p. 29.
describes serves to reveal a general value orientation with regard to the designing of school learning experiences. Throughout the book, it becomes quite clear that Silberman has a deep concern for emphasizing the important processes of identifying basic educational purposes and pursuing them with a constant realization of the consequences which may be brought about because of the procedures utilized. And, out of his perceptions of the successes and failures of American education, emerges a view of educational decision-making which provides insight into what might be a curriculum-development procedure which Silberman would support. While he does not address himself to these questions directly, he does make suggestions regarding two general concerns of the curriculum-development process: the kind of value orientation which should guide the total decision-making process in program design and the personnel who should be involved in the decision-making process.

With regard to the first concern, Silberman's approach to the school experience assumes that the educational program should be holistic and integrated in its conception, its practices, and its consequences. He repeatedly urges that educators within the confines of the school, as well as in all walks of life, deal with the fundamental questions of purpose and consequence in everything that they decide to do. Thus, these considerations should be paramount throughout the decision-making process. There are also further implications of a holistic approach to the design of educational experiences. For instance, it would seem that what Silber-
man admonishes or advocates at one point in a student's educational career should also apply in its essence equally well at other points. Therefore, problems and issues which Silberman confronts in reference to elementary educational experiences, for example, could also be considered relevant at the secondary and collegiate levels. Similarly, procedures deemed appropriate for teacher education would seem to have strong implications for other educational environments as well, especially in the classroom where the teachers who have been influenced by these procedures will operate.

One's general value orientation with regard to education directly influences the formulation of one's educational objectives. Hence, concern for the over-all purposes of education follows from any careful consideration of values. Indeed, Silberman seems to have stated a position with regard to the objectives of education along with his value orientation. One purpose of universal public schooling which clearly emerges out of his volume is that of encouraging men to apply their specific knowledge in humane enlightened ways as a result of encounters with a general education that is liberalizing in the most fundamental sense of that term—thatis, an education which endeavors to "enlarge the student's humanity and his understanding of the role and purpose of knowledge."60

Silberman also approaches a second general concern of the curriculum-development process—the question of who should be in-

60 Ibid., p. 388.
involved in curriculum decision-making. A basic premise underlying Silberman's critique is that education is the responsibility of all professionals, and indeed all men engaged in the life of the world. In fact, he directs his challenge to remake American education to "all interested parties. . . . Students, parents, teachers, administrators, school board members, college professors, tax-payers—all will have to act, which means that all will have to make difficult decisions." 61

More specifically, Silberman carefully develops a case for asserting that education in American society is not synonymous with schooling. To a large extent, it is the community and the culture that educate the American public through the educating institutions of the mass media, the churches, the law, medicine, social work, government, business, and the armed forces. Thus, all of us bear a responsibility for educating others through our personal and professional actions. Decision-making with regard to educational purpose then becomes a collective burden, whether deliberately assumed in reference to particular purposes or unconsciously manifested as a result of our day-to-day behaviors.

In the realm of deliberate planning for bringing about the attainment of specified educational purposes, Silberman does offer a model for identifying who should be involved in making curriculum decisions. The notion of entire faculties participating in decision-making regarding the educational experiences of students is supported

61 Ibid., p. 524.
when Silberman speaks of the responsibility of the entire university toward the conduct of teacher education. The education of public school teachers is clearly the responsibility of the faculties of liberal arts and sciences as much as it is the responsibility of the professional educationists, for the educational experience of the teacher in the university which he ultimately takes with him into his classroom is not confined merely to his courses in education. This orientation toward educational responsibility can have strong implications for curricular decision-making in other educational environments as well, since it recognizes that the individual in our society acquires learning from all his experiences, not just those within his particular area of specialization. Therefore, all those who teach particular students should be involved in some way with the curricular decision-making occurring in all areas of the school program, for such decisions will either directly or indirectly affect their students and can consequently influence the character of all classroom interactions.

Through his description of the program at the Murray Road Annex of the Newton, Massachusetts, High School, Silberman also presents a strong case for the involvement of students in all aspects of curricular decision-making. Students there are encouraged to take responsibility for their own education—in the assessment of strengths, weaknesses, interests, and needs; in the consideration of alternative goals and alternative ways of meeting them; in the selection of activities; and in the evaluation of progress toward
attaining the chosen goals. From the description of the approach used at Murray Road, a model for successful student involvement in educational decision-making seems to emerge which serves to recommend students as crucial personnel to be part of the curriculum-development process.

As a result, not only does Silberman argue for an integrated, purposeful curriculum, but he also insists that all personnel associated with education concerns—that is, all members of society as well as all members of the educational community within that society—should play an important role in the decision-making process. These suggestions regarding the over-all process of curriculum development reflect much of Silberman's general value orientation and thus cannot be completely separated from it. Likewise, statements which relate to the specific decision points of curriculum development can also reflect in a more concrete way one's general value orientation.

Silberman does, in fact, attend to the five more specific questions of curriculum decision-making which were developed for this study from the Taba approach to the process of curriculum development. While the definition of language study used in this investigation may not have been utilized by Silberman, much of his discussion of the language needs of children, the objectives for language instruction, and the nature of language learning experiences in the school can provide insight into the conceptualization of the nature of such a program.
In reference to the first question, "What is said that relates to the identification of student needs with regard to language study?", Silberman recognizes what one may identify as three sources of student needs influencing the nature of language study. When he reflects on the research which has posited a relationship between socio-economic background and the language performance of "disadvantaged" children, he is at least indicating that there is a sociological component in the process of determining what a student learns in the area of language concerns. While the necessity of recognizing the sociological dimension seems clear, Silberman still leaves unanswered a crucial question related to this aspect of language study: whether learning experiences in language study should be structured so as to have students behave in ways deemed appropriate by society or whether such learning should be set up so that each student becomes aware of the range of possible sociological consequences of his own unique language behaviors. However, Silberman does imply a direction for the school to follow in dealing with the sociologically oriented language needs of its students. He cites the fact that the literature extant on the failure of "disadvantaged" children in the development of language competencies successful in the school environment, as well as in other areas of the school curriculum, "has contributed very little to our understanding of why schools fail, or of how they might be changed in order to make learning successful for children from
these backgrounds. This might permit one to say that the school should examine its basic assumptions underlying language programs--both those designed for the "disadvantaged" and those designed for the general school population--and that it should combat the procedure of denigrating the students' diverse language behaviors in the attempt to promote a common medium for verbal exchange defined only in terms of the dominant white middle-class American value structure.

Even though one may argue with and contest the value position behind language development programs and the research from which they arise--as well as question the value position supporting the teaching of language skills and literary appreciation in all American schools, with Silberman's point of view one cannot ignore the fact that language as a form of human communication must constantly recognize the sociological dimension. Thus, decisions regarding how the phenomenon of language is to be dealt with in the school should recognize this important aspect, if the student is to appreciate its influence on his own language behavior and if he is to develop his effectiveness as a versatile communicator in a complex social order.

There is a second source of student needs with regard to language study evident in Silberman's discussion. The student is a developing organism, capable of increasingly complex modes of behavior, with the result that changes in what is learned and how it

\[62\] ibid., p. 80.
is learned are possible throughout the school years. This indicates what one might call a "developmental dimension" in student experience which has profound implications for language study in the school—especially since the ability to abstract which is clearly evident during adolescence is most commonly manifested in one's verbal behaviors. Thus, learning experiences in language study must account for the increasing ability of the student as he matures to abstract and thus to understand phenomena through verbal manipulation. Language study would then have a different character at different points in the child's schooling to parallel his different abilities both in language usage and in the understanding of language itself, which in turn depend on the developmental nature of the human organism.

As a third source of student needs with regard to language study, Silberman recognizes what might be termed a "utilitarian dimension." He notes that education must develop in students an acceptance of the responsibility that the man of knowledge has to make himself understood so that he can become an effective force within society. Language, as a dominant form of human communication, would thus be studied so as to permit students to communicate with others and to understand the nature and effect of their communications—indeed fundamental abilities if one is to be able

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63 Ibid., p. 325.
64 Ibid., pp. 382-383.
to act upon his knowledge and beliefs. A related need which is also
mentioned is for all students to experience success and progress,
and thus to develop a sense of competence and a positive attitude
toward themselves.

Specific objectives for education should develop out of the
identification of student needs in reference to society, to their
own development, and to the role they will take in the work of the
world. In this regard, Silberman does indicate a number of direc­
tions for language study in the school. However, in keeping with
his statements related to the value orientation which should guide
the total decision-making process in program design, he would
first emphasize the importance of: asking why one teaches what
one teaches in a given content area, looking at how decisions in
one content area will affect the totality of the curriculum, and
considering how the decisions in one content area will influence
the attainment of the over-all educational goals regarding the
kind of human beings and the kind of society we want to create.

Using Silberman's discussion as a basis, objectives for
language study itself could include two major foci: the develop­
ment of skills in language usage and the development of under­
standings with regard to language as a phenomenon of human communi­
cation. Out of Silberman's description of informal education in
the English primary schools and similar programs in the United
States, several suggestions seem to emerge regarding what should
be taught. Facility in and understanding of language become a
part of an entire curricular effort to cultivate varied modes of human expression and communication, all of which are at the same time integrated and related to one another. There is, as well, an emphasis on expressing feelings and emotions and on developing attitudes and values along with imparting skills.

According to the English educational approach, children need to become "comfortable with language," a concern echoed in the description of another primary program operated by Marie Hughes of the Research and Development Center in Early Childhood Education at the University of Arizona. Thus, there is experience in free and easy conversation in an environment where communication is made almost a necessity. This forms the basis for further language skill development in reading and writing. The richness and subtlety of language are developed through wide experiences in conversation, writing, and reading which are structured by the teachers in a variety of educational environments and are also integrated with other school activities. In this way, language skills are developed in contexts meaningful to the life of the children and are expanded in varied situations which provide maximum opportunity for the children to practice their newly found abilities.

In enumerating the kinds of educational objectives which will lead to an understanding of language as a phenomenon of human

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65 Ibid., p. 251.
66 Ibid., p. 241.
67 Ibid., p. 242.
communication, one generally includes some objectives with regard to the study of literature. Silberman comments on the need to examine meaning, symbolism, and style; to consider the ways in which form affects content; and to discuss how literary form changes from one period to the next. He also appears to support the proposal by Daniel Bell that education explore the nature of language and communication—the nature of symbolism, for example, communication theory, psycholinguistics, computer languages, and structural linguistics—as a means to gain understanding of the role of language in the communication process and as a foundation for other areas of study. The process of understanding how to utilize language skills effectively appears to become an objective of language study comparable to the development of the skills themselves.

As has become evident in this discussion, it is difficult to indicate the objectives of a particular curricular program without including references to the content which is to be involved in the attainment of those objectives. While the nature of the content appropriate for language study as envisioned by Silberman is apparent to a large extent in the preceding discussion, several comments relative to content selection would seem helpful at this point. In this area of study, focus on process itself seems to play a large role in the content studied, although attention must

also be paid to "what it is that we want to . . . communicate." From Silberman's perspective, selection of content should also recognize what children would want to learn in reference to defined objectives, as well as what educators want them to encounter. Above all, attention must be paid to having students understand why they are studying what has been identified as content, why it is presented in a particular order, and what alternative choices might be available. Perhaps the strongest statement cited by Silberman regarding how one should decide what should be in the curriculum comes from Jerome Bruner's The Process of Education: one should ask of the material being considered "whether, when fully developed, [it] is worth an adult's knowing, and whether having known it as a child makes a person a better adult. If the answer to both questions is negative or ambiguous, then the material is cluttering the curriculum."

The process of selecting the learning experiences appropriate for the attainment of desired objectives should involve similar concerns as those considered when selecting content. Yet the level of specificity can be much greater when one sets up particular learning experiences for a course of study, such as that in language. A wide range of such experiences is suggested by Silberman, in particular throughout his discussion of exemplary primary school

69 ibid., p. 408.
70 ibid., p. 147.
71 ibid., p. 172.
programs. To develop the language skills, the English informal classroom encourages children to talk about themselves and their activities, to listen to stories, and to take a wide variety of trips which can serve as the basis for expanded conversation and writing. The children develop their own "word books," participate in word and letter games, receive some training and drill in phonics, and read aloud as much as possible. Moreover, the children are continually helped in translating one form of communication into another. Reading and writing are integrally related to every activity in the classroom—to math, to science, and to art. In a Philadelphia program, for instance, children acquire language concepts through a game about circles where the terms take on tangible meaning.

The learning experiences for language study on the secondary level have been discussed less than those on the primary, although the nature of the kinds of experiences which might be appropriate are indicated generally by the objectives presented earlier. Indeed, it would seem desirable that what is done on the primary level should have a strong influence on the nature of the secondary program in language study. Silberman does, though, give one example of a learning experience in language study which would be particularly appropriate to the high school situation: a Philadelphia Spanish class in the Parkway Program practices the language skills being acquired by following classroom instruction with conversation in the Spanish-speaking neighborhood which surrounds
the school. Such an approach to learning would emphasize actual experience and involvement as a means to attaining objectives.

The selection and design of learning experiences at all levels must constantly recognize the fact that there is no one curriculum for everyone even though there are certain common curricular goals. This need for individualizing student experiences is expressed as a fundamental premise underlying the Hughes primary program in Arizona mentioned earlier. Here one structures the process rather than the content of the curriculum, and thus varies the materials according to the interests and needs of the children. It would also seem necessary for evaluation procedures to reflect this individualization. Constant feedback to the learner of language skills is, of course, crucial to his development of facility. But to evaluate what one has learned, one needs not only to examine competencies that are developed but also to assess the many attitudes that accompany them with regard to learning itself, the subject area studied, one's relationships with others, and one's concept of self; some of these learnings can be measured and some cannot. Therefore, from this perspective, individualization in evaluation would appear to be almost a necessity.

With Silberman, evaluation also seems to take on a broader scope, for one of its functions is to consider the outcomes in one

72 Ibid., p. 333.
73 Ibid., p. 317.
74 Ibid., p. 257.
area of educational experience, as in language study, and how they might affect other objectives pursued by the school. Thus, in adopting Silberman's point of view, it would appear that evaluation should deal with the fundamental concern of consequence with regard to each segment of the curriculum.

Another dimension of such a broad interpretation of the evaluation process becomes evident when one assists the child himself in discriminating between the valuable and the less valuable of his encounters. In language study, this ability assumes a particularly potent role for one must exercise this kind of judgment constantly when interacting verbally with others.

Silberman's report on the Crisis in the Classroom is an example of how one "critic" of education has attempted to relate a definite value orientation regarding the nature of educational purposes and practices to descriptions of what is now in operation so as to indicate a direction American education might follow in the coming years. While his attention was not focused extensively on the problems of language study, Silberman's discussion of fundamental educational issues can provide an invaluable framework for curricular decision-making in that area of the school program.

This chapter has reported the analyses of publications by three representative general "critics" of education—Edgar Friedenberg, John Holt, and Charles Silberman. The questions raised by

75 Ibid., p. 240.
the Taba rationale for curriculum development were used during the process of analysis to determine what can be applied to the concerns of program design in language study. Chapter Three undertakes a similar analysis of selected publications from the field of general curriculum.
CHAPTER III

CURRICULUM VIEWS OF LANGUAGE STUDY

Since this investigation is attempting to identify a set of criteria which could be used in the process of curriculum development in language study, examination of literature within the field of general curriculum may provide much information to help illuminate and resolve the curriculum decisions which are included in this specific undertaking. However, the publications in general curriculum tend to approach curriculum-development problems from a broad perspective and hence require that one interpret them and make inferences from them during the process of applying their statements to particular problems in curriculum work.

Writers in general curriculum attempt to deal with the ends and means of educational experience considered both in its entirety and in how specific practices relate to the functioning of the whole. These educators, therefore, provide a broad framework which can guide curricular decision-making in that part of the total school experience identified in this investigation as language study. And, it is in this way that the view of writers in general curriculum can be uniquely beneficial to work in one area of the school curriculum.
Selected publications in the area of general curriculum were therefore analyzed to provide information regarding the nature of curriculum development in language study. As in Chapter Two, this analysis took the form of responses to questions which would occur during the process of curriculum development in this content area:

1. What is the value orientation guiding the total decision-making process in the development of language curricula?
2. How does one move from one decision point to another?
3. Who are the personnel involved in the decision-making process?
4. How are the efforts of various people coordinated?
5. What are the implications of such curricular-design decisions for actual attempts at implementation?
6. What is said that relates to the identification of student needs with regard to language study?
7. What is said about the objectives viewed as desirable for language study?
8. What is said about the content which should be selected for language study and how should it be organized?
9. What is said about the learning experiences which should be selected for language study and how should they be organized?
10. What is said about how evaluation of language study should take place?

Each of the analyses which follows examines, in order, those questions which are applicable to a discussion of the selected publication.
Philip Phenix's *Realms of Meaning* presents a comprehensive view of a curriculum approach to general education encompassing both elementary and secondary schooling. His discussion of the broad purposes of education, the ways of attaining those purposes, and the materials which will further those ends provides a theoretical perspective which can have many implications for the process of curricular decision-making in the area of language study. While the attempt here has been to identify all the general statements with potential relevance to language study, it is also recognized that one interpreter can only reflect upon those particular items which he as a unique individual perceives as relevant.

Phenix also addresses himself specifically to language concerns since this area of human experience constitutes one of the fundamental disciplines in his conception of the curriculum. As a result, Phenix's view of the nature of decision-making in language study is considerably clarified through such specific references. It appears, then, that two kinds of processes are involved throughout the following analysis: identification of and inference from those general statements which have implications

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for language study, and reporting of the viewpoints expressly mentioned by Phenix as indicative of language concerns for the schools.

Phenix's broad view of the purpose, form, and content of the curriculum of general education serves to indicate the basic philosophical concerns and value orientation which would most likely guide his work within one part of that curriculum, such as in language study. *Realms of Meaning* is an attempt to provide a comprehensive holistic outlook regarding the school curriculum and the selection and ordering of its component parts.\(^2\) According to Phenix, general education is that part of education which is designed for the growth of all persons in their essential humanness through the consideration of the unique human experience of meaning. The ultimate goal of this general education, then, is the understanding and fulfillment of meaning.

In keeping with this goal, Phenix proposes six distinct and all-encompassing areas of meaning for school experiences which correspond to the human functions of expressing and communicating, describing, making and perceiving significant objects, entering into relation, deciding between right and wrong, and comprehending integrally. Each of these areas is seen as a source of disciplined understanding with a unique pattern of ideas. And, it is through the examination of these patterns of

\(^2\)Ibid., p. 4.
meaning embodied in the various fields of knowledge that the individual can approach human fulfillment.

This conception of the curriculum of general education makes several assumptions. Evident here is a belief in the potential meaningfulness of personal existence, even under modern conditions that seem to deny all meaning and value to life. Moreover, there is a faith that a potentiality for realizing meaning lies within every person. Operating on the basis of these beliefs also requires a pervading intelligent and sensitive concern for persons.

One area of human meaning which Phenix identifies is symbolics, characterized by arbitrary symbolic structures exhibiting certain customary rules of construction and interpretation. According to Phenix, the symbolics encompass the whole range of meanings because they are the forms through which all meanings are expressed. Within this realm of symbolics are the main subdivisions of ordinary language, mathematics, and nondiscursive symbolic forms. The distinctive feature of ordinary language is the structure of the conventional symbolic systems devised to express all meanings that can be communicated.

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3 Ibid., p. 44.
4 Ibid., p. 351.
5 Ibid., p. 298.
6 Ibid., p. 61.
7 Ibid., p. 8.
discursively," and not the structure of those understandings and experiences which actually belong to the other realms of meaning.\textsuperscript{8} It follows, then, that the purpose of Phenix's discussion of language is "to draw attention to the kind of understanding a person has when he knows a language. That is to say, we are interested in the logical status of language as a realm of meaning."\textsuperscript{9}

Phenix's viewpoints on ordinary language can have much application for curricular decision-making in language study as it has been broadly defined. However, "the intention here is not . . . to indicate the recommended content of instruction. The organizing concepts, structures, and methods are guides for the selection of materials, so that what is taught may be as meaningful as possible."\textsuperscript{10} Therefore, Phenix's responses to the five basic questions raised by the Taba model for the curriculum-development process are only guidelines which indicate the kinds of objectives, content, and learning experiences which would be important for a program in language study.

Phenix does recognize the fact that powerful human needs serve to motivate and encourage learning. Indeed, "the fundamental human motivation is the search for meaning."\textsuperscript{11} This must be

\begin{itemize}
  \item \textsuperscript{8} Ibid., p. 64.
  \item \textsuperscript{9} Ibid., p. 69.
  \item \textsuperscript{10} Ibid., p. 56.
  \item \textsuperscript{11} Ibid., p. 344.
\end{itemize}
done if one is to overcome what Phenix views as sources of frustration in learning, such as cynicism, fragmentation, surfeit, and transience of knowledge. In this way, the realms of meaning posited here form an orientation for meeting the basic drive of man toward meaning and for developing a sense of interrelatedness and constancy. A conception of meaning in merely utilitarian terms would therefore be subhuman.\textsuperscript{12}

With regard specifically to the study of language, Phenix discusses the deep human need to be understood and accepted by others which he sees as the driving force behind language acquisition. From a slightly different perspective, he sees "the first appearance of language . . . as one evidence of growing \textit{personal} autonomy, as the child feels the need to communicate with others across a separating difference."\textsuperscript{13}

In the context of the complex modern conditions of life, he cites the need to develop greater skill in communication to cope with the closer interconnectedness of society. Moreover, if there is to be a creation of genuine community, it appears that language study must help the individual deal with the ambiguities of language which severely impede communication, understanding and the attainment of meaning.\textsuperscript{14} For the most

\textsuperscript{12}ibid., p. 350.
\textsuperscript{13}ibid., p. 295.
\textsuperscript{14}ibid., p. 33.
effective learning to occur, a curriculum designed to meet these needs should also take account of each person's particular abilities, interests, and disposition.\textsuperscript{15}

To set up a school program designed to help meet these needs, one can first examine appropriate objectives. Generally speaking,

some language . . . should be learned as such in its own domain in order to gain insight into the distinctive qualities of symbolics as a kind of meaning. Some symbolic forms should also be learned in connection with other types of inquiry, in order to make evident how symbolism functions in the various other realms of meaning.\textsuperscript{16}

Thus, two broad foci seem to emerge for language study: development of one's ability to use symbolic forms meaningfully in communication, and the relation of symbolic expression to experiences in other areas of human meaning.

In reference to the first broad objective, one's concern in learning a language is "to master the formal symbolic systems by which the meanings of the particular community of discourse are expressed."\textsuperscript{17} While the ultimate goal of language study is the understanding of meaning, the viewpoint of some of the modern linguists leads Phenix to state that since meanings depend on structure rather than structures on meaning, meaning is best dealt with through studying the structure of language. In this process, it should be recognized that each language has its own

\begin{itemize}
\item\textsuperscript{15}ibid., p. 275.
\item\textsuperscript{16}ibid., p. 283.
\item\textsuperscript{17}ibid., p. 70.
\end{itemize}
structural uniqueness and integrity. To "know" a language, in this sense, is to be able to use sounds or visual symbols, concepts, and grammatical devices according to the accepted customs of the particular language community. By being able to utilize ordinary language in this way, one may, in turn, be able to understand other symbolic forms of meaning which Phenix indicates are normally explicated by means of common discourse.

Phenix carefully discusses the process of selecting and organizing content for the curriculum. Certain basic guidelines must be kept in mind throughout: human developmental factors which influence, among other things, decisions as to when particular aspects of a content area are introduced during a child's school experience; and the inherent logic of the disciplines in the realms of meaning which requires, for example, "authentic simplicities" or "elemental ideas" at the beginning of one's study of a discipline. However, one must remember that there is a distinction between the logical and the temporal priorities of a discipline which precludes simply presenting the basic ideas of the discipline first in the sequence of content. A distinction should also be made between two types of logical patterns to be experienced in disciplined inquiry--

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18 Ibid., p. 68.
19 Ibid., p. 69.
20 Ibid., p. 315.
21 Ibid., p. 285.
one type directed toward discovery and synthesis, the other type encompassing analysis and critical evaluation.22

In reference to the relation of the realm of symbolics itself to other areas of the general education curriculum, Phenix notes that it logically has priority over the other realms of meaning because they depend on symbolisms as means of expression.23 This, therefore, provides justification for emphasizing reading, writing, and speaking in the early years of school, although other modes of expression besides discursive symbolisms should also be included early so that a balance in expressive power may be developed.24 Yet, while developmental and logical considerations may indicate emphasis on language study during the years of formal schooling through adolescence, some study of all six realms of meaning should occur throughout education if the wholeness of experiences and meanings is to be constantly nurtured.25

Phenix further states: (1) that the content of instruction at every level of education should be chosen from the organized scholarly disciplines whose knowledge is characterized by disciplined inquiry and is tested by criteria of justification;26

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22Ibid., p. 285.
23Ibid., p. 280.
24Ibid., pp. 280–281.
25Ibid., p. 296.
26Ibid., p. 311 and p. 313.
(2) that items should be chosen which can exemplify the representative ideas of the discipline as a whole and can disclose the essence and logic of the discipline;\textsuperscript{27} (3) that the content chosen should exemplify those representative ideas related to the methods of inquiry which unify the discipline and are enduring enough to help overcome the modern threats to meaning of cynicism, fragmentation, surfeit, and transience;\textsuperscript{28} (4) that the materials chosen should arouse the imagination so as to encourage growth in meaning.\textsuperscript{29}

However, the method of organizing this content does not have to correspond with the methods of inquiry inherent in the materials selected, for the method chosen depends upon the intention of the curriculum worker.\textsuperscript{30} For example, one could organize the content of language instruction around the problems of personal understanding of self and others. And, since there is no single preferred order of development in subjects, the only requirement, therefore, is that there be some reasonable pattern of organization.

Phenix suggests areas which might serve to indicate the kinds of content to be included in a program of language study. Since "knowing a language" is not the same as "knowing about

\textsuperscript{27}ibid., pp. 322-323.
\textsuperscript{28}ibid., pp. 11-12.
\textsuperscript{29}ibid., p. 12.
\textsuperscript{30}ibid., pp. 340-341.
language, one could perhaps identify two kinds of content related to language concerns— that which develops practical knowledge and that which deals with theoretical knowledge. Practical knowledge generally receives more emphasis than theoretical knowledge in Phenix's discussion, since it is in a person's intimate and practical comprehension of the sounds and visual symbols, in use, that knowledge of the language consists.

Indeed, Phenix explains further that

it is not possible to know language in general. Language knowledge is always knowledge of particular languages (about which the linguist can make generalizations, laws, and theories). At the same time, knowledge of any particular language is not simply a collection of particular sounds and impressions. It is practical understanding of general patterns of sounds, concept formation, and structural arrangement.

Thus, generalizations about language do play a role in language study. One could approach examination of them in the following manner:

Language may be studied purely for the sake of speaking it, and representative ideas like morpheme and paradigmatic class (regardless of whether or not such technical terms are used) may be introduced only to clarify certain meanings or constructions that prove difficult in the course of studying the language, rather than to afford an understanding of the significance of the language enterprise as a whole.

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31 Ibid., p. 69.
32 Ibid., p. 69.
33 Ibid., p. 70.
34 Ibid., pp. 329-330.
Yet, it is doubtful that these general ideas would be helpful in a particular situation unless they had attained meaning already through specific illustrations designed to illuminate them. Therefore, some basic understandings regarding language would seem to be suggested for the curriculum.

While the nature of such general ideas is not clearly delineated, several of Phenix's observations regarding language seem to indicate areas that might be included. A very general "representative idea" that could be considered is the view of languages—both verbal and nonverbal—as conventional symbolic structures, and an idea related specifically to ordinary language is the concept of inflection. The description which Phenix gives of ordinary language as it functions in human affairs and as it has been analyzed by scholars over the years suggests other topics which might influence experience in language study, either directly through inclusion as content for student learnings or indirectly through acknowledgment by educators during the process of curricular decision-making: (1) the nature and history of the world's language groups and the dialects used by smaller localized communities; (2) the nature of the scientific study of language as evidenced in linguistics, philology, and anthropology; (3) the interrelationships among the components of ordinary language—phonemes and graphemes, morphemes, and morphological and

syntactical patterns—and their role in the communication of integrated meanings; (4) the function of language as an arbitrary system devised through formal social convention but yet relating to a common real world of shared human experiences—a set of symbols identified with referents but also existing independent of them; (5) the abstractness of language as the source of its power to express and communicate an infinite variety of experiences and to represent the real world in all its depth and complexity.\(^{37}\)

Regardless of how one defines this broad area of language study, materials from other fields are also included since the disciplines do not exist in 'water-tight compartments.'\(^{38}\) Likewise, "no one realm of meaning can be perfected without the aid of the others [since] all six realms form a complex unity of interrelated yet relatively autonomous domains."\(^{39}\) Moreover, some studies, such as literature, are in themselves very integrative in nature.\(^{40}\)

Much of the above discussion regarding the selection and organization of content for language study is equally applicable to the selection and organization of particular learning experiences within this area of the school curriculum. Nevertheless, several guidelines emerge which could help the curriculum worker

\(^{37}\)bid., pp. 61-70.

\(^{38}\)bid., p. 320.

\(^{39}\)bid., p. 270.

\(^{40}\)bid., p. 320.
identify appropriate learning experiences for the study of language. One should "provide experiences that encourage the student to engage actively in inquiry according to the patterns of discovery and validation characteristic of the discipline being studied,"\(^1\)\(^4\) a guideline seemingly in conflict with other guidelines suggested by Phenix. And, one could utilize unusually illuminating specific examples to communicate the essence of the subject\(^2\)\(^4\) or demonstrate how fundamental learnings from the discipline of ordinary language relate to the applied fields of learning.

Throughout the process of identifying these learning experiences, the curriculum worker must acknowledge individual differences in personality, maturational levels, abilities, and previous experiences. However, while the ideal situation would be a different curriculum for every person, Phenix recognizes various organizational procedures which may contribute to the construction of a more operational approach to meeting individual differences. Such organizational procedures include grouping; programmed instruction, individual pacing, and use of immediate feedback for continuous learning; media and various technological devices; independent-study programs; team teaching and the employment of teacher aides.

\(^1\)ibid., p. 339.
\(^2\)ibid., p. 331.
Some specific kinds of learning experiences which could be used in language study are also mentioned by Phenix.

To acquire knowledge of a language, one should observe its use in the daily life of the speaking community and . . . acquire skill in using it through actual participation in the common life. But such learning through observation and participation may be facilitated by the analysis of the patterns of language. Such analysis requires the use of a number of key concepts for directing and interpreting the observation and participant activity of the learner . . . . Efficient mastery of a language follows from attention to these leading ideas, even though they may not be explicitly articulated as a trained linguist would do.

... However, each language must be studied on its own terms as an integral, self-contained structure.\(^43\)

Since speech is essentially an intellectual and not a mechanical activity, it must also be remembered during the process of language acquisition that verbal dexterity should never become an end in itself, but rather should be developed so as to increase understanding and facilitate reflection.\(^44\)

Phenix provides a description of the kinds of specific learning experiences in language study which could be exciting to students:

Imaginatively conceived, language may be understood as a game with various possible sets of rules. One can play with roots and affixes, experiment with various combinations of sound and meaning elements, and arrange words into

\(^{43}\)Ibid., pp. 64-65.

\(^{44}\)Ibid., p. 63.
sequences according to various actual and possible syntactical patterns. Language so treated becomes a new and fascinating activity transcending the ordinary practices of talking and writing to meet the demands of social exigency. By considering its extraordinary aspects—those realities that lie hidden beneath the mass of common assumptions about human discourse—the inner meaning of language is disclosed. If, instead, language is taught simply as a means of social interaction and adjustment, the student's imagination will not be kindled and he will miss the vision of what language really means, in the deep mystery of symbols as channels for the revelation of the intelligibility of things.45

In addition, one could examine the relation of the spoken to the written forms of language46 and also expand into the study of literature where language is the medium of esthetic expression.47

Realms of Meaning provides much insight into the problem of identifying the essential characteristics of a program in language study for the schools. Phenix's statements regarding the objectives, content, and learning experiences associated with the study of ordinary language in a curriculum of general education would seem to have many implications for the identification of criteria for curriculum development in language study as it has been defined for this investigation.

46 Ibid., p. 66.
Louise Berman offers a unique view of the total school curriculum which emphasizes the optimum development of each person's process skills—that is, the skills of perceiving, communicating, loving, knowing, making decisions, patterning, creating, and valuing. It would appear that imparting merely what is already known is not seen as sufficient for the demands of today's world. In her words, Berman's purpose is one of sketching "in broad outline what some of the components of the curriculum ought to be, if the development of a process-oriented person is seen as a critical goal of the school." Moreover, she recognizes the need for setting up new priorities in the school curriculum in the face of the vast scope of content and materials available today and in view of the many recent developments in education, as well as in the larger society. These priorities should be in the direction of fostering process-concepts in today's children and youth, if personal adequacy and individual responsibility are to be major goals of school programs.

Berman reveals several assumptions which accompany her view of what the school curriculum ought to develop in students.

49 ibid., p. vi.
50 ibid., p. 10.
First of all, she assumes that "all persons are process-oriented to some degree and can become more so through planned experiences." Furthermore, she holds that it is "good" for persons to have some degree of process orientation, by which she means they exhibit elements of dynamism, motion, and responsibility. Also implicit throughout her discussion is the assumption that positive transfer can occur, as, for example, when experiences within the school environment influence functioning in out-of-school settings. In brief, it is her hypothesis that

as the school places priority upon developing a setting where children and youth have the opportunity to experience and verbalize the meanings of creating, loving, knowing, organizing and other process skills, they will orchestrate more beautifully the components of tomorrow's world than if they did not have such new priorities established in the curriculum.  

A curriculum growing out of this orientation would foster the development of a wholeness—a totality—of experience which gives increased meaning to life. To a great extent, it would also focus upon the individual, what he believes, what he knows, what he prizes, and how he is changing. And, in its concern for promoting an understanding of valuing, the school would invite consideration of what values influence behavior and what consequences

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51 Ibid., p. 9.
52 Ibid., p. 191.
53 Ibid., p. 134.
54 Ibid., p. 168.
are brought about by the teaching which occurs within its confines. 55

Berman recognizes the role of various individuals in setting up a process-oriented curriculum. Academic scholars, psychologists, sociologists, private industry, the government, curriculum workers, administrators, and teachers are beginning to play unique roles in developing educational programs today. In the designing of curricula and the selecting of learning experiences, there should be provision for participation by students. 56 Parents and other adults should also be involved in fostering the goals of the school. 57

Within the broad curriculum framework which she proposes, Berman examines each process skill in turn by discussing the need for emphasizing the process, its basic components, and how it might be incorporated into the school environment. In her discussion of communicating, Berman identifies several needs which could be met through planned experience with this process.

One of the strongest needs of man is to be understood—to present himself in such a way that he believes he has communicated clearly to others. Man also wants to understand others. Speaking, listening, writing, and utilizing silence appropriately are skills in which common symbols enable man to share his personal meanings. 58

55 Ibid., p. 158.
56 Ibid., p. 19.
57 Ibid., p. 190.
58 Ibid., p. 43.
Indeed, it is through this kind of reasoning that emphasis on communicating within the school curriculum seems justified.

More specifically, Berman indicates that most children need help in listening and co-responding if they are to develop ability in communicating effectively. Moreover, if we are concerned about the communicating of meaning, the child needs opportunities to do what he sees to be worthwhile, necessary, and interesting.\(^\text{59}\)

Berman sees several specific objectives that are in keeping with the development of this necessary ability to communicate meaningfully. However, these objectives ought to be viewed in the context of the broader goals which she has envisioned for a process-oriented curriculum--developing the abilities of "transcending space," making intentional the use of time, striving for "integrity of selfhood," and enjoying "thinking-feeling cohesion."\(^\text{60}\) Another objective for the student is to assume responsibility for being a continuing learner.\(^\text{61}\) He is also to see knowing as the metamorphosis of ideas, as a creative process rather than an additive one.\(^\text{62}\)

Each of the process skills whose development will help meet these broad objectives has two dimensions: experiencing the

\(^{59}\)Ibid., p. 55.

\(^{60}\)Ibid., p. 3.

\(^{61}\)Ibid., p. 97.

\(^{62}\)Ibid., p. 80.
use of the skill in a wide variety of contexts and verbalizing the meaning of the skill so that an interplay can exist between the logical and the intuitive. That is, the individual should be able to go back and analyze what may have occurred through more or less intuitive judgment in order to behave in more adequate ways in the future. 63

The objectives identified particularly for communicating—the process skill to which the concept of language study would seem most closely related—arise from Berman’s stated basic assumption that the aim of communication is the sharing of personal meaning. To this end, the schools are to emphasize “those aspects of communication which enable the psychological freedom to deal with one’s inner life—ideas, feelings, constructs,” rather than communication skills as such. 64 One could also develop his senses to a greater extent in order to expand his ability to read and to listen. 65 Yet, Berman also reminds us that, in addition to these personal concerns, standards and social conventions have an important role to play in the effective use of the symbols and syntax of language to express meaning.

Content areas related to the meeting of these objectives are discussed to a considerable degree. Berman clearly states

63 ibid., pp. 10-11.
64 ibid., p. 59.
65 ibid., pp. 58-59.
her general position regarding the content appropriate for the study of communication in the school:

We are not treating communication, however, as reading, writing, speaking, listening, linguistics, or grammar. These separate facets have been given much attention in school programs. Our intent rather is to focus upon communicating as an interpersonal process which takes into account the traditional elements of programs of communication but may call for reshuffling them.  

Unless the person is seen as being central to the communication process, the school subjects of writing, reading, and speech have little meaning. Therefore, she can summarize her position by stating that "school content should be selected for its potential impact upon the central core of the person rather than for its logical organization by the scholars."  

Several abilities are seen here as concomitants of the development of facility in communicating: "the ability to share openly and with integrity one's self--what one is organizing, creating, valuing, deciding;" the ability "to listen to another with purpose, responding in terms that will help the other person sharpen, prize, and find deeper meaning in his own thoughts;" and "the ability to be affected and to affect." Berman also asserts that meaning in communication

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66 Ibid., p. 44.
67 Ibid., p. 46.
68 Ibid., p. 75.
69 Ibid., pp. 49-50.
is internal and not external to the individual, although factors within the individual, factors in his physical world, and the range of his experiences influence the meaning he brings to a message.

But the verbal component forms only part of the phenomenon of communication.

Distances and stances during conversation, the meaning of various tones of voice, and the relationship of business to social conversation are among the subtleties of communication viewed differently in various parts of the world. Awareness of such differences is important to those wishing to communicate effectively in any culture.70

Thus, if Berman's perspective were to be adopted, language study as defined in this investigation would have to be placed in the broad context of how human communication is variously achieved.

Several suggestions regarding the organization of this content are offered by Berman. One organizational principle which seems to emerge is the necessity of interrelating work in the different process skills. For example, attention to the communication process permits increased clarification of the values that are held by individuals. Further, the ability to perceive fully—a very fundamental human behavior—would contribute much to a fresh, vivid, and accurate way of communicating with others. The study of literature could be an opportunity for dealing with person-to-person co-responding. And, the teaching of grammar and vocabulary is seen as a way to foster the ability to conceptualize categories—an important component of the process of

70 Ibid., p. 45.
Indeed, in addition to the processes being interrelated, much of the knowledge which children need is interdisciplinary in nature for "any knowledge which is confined to one discipline is incomplete." Therefore, possible areas of language study in keeping with such an interdisciplinary view might include several mentioned by Berman: communication and conflict; communication and integrity; cross-cultural patterns of communication and the inner life; and problems of inter-professional communication, inter-cultural communication, and inter-personal communication.

Berman also describes some possible ways of organizing the total school curriculum. One alternative she offers is to relate the other process skills to one which would permeate an entire set of educational experiences. Another suggestion is to blend the process skills with the usual subjects in the traditional curriculum. One could also emphasize only one process skill, as for example communicating, along with the existing subjects. Berman hypothesizes that when traditional school subjects are related to the process skills in these ways, students will perceive the subjects to be more relevant to everyday situations.

71 Ibid., pp. 80-91.
72 Ibid., pp. 180-188.
Some specific learning experiences within these content areas are also discussed in a way which makes them appear applicable to curriculum work in language study. For example, Berman views the development of communication skills as continuing to occupy an important place in a student's educational experiences with language, though she does suggest that this would occur more rapidly than now and would be accomplished in multiple and individualized ways. Speed reading, scanning, and reading to spur thinking would be emphasized. Moreover, since communication skills can be used to produce certain effects, Berman believes it crucial that persons learn the appropriate technique and language to give the desired effect.

Berman also indicates that children could be helped to see the many meanings each word of a language can have through the study of words, their roots, the meanings ascribed to them by various groups, and individual meanings given to them. Thus, "communication must go beyond the mere dictionary meaning of words to the subtleties of the nondiscursive, the nonverbal, the emotion-laden messages." To be sure, Berman sees the clarification of meaning as a principal activity, especially in areas where children bring into the classroom a conception of English different from that taught in the school. The development of

\[73\text{bid.}, \text{p. 59.}\]
\[74\text{bid.}, \text{p. 11.}\]
listening skills and the art of questioning would contribute much to the clarifying and sharing of personal meaning.\footnote{75}{ibid., pp. 53-54.}

Throughout the activities which are planned for students there should be much opportunity for students to interact with each other and with the teacher.\footnote{76}{ibid., p. 52.} Concern for individual differences in thought patterns, perceptions, age, abilities, and interests necessitates an individualization of instruction which goes beyond pacing to the development and use of a range of materials to respond to unique human beings.\footnote{77}{ibid., p. 95.} Berman also recognizes a number of organizational procedures which might facilitate such individualized experience in the school: increased flexibility in scheduling, self-instructing and self-correcting materials, new kinds of classroom personnel and new uses of existing personnel.

Evaluation of these school experiences related to language study could include several kinds of activities. Berman mentions analysis of children's work, diagnosis of their stages of development, accounts of classroom incidents, tape recordings, and videotapes of what occurred in the classroom as some sources of evaluative information.
The analysis of the communication process within the classroom can provide insights for helping individuals and the teacher improve their performance in the sharing of personal meanings. At the same time, analysis of any communication should be used with awareness of the inability to capture the total setting.78

Another approach to evaluation is offered when Berman discusses the development of "an internal locus of evaluation" which can encourage a student toward greater independence and hence more creativity and originality.

While Berman acknowledges the potential value of the traditional school subjects, she considers a school program which places priority upon the skills and content outlined here as being more appropriate for today's children and youth.79 Because Berman's conception of communicating within the total school curriculum so closely parallels the concept of language study as used in this investigation, her outline of the nature of communicating within a process-oriented curriculum offers considerable guidance for the curriculum worker designing programs in language study.

78 Ibid., p. 58.
79 Ibid., p. vi.
Democracy and Excellence in American Secondary Education

Harry S. Broudy, B. Othanel Smith, and Joe R. Burnett present here a study in curriculum theory which "represents a speculative but reasoned interpretation and organization of facts in order to project an ideal for use in the development of the secondary curriculum." In addition to describing their theory and its bases, the authors also include a proposed program of studies to illustrate the feasibility of their ideas on the secondary level. Because their focus is upon only one segment of the scope of public education, their theoretical perspective and recommendations are viewed as somewhat less generalizeable than those offered by Berman and Phenix whose considerations seem to have implications for both the elementary and secondary phases of the curriculum.

Essentially, Broudy, Smith, and Burnett are concerned with "a curriculum view which is defensible in regard to the school's obligation to a democratic mass society and excellence of individual life in that society." Their value orientation is further explicated by their advocacy of a common general

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81 Ibid., p. 9.
82 Ibid., p. 8.
education for the secondary school which would facilitate later vocational training, as well as meet the needs of citizenship and self-development felt by all individuals. This curriculum is intended to provide a basic education for both the specialist and the generalist kinds of roles which all of us assume in this complex society.

The writers see the secondary curriculum as a means to develop the interpretive, nonspecialist use of knowledge primarily and its applicative or vocational use only indirectly. The interpretive use of schooling is, in a sense, the most fundamental of all, for it provides orientation and perspective even in situations where one cannot actually participate in action and problem-solving. In order to provide a base for such use of knowledge, "a curriculum design has been sought that includes as many as possible of the major contents and operations from which the pupil can build cognitive and evaluative maps of great generality and precision." Thus, there exist here a concern for concepts and not just immediate and specific experiences, a concern for values and the development of a world view for the conduct of one's life, and a concern for the education of the whole man— the lack of which the authors see as shortcomings in current curricula.

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83 Ibid., pp. 54-55.
84 Ibid., p. 246.
Within this view of general education are five basic "strands"—symbolic studies, basic sciences, developmental studies, aesthetic studies in the form of exemplars of values, and molar problems—which have been defined in terms of the nature of their content, their modes of organization of material, and the uses to which their learning outcomes may be put in life. The study of language forms one portion of the symbolic studies identified here. Broudy, Smith, and Burnett describe a "new type of language study"\(^5\) for the secondary school to help alleviate some of the present conditions they see in education today:

There has been a lack of concern with language as an instrument of thought and learning. There has been a lack of concern for the logical character of language in communication. Attention to the improvement of the ability of the student to handle ideas has been limited primarily to those problem-solving abilities which can be dealt with in the psychological descriptions of problem-solving; and, as a result, the strictly logical character of thinking and discourse largely has been eliminated from consideration in the educative process. Finally, instruction in language has tended to become adjusted to what is basically necessary for ordinary communication as carried on by average students at a given level.\(^6\)

The approach to language study which Broudy, Smith, and Burnett suggest may help to meet some of the student needs which they recognize throughout their book. For example, the development of the interpretive use of knowledge—in the study of language as well as in other areas of the secondary curriculum—is

\(^5\)Ibid., p. 173.

\(^6\)Ibid., p. 22.
viewed by the authors as a way to meet the need of the nonspecialist for perspective in cognitive interpretation and evaluative orientation when confronted by problems. Language study plays, perhaps, a more prominent role in one's experience in handling valuative concepts and principles at the verbal level—an activity which is needed because:

it is not sufficient that an individual behave in right and proper ways.... He also must be able to verbalize his behavior and to examine it critically, offering such justification of it as seems desirable.87

Furthermore, the authors specifically identify a set of language abilities in which the citizen of the future needs facility if he is to function optimally: nonliterary communication skills and understanding of literary writing and literary reading.88

The program of language study which is developed by Broudy, Smith, and Burnett is designed to pursue several kinds of objectives. Languages, which are part of the area called the symbolics of information, are seen as skills and as sciences.89 This, then, would permit one to approach language study as including two general kinds of instruction—skill development and the interpretive use of language learnings.

87 Ibid., p. 150.
88 Ibid., p. 172.
89 Ibid., p. 247.
Very simply, one needs instruction to learn the code of the system of communication and the rules for its proper use.90 Moreover,

to be efficient, a skill must be developed to the point at which it can be performed semiautomatically, that is, without attention to the component steps of the procedure. Thought and attention should be reserved for making decisions as to how to adapt the skill to the task at hand.91 Consequently, while the use of the skills of speaking, reading, and writing is largely replicative, the authors also recognize the role of judgment in the choice and order of words, concepts, and images, thereby making the subject of language conceptual as well.92

However, it is recognized that the kind of skill development sought by the school in the area of language usage is influenced by a number of factors besides a concern for effective communication. Broudy, Smith, and Burnett note that the business world, for example, requires standards of linguistic performance beyond that necessary to ordinary usage. Similarly, it is acknowledged here that various walks of life, specific kinds of situations, and one's social class and status influence language behavior to a great extent.

On the other hand, "the interpretive use of language seem to be the proper emphasis of the language studies."93 These

90 Ibid., p. 163.
91 Ibid., p. 164.
92 Ibid., p. 162.
93 Ibid., p. 174.
studies can be the most general of all, because there is no area of human behavior or study which does not utilize language in some way; indeed, study in every discipline involves a special form of language usage.\footnote{ibid., p. 174.} The authors therefore assume that the mechanics of language usage have already been sufficiently developed so that the study of language on the secondary level can emphasize distinguishing the various uses of language and the diverse rule systems for such uses, thus providing a conceptual framework for language to serve the student well in many kinds of endeavors.\footnote{ibid., pp. 172-173.} For example, reading can be developed for purposes of diversion, obtaining information, and gaining perspective regarding concepts in various disciplines.\footnote{ibid., pp. 167-168.} Study reading can be emphasized in the high school as a branch of the logic of the subject matter being studied.\footnote{ibid., p. 170.} The reading of mature literature as an art form can also be included in the secondary curriculum.\footnote{ibid., p. 170.} The program of studies which Broudy, Smith, and Burnett provide as an example of one way to implement their theory of curriculum also includes study in depth of one foreign language.
The objective for this component of the program is to attain a working knowledge of the language—simple, ordinary conversational usage, with some reading knowledge acquired later in the sequence, justified on the basis of an interpretive use of foreign language rather than the usually cited applicative or vocational use.99

The general content of the curriculum adheres to several principles that are carefully explained by Broudy, Smith, and Burnett. They envision two "strands" in the curriculum including the content and the logical operations by which the individual manipulates content.100 The content emphasizes basic concepts, that is, those which are most widely instrumental—such as languages—and those which are logically basic to a given field of study.101 In addition, this content includes facts, rules, principles, concepts and skills thought to be essential for all, though one can vary the way the content is taught, the rate at which it is taught, and the level at which it is taught.102 The authors thus propose that the content be ordered into units of study with varying levels contained in each unit. Throughout, the processes of selecting and organizing the content of the curriculum are influenced by the developmental factors related to human maturation and the accumulation of prior learnings.103

99 Ibid., pp. 174-175.
100 Ibid., pp. 102-103.
101 Ibid., pp. 132-134.
102 Ibid., p. 250.
103 Ibid., p. 94.
The content of the language curriculum proposed by Broudy, Smith, and Burnett appears to have two broad foci: skill development and understanding of the structure and use of language. In English, they tentatively suggest that the earlier units and lower levels of study stress usage and mechanics in reading, writing, and speaking, while later units emphasize an understanding of the structure of language and its more developed uses. Similarly, the study of foreign languages begins with oral-aural work and later emphasizes reading, writing, and understanding of the formal structure of the language. However, the authors point out that in the English program there is no clear-cut correlation between the mastery of certain mechanical operations in the use of language and the ability to perform higher intellectual operations in thinking about the language or receiving meaning from verbal materials. There is no reason to make a certain degree of proficiency in mechanics a prerequisite for the study of the structural and logical aspects of language. Hence, when the pupil has reached his limit in the practice of mechanics, he ought to be allowed to try the advanced phases of language study.

There is much controversy regarding the specific content of the units of study, a problem whose solution the authors leave to the experts in language instruction. Nevertheless, Broudy,

104 Ibid., p. 258.
105 Ibid., p. 261.
106 Ibid., p. 259.
107 Ibid., p. 260.
Smith, and Burnett offer a description of the kinds of topics which might be explored within the language curriculum of the secondary school:

To the secondary school one might therefore look for study of the logic and structure of language in general and of the native tongue in particular: of the different types of discourse and propositions; of the uses of language in science, ordinary description, definition, explanation, persuasion, the common fallacies of language.

In brief a good deal of what is now studied in higher education as linguistics and semantics should become the main fare of the secondary curriculum in the language arts. Whether this should be a separate course, part of every course, whether it should supplement or displace the conventional study of grammar, and kindred questions are topics on which study and experimentation are in progress. There are stirrings in this direction, for example, Project English, but the trends are not yet clear. It may be that the structure of language will become the focus of secondary language study rather than syntactical correctness based on grammatical rules.

Another phase of language study involves the psychology and logic of communication. A good description and a good piece of argumentation do not have the same linguistic structure or the same criteria for "goodness." A lively narrative and an accurate narrative make different demands on the writer. Value statements differ from descriptive ones. Propaganda differs from report. Evocative language designed to arouse emotion differs from language that refers to objects in space and time, and the ritualistic, ceremonial use of language differs subtly from other uses.

Reference has already been made to the artistic or literary use of language. Here words are used to evoke aesthetic responses on the part of the reader; it is the appreciative and aesthetically expressive use of language.108

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108 Ibid., pp. 171-172.
One can also study the development of language, a pursuit which has little to do with correct usage and which the authors therefore assign to the area they designate as "developmental studies."\textsuperscript{109} Study of English literature is also included in the proposed curriculum, but in the section which deals with exemplars of values.

The authors describe general kinds of learning experiences which might be appropriate for attaining the objectives identified in these content areas. They state that they would select instructional situations primarily in terms of the logical requirements to be made upon the students.\textsuperscript{110} To be sure, they even claim that

were logical operations to become abstracted from the content of a particular field and understood in their own right, the individual would be more adept at dealing with the great variety of problems and contents that exemplify them. It would appear that as much improvement in the educational program at the high-school level is to be gained by proper instruction in logical operations as in changing the nature and grade location of content.\textsuperscript{111}

Some of the discussion centers on the nature of human verbal behavior. For example, the authors indicate that the meaning of verbal symbols can often be acquired from the context, for one's knowledge of syntax can be quite helpful in determining meaning. One could infer that the school should

\textsuperscript{109}ibid., p. 171. 
\textsuperscript{110}ibid., p. 86. 
\textsuperscript{111}ibid., p. 101.
foster this ability. However, clear verbal formulations appear to be a desirable supplement to simple operational manifestations of complex concepts such as democracy which are dealt with in the school, for in this way the student may be better able to analyze and clarify the concepts than through behavioral experience with them alone.\textsuperscript{112} Thus, teaching valuative concepts critically involves verbal behavior,\textsuperscript{113} just as working with descriptive expressions clearly draws on language facility.

Broudy, Smith, and Burnett also recognize the phenomenon of individual differences in ability, interests, and learning style, and thus provide for students progressing through their curriculum at different rates and at different levels of performance. The curriculum can respond to individual readiness for learning by varying both the complexity of the content and the kind of logical operations included at a particular point.\textsuperscript{114} To facilitate this kind of approach, the authors propose an ungraded secondary school and the use of language laboratories, multiple-class instruction, team teaching, and opportunities for independent study.

The theory of curriculum being presented here views the evaluation phase from a specific perspective:

The assessment system of a particular program of schooling is, of course, no more a part of the curriculum than is the learning of the student.

\textsuperscript{112}\textit{Ibid.}, p. 137.
\textsuperscript{113}\textit{Ibid.}, p. 146.
\textsuperscript{114}\textit{Ibid.}, p. 104.
The assessment system is simply a means of checking upon the effectiveness of the curriculum: it enables us to ascertain whether or not the objectives for which a curriculum is designed have in fact been realized in the learnings of the students. In the final analysis, the items of an assessment instrument are determined by the content of the curriculum. In this sense the curriculum itself shapes the program of evaluation.\textsuperscript{115}

This point of view recognizes two ways in which school learnings can be manifested—in student performance on various tests and in the uses of schooling in ordinary daily life, which are related though one cannot guarantee that performance in school will be directly carried over to everyday activities.\textsuperscript{116} However, in addition to using evaluation procedures to measure the curriculum's effectiveness, the authors also acknowledge testing as a means for determining students' readiness for learning and thus their placement in the various levels of the study areas included in the proposal.

Broudy, Smith, and Burnett offer a curriculum view and a program of studies which provide the curriculum designer with an orientation that may prove useful in his decision-making in the area of language study. Their discussion of the kind of content appropriate to an interpretive use of the study of language would seem to contribute much to the formulation of criteria for curriculum development in language study.

\textsuperscript{115} Ibid., p. 88.

\textsuperscript{116} Ibid., pp. 87-88.
This chapter has presented the analyses of three publications illustrative of the field of general curriculum—Philip Phenix's *Realms of Meaning*, Louise Berman's *New Priorities in the Curriculum*, and *Democracy and Excellence in American Education* by Broudy, Smith, and Burnett. As in the previous chapter, questions derived from the Taba model for curriculum development were used to guide the process of analysis. Chapter Four utilizes a similar approach to an analysis of selected publications from the field of foreign-language education.
CHAPTER IV

FOREIGN-LANGUAGE EDUCATION: PUBLICATIONS

WITH A VIEW TOWARD LANGUAGE STUDY

The analysis of selected publications in the field of foreign-language education was undertaken for several reasons. As a reminder to the reader, the rationale that was used in selecting this area of educational literature for analysis will be briefly reviewed.

In Chapters Two and Three, statements regarding the process of curriculum decision-making in the area of language study were derived from two sources which tend to be general in their discussion of educational concerns. To balance this process of applying general statements to a specific content area, and to counteract possible bias injected by the writer's own predilections, this third source was identified as foreign-language education, an area that deals more directly with specific curriculum content related to language phenomena. It was assumed that the material from foreign-language education could yield information about the nature of future learning experiences in language study that would be more explicit than that from either the writings of the general "critics" of education or the literature in the field of general curriculum. Therefore, such information could provide a kind of check on the inferences
made by the writer when progressing from the more general writings in education to their implications for language study.

A further justification for examining publications from foreign-language education lies in the nature of the curriculum-development process itself. Any kind of language program that will be actively supported by the entire profession must be in keeping with the language goals envisioned now by the separate academic groups within the educational community. Thus, looking at what foreign-language education has to say about language study would insure program guidelines that have more chance of success when it comes to operationalizing them within the actual school environment. These guidelines would be more congruent with current thinking within the disciplines related to language study and hence would be more acceptable to those disciplines than guidelines developed without any attention to their concerns. Therefore, this analysis of selected publications within the field of foreign-language education serves to indicate some of the concerns now being expressed within the subject-matter areas of the curriculum with regard to language study.

This process of analysis took the form of responses to questions which would occur during the process of curriculum development in the area of language study:

(1) What is the value orientation guiding the total decision-making process in the development of language curricula?

(2) How does one move from one decision point to another?
(3) Who are the personnel involved in the decision-making process?

(4) How are the efforts of various people coordinated?

(5) What are the implications of such curricular-design decisions for actual attempts at implementation?

(6) What is said that relates to the identification of student needs with regard to language study?

(7) What is said about the objectives viewed as desirable for language study?

(8) What is said about the content which should be selected for language study and how should it be organized?

(9) What is said about the learning experiences which should be selected for language study and how should they be organized?

(10) What is said about how evaluation of language study should take place?

Each of the analyses which follows examines, in order, those questions which are applicable to a discussion of the selected publication. Because the focus of this investigation is upon curricular questions within the area of language study, discussions of the "appropriate" methods of instruction--prevalent in the literature of foreign-language education--have not been emphasized.

By way of introduction to the kind of thinking currently existing within the field of foreign-language education which may have implications for curricular decision-making in the area of language study, a rather brief position statement appearing in one of the most influential journals in that field will be analyzed.
first.

In a very short article which appeared recently in The Modern Language Journal, Harry Reinert outlines an approach to foreign-language study in the public schools which can have strong implications for programs in language study as well. Statements from this article perceived by this writer as related to curriculum-design questions in language study can serve to illustrate some of the curricular thinking in the field of foreign-language education.

From an orientation that favors individualization in learning, Reinert develops a plan, based on his experiences in the Edmonds, Washington, School District, whereby the typical American school system can modify its foreign-language program to combat the ills of declining enrollment and student hostility now facing these subject areas. This "practical guide to individualization" seems to offer much that can be of assistance to those designing curricula in language study.

Of primary importance is the necessity of broadening the base of participation in educational decision-making. Reinert suggests that the personnel who should be involved in designing learning experiences for language study should include not only curriculum workers and administrators, but also students, teachers, and the local community. Students can react to proposals already suggested and they can be given the opportunity to select from

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offerings worked out by the faculty. But involvement in such
decision-making should ideally go beyond merely soliciting student
suggestions so that students can have a hand in the actual forma-
tion of the course. Teachers as well as students must be involved
in curriculum development because "each participant then begins
to feel identification with that curriculum and becomes eager to
see it succeed."\textsuperscript{2} Attention must also be paid to community needs.
In this way, there will be a greater degree of commitment to the
language program from all those who are ultimately affected by its
inclusion in the school curriculum, along with an increase in stu-
dent motivation. The teacher and the members of the class become,
in a sense, partners in a cooperative venture.

Reinert also addresses himself to the question of what
student needs must be recognized if a program is to operate effec-
tively. Only by meeting student needs will these educational
experiences be supported by the student who can then see them as
significant and related to his real life.\textsuperscript{3} A program in language
study must also provide opportunity for success experiences.\textsuperscript{4} For
this reason, Reinert advocates a program where the successful com-
pletion of achievable goals is virtually insured through an in-
dividualized instruction, continuous progress format.

\textsuperscript{2}ibid., p. 157.
\textsuperscript{3}ibid.
\textsuperscript{4}ibid., p. 160.
In addition to emphasizing the intrinsic values of foreign-language learning rather than merely its importance for extrinsic purposes, the study of a foreign language is also undertaken in order to contribute to the general goals of education.⁵ The objectives which Reinert identifies for such a foreign-language program could also guide many learning experiences in language study as defined for this investigation:

A. Contact with ideas outside our own language.
B. Awareness of values other than our own.
C. Discovery of other social structures, thereby stimulating better awareness of our own.
D. Development of proficiency in communication.
E. The effecting of physical discipline in linguistic expression.⁶

With this approach to the study of languages, both proficiency in communication and the presentation of foreign culture become important.⁷ Throughout this kind of program, the paramount objective is to facilitate communication between persons—the primary function of language—through increased competence in and understanding of the medium of verbal expression. More positive attitudes toward foreign languages and language phenomena in general are also likely to be created.

Learning experiences are suggested by Reinert which would facilitate a language program of this nature. Working from the premise that individualization is "an attitude of teaching students

⁵Ibid., p. 158.
⁶Ibid.
⁷Ibid.
as individual persons, he describes learning activities which have been successful in foreign-language classes and which appear applicable for a program in language study.

Reinert states that students should develop those skill areas in which they are successful or interested to the best of their abilities. As a result, the lockstep, mandatory curriculum would yield to a school experience where each student can develop individually and hence differently. Yet, in addition to these individualized experiences, group interaction must be included so as to provide maximum opportunity for experience in applying language skills and understandings. To enhance the possibility of individualized experiences and varied group activities, flexibility must be promoted at all times. Furthermore, Reinert indicates that some activities such as cultural presentations and discussions should involve the class as a whole so that students may not feel insulated. By using this kind of flexible approach, language courses can then take on meaning for the short-term student as well as for the student who may pursue such study for many years.


9 Ibid., p. 158, quoting the Committee on Individualization and Grouping, the Seattle Symposium, pp. 73-74.

10 Ibid.
In Reinert's view, where the teacher and the school provide only the tools and environment for learning, the student assumes responsibility for learning by choosing the rate at which he will take advantage of learning opportunities and by joining different groups in the language classroom according to his particular interests and abilities. The teacher in such a flexible and mobile environment becomes a specialist who facilitates and directs student learnings. Since the students take on responsibility not only for their own learning but also for group practices and activities, the teacher can work with individual students to a greater extent. For example, the teacher can take several students for a walk around the building or campus during which conversation skills can be developed according to the students' capabilities in an informal and natural setting which encourages genuine language usage.

Evaluation procedures are an integral part of this kind of program for the development of language skills and understandings, but especially in the area of skill development. Working from the assumption that determining student success rather than student failure is a more effective means to measure true accomplishment and promote student achievement, Reinert advocates a continuous progress program which allows the student to proceed at his own rate of accomplishment. The use of criterion-referenced testing and the

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11 Ibid., p. 160.

12 Ibid., p. 162.
establishment of proficiency levels are seen as means for diagnosing as well as evaluating, rather than as techniques by which one individual's performance can be compared to that of another. By using such an evaluation procedure, students may proceed more slowly in the acquisition of skills, but they will have attained a higher level of proficiency before they move on to more difficult work.\(^{13}\)

Even though he has dealt primarily with the component of language study identified with the development of foreign-language skills, Reinert has also presented in his article a concise view of what kinds of responses could be made by a foreign-language educator to the curriculum-development questions which have been posed for the area of language study. The directions he charts may perhaps be indicative of a trend which foreign-language educators in general might someday support with regard not only to the teaching of foreign languages, but also to language study as broadly interpreted.

The degree to which this point of view regarding language study is shared by several major publications in the field of foreign-language education will be examined in the following three sections. As before, the attempt is to analyze their relationship to the concerns of curriculum decision-making in the area of language study as it has been defined for this investigation.

\(^{13}\)ibid., p. 160.
The Britannica Reviews of Foreign Language Education: Volumes 1 and 2

These Reviews of foreign-language education serve to present a composite picture of the current state of the field of foreign-language teaching as a whole, a result of both the different viewpoints offered by the various contributors to the volumes and the extensive review of the literature with which each chapter deals. Furthermore, the fact that the American Council on the Teaching of Foreign Languages has sponsored these first volumes in the proposed series of yearbooks on foreign-language education lends credence to viewing the contributions collectively under its aegis.

The Reviews present a diversity of opinion as represented by the authors who offer differing perspectives. However, when considered as a whole, these viewpoints also tend to balance each other so as to provide a kind of synthesis of the professional thinking in foreign-language education.

Several assumptions were made during the analysis of these Reviews. Even though the authors of the various chapters report, summarize, and quote profusely from the literature related to their


The footnotes which follow in this section indicate the volume number of The Britannica Review of Foreign Language Education, along with the author of the chapter which is cited and the page numbers.
topics, their individual positions regarding the subject at hand and their role in reflecting the general view of the profession also seem to emerge. It was therefore assumed that emphasis in the reporting of practices and trends and the framing of the summary statements would indicate those practices in the area of curriculum decision-making in language study which might be supported by workers in foreign-language education.

In keeping with the objectives of this particular investigation, there were also several limitations placed on the analysis. (1) Even though the Reviews deal extensively with instructional concerns in the area of foreign-language education, emphasis was directed toward those discussions which relate to decision-making in curriculum development. (2) While the Reviews deal with concerns regarding influences on education and educational purposes in general, the attempt has been to limit the analysis to those statements regarding aspects of foreign-language education which have implications for language study. This decision is very much in keeping with the spirit in which this particular area of educational literature was chosen for analysis. (3) While the authors critique current practices—and thus support the observation that the field of foreign-language education is experiencing much re-evaluation and re-examination on all fronts—their descriptions of what is in operation have been more closely analyzed since these provide a base for more positive statements regarding the nature of curriculum decision-making in language study than do the criticisms.
(4) Primary attention has been focused upon the discussions which relate to foreign-language learning among English-speaking Americans rather than including the more special cases of the bilingual language learner, the individual acquiring English as his second language, or the student learning another dialect of his native language. (5) There has been more emphasis upon the discussions of the teaching of modern languages than upon those which relate to the teaching of the classical languages. (6) Only those recommendations and practices which have implications for elementary and secondary schools were examined, even though the Reviews describe programs in foreign languages at all levels of schooling. (7) Statements made regarding the nature of curriculum decision-making in language study have generally been derived from those areas where there appears to be more consensus among foreign-language educators rather than from those concerns which are still much debated in foreign-language circles.

Considering the chapters of *The Britannica Reviews of Foreign Language Education* collectively, one can infer the kind of value orientation which could guide the curriculum-development process in the area of language study. A fundamental principle is that every part of the curriculum should be complete and valid in itself if it is to be truly viable.\(^{15}\) Yet, according to the view of systems analysis, the curriculum consists of components which interact to

form an integrated whole designed for the attainment of educational goals that the learner has already accepted. Therefore, the acquisition of language skills and the study of language phenomena must be placed in the context of the total educational experience of the student. Viewing the language curriculum within the total school context would then enable one to support the notion that language study is indeed only one means by which students can encounter learning experiences to enable them better to control their environment.

Concern is expressed that improvement of the curriculum should be sought through every means available. To be sure, in order to enable each individual to develop fully his own capacities, to meet his own interests and needs, and indeed to learn how to learn, diversity must be the byword in every aspect of curriculum development. Consequently, there must be diversified objectives, varied content, and individualization and personalization of learning experiences designed to meet varied learning strategies. While the process of making a series of such intricate curriculum decisions is a matter too complex to be resolved with a simple formula, a systems analysis paradigm has been proposed as one framework to facilitate such curriculum design and management.

But who is ultimately responsible for making these curricular decisions? The rationale for one part of the school curriculum

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16 Volume 1, Emma Marie Birkmaier, p. 5.
17 Volume 2, Lorraine A. Strasheim, p. 31.
18 Volume 1, Bela H. Banathy, pp. 105-106.
should ideally be developed through team planning by the specialists in the subject area with their colleagues in other subject-matter areas and with students, so that the support base of the program becomes as broad as possible. The community also can play a role in deciding whether to institute certain programs and in assessing their progress once under way.

While Steiner recognizes that students should share in planning the curriculum, Jakobovits offers a somewhat different perspective:

Given the pedagogical philosophy that is prevalent in our society today very few educators would allow the school curriculum to be dictated by a student body vote, and in any event, the students themselves would be just as opposed to such a process.

This statement contrasts sharply with a more recent point of view in Volume 2 which Strasheim quotes from John Holt's *The Underachieving School*, where the intention is:

to let every child be the planner, director, and assessor of his own education, to allow and encourage him, with the inspiration and guidance of more experienced and expert people, and as much help as he asked for, to decide what he is to learn, when he is to learn it, how he is to learn it, and how well he is learning it.

As a result, the nature of student involvement in curricular decision-making appears to remain somewhat contested.

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19 Volume 2, Strasheim, pp. 31-32.
20 Volume 1, Albert W. JeKenta and Percy Fearing, pp. 147-148.
21 Volume 1, Leon A. Jakobovits, p. 218.
To coordinate the decision-making efforts of some of these people involved in curriculum development, administrators can set up team teaching situations which permit greater communication among the staff members, either within one subject area or across disciplines. This organizational arrangement also facilitates individualization of learning experiences and hence the attainment of diversified objectives. Varied groupings, more frequent evaluations, and more individual work with the instructor are made possible through the differentiation of teaching responsibilities which usually accompanies a team-teaching situation. Curricula designed for individualized learning also require the services of personnel in addition to the regular teaching force, flexible facilities, and the flexible use of time allotments. The teacher becomes a diagnostician, guide, and facilitator of individualized learning.

While these are only some of the implications resulting from curriculum decisions made according to this kind of value orientation, they can serve to indicate the type of implementation efforts necessary if a program in language study or any other content area is to succeed. Unfortunately, it has also been pointed out that "the development of truly individualized strategies for the development of language skills is as yet some time removed." It appears, therefore, that much work remains to be done in order to be able to implement such a curriculum design.

\[23\text{Volume 2, Dale L. Lange, p. 6.}\]
As has been indicated earlier, the needs of the individual play a prominent role in determining the nature of curriculum proposals. The Reviews point out that curriculum decisions must acknowledge the diversity of student needs by providing a wide range of objectives and a plethora of learning experiences designed to accommodate individual learning styles. The curriculum worker attempting to design a program in language study must also recognize that the individual in today's society is being forced to face more issues and make more decisions than ever before. The individual is now requiring that social institutions become humanized and responsive to his needs and objectives. The individual wants to realize his own worth, experience success, and be recognized as a unique human being. He needs to make his own decisions from among alternatives and to learn from the consequences of his choices.

The "new" student is also demanding that his work in school be meaningful and relevant to his present daily experiences. Language study would seem to be an area that can provide not only skills that would meet the student's present need to communicate but also the understandings necessary for comprehending and evaluating the meanings behind the verbal messages of others and for appreciating the role of language in human affairs. Such "relevance"

\[\text{Volume 2, Lange, p. 1.}\]

\[\text{Volume 2, Florence Steiner, p. 62.}\]
is not the direct equivalent of contemporaneity, for even classical studies can contribute new awarenesses and perspectives on the human condition as it is presently experienced.\textsuperscript{26}

Yet, what objectives for language study have been proposed in the Reviews for meeting the needs of this "new" student? Indeed, there is much discussion of objectives in these two volumes of \textit{The Britannica Review of Foreign Language Education}. Among the extensive listings of objectives for foreign-language learning are several statements which might very easily assist in the process of delineating objectives for language study as it has been broadly defined for this investigation. The objectives for the learning of a foreign language are, of course, directly related to those objectives of language study dealing with the acquisition of skills in verbal communication. However, it has been noted that the objectives identified for learning foreign languages often speak more to the problem of determining which method to employ in instruction rather than to deciding what one hopes to attain through foreign-language study itself.\textsuperscript{27} Hence, the fundamental questions of why study language and to what ends do not seem to have been answered adequately by the professionals in the field of foreign-language education.

Nevertheless, out of the discussions emerge several guidelines which one should keep in mind when identifying objectives for

\textsuperscript{26}Volume 2, Gerald M. Erickson, pp. 308-309.

\textsuperscript{27}Volume 2, Strasheim, p. 16, from a presentation at the Central States Conference on the Teaching of Foreign Languages in 1969.
the area of language study. First, the Reviews acknowledge that study in one area of the school program must, of course, contribute to the attainment of the broad educational objectives which have been identified: the development of self-identity, and the achievement of self-actualization. But such study must also have value in itself for all who undertake it. As it has been stated in Volume 2, "the experience offered should be meaningful in and of itself, especially in cultural studies and in the study of language as an entity."\(^{28}\) Thirdly, it must always be remembered that there is no one objective for language study, especially if the program is to respond to diverse abilities, aptitudes, interests, and goals.\(^ {29}\)

Seelye groups language objectives into two principal and complementary categories: the development of linguistic and cultural skills necessary for functioning in a culture, and the attainment of an intellectual grasp of the cultural and linguistic forces that influence the unique way of life of a community. It is noted elsewhere that such broad objectives should emphasize understandings, attitudes, and appreciations rather than factual knowledge and routine skills.\(^ {30}\)

More specifically, language study should strive to "assist the student toward a more positive approach to other peoples through


\(^{29}\) Volume 2, Strasheim, p. 28.

\(^{30}\) Volume 2, Jermaine D. Arendt, p. 175.
in-depth experiences with the thought processes and social behavior of native speakers and thus help him to interpret and cope with the societies he will encounter in life. Monolingual and monocultural barriers could thus be removed. Indeed, to understand fully the way of life of a foreign people, knowledge of the foreign language is imperative. Language study should also "increase the student's understanding of how language functions and ... bring him, through the study of a foreign language, to a greater awareness of the functioning of his own language." This discussion appears to provide a strong rationale for the inclusion of foreign languages as one component of language study as it has been broadly defined.

However, to facilitate instruction, one can use the more specific language of behavioral or performance terminology and then place the objectives into the cognitive, affective, and psychomotor domains of educational objectives as appropriate. To be sure, there is a difference between competence and performance, between knowledge and behavior. Thus, a course in language study must incorporate objectives from all domains so as to develop not only language competency—that is, knowledge about how language functions—but also language proficiency—that is, ability to communicate through language effectively.

\[32\] Volume 1, H. Ned Seelye, p. 38.
\[33\] Volume 2, Strasheim, pp. 32-33.
\[34\] Volume 1, JeKenta and Fearing, p. 154.
Regardless of the specific objectives adopted, all work in language study should be constructed so as to permit all students the attainment of a degree of mastery in the content area identified and thus a sense of accomplishment. Furthermore, since language is a uniquely human phenomenon, the acquisition of language skills and the study of language itself should be essentially a humanizing experience undertaken within a social context. It thus becomes crucial that teachers honor the dialects which students may bring to school and encourage diversity in language behavior rather than forcing standardization. 35

While the general nature of these objectives for language study indicates to a certain extent the kind of content which would be appropriate, the Reviews also discuss such curriculum content directly. First of all, several general statements are made which can guide the selection of this content. The curriculum worker should include that material through which the learner can most effectively confront the learning task at hand. He should also enable students to participate in selecting the content which best meets their individual interests and needs. Therefore, while there may be some basic content established for certain areas of language study—especially at the beginning levels of the development of language skills, variety would be encouraged elsewhere. Moreover, since language study cuts across many content areas, it would also

35 Volume I, Seelye, p. 52.
seem desirable for the separate disciplines to be involved in the formulation of course content appropriate to the broad objectives cited earlier. Content selected in this manner is then to be organized so that the sequence is the one most appropriate for the learner and the accomplishment of his learning task.

There seem to be two principal components of the content chosen for language study which parallel the two kinds of general objectives already identified for this area of the curriculum. Language in its spoken and written form becomes one area studied. The concomitant area includes study of the total cultural milieu which influences the form and content of verbal behavior and is therefore reflected in the speech and writing of a community. Thus, it has been stated that "communication is a global category which ... combines several behaviors; the participant in a conversation is simultaneously sending and receiving messages at the levels of both surface meaning [related to the explicit communication through specific skills] and deep meaning [related to the implicit communication of aspects of a culture through language behaviors]." 36

Some specific content areas appropriate to this broad area of language study have been mentioned in The Britannica Reviews of Foreign Language Education. Development of the four communication skills of listening comprehension, speaking, reading, and writing

36 Volume I, Rebecca M. Valette, p. 348.
would include the ability to perceive new written forms and spoken words, and the ability to reproduce and manipulate the elements and patterns of language. Knowledge of vocabulary, grammar, civilization, and literature would also be stressed, along with the ability to evaluate language forms and content, especially in literature.\(^{37}\)

Attention can also be directed toward the principles and techniques used in the process of language learning which can then perhaps be transferred to other pursuits.\(^{38}\) Jakobovits advocates that a language program take account of the existence of a "folk linguistics"—that is, those assumptions the student has about language, about the process of language acquisition, and about the levels of language competence and achievement he is seeking—by critically discussing the validity of these notions with the student.

One could also examine the contextual factors of communication: the influence of one's role and social status on communication, the influence of formality levels on communication, and the influence of the various domains of interaction on communication.\(^{39}\)

This would contribute to an awareness of the principles and phenomena affecting a particular cultural system and those influencing culture in general.\(^{40}\) Another area for emphasis could be the immense diver-
sity of linguistic forms and behaviors within a speech community resulting from variations in dialect, class differences, membership in cultural subgroups, personality differences, age and sex differences, and differences in linguistic style in the same individual.\textsuperscript{41} Since the contribution of language to the development and functioning of a society rarely receives attention in social studies courses,\textsuperscript{42} the language area of the curriculum would seem to have increased responsibility in this regard.

But to achieve this kind of understanding and appreciation, a respect for others' value systems and cognitive patterns must also be developed. Indeed, analysis of language forms and literary works can itself shed light on the values, beliefs, and attitudes of a culture, in addition to illuminating one's own life and the human condition. From the very beginning of language study, \textquote{\textsuperscript{43}students must be made aware that form and content are inextricably fused, that knowledge of the language can convey to them something that is not available to them in translation, that the reading of the literature can be both an emotional and an intellectual experience.\textsuperscript{43}}

These content concerns can, of course, be arranged in a variety of ways. One organizational procedure which would appear

\textsuperscript{41}Volume 1, Seelye, pp. 51-52.
\textsuperscript{42}Volume 1, Seelye, p. 46.
\textsuperscript{43}Volume 2, Erickson, p. 309.
to have promise is that of the interdisciplinary approach where the different areas can best complement each other. An example of this approach is a Latin program in Washington, D. C., which Kovach describes as being "general language" in a sense, where emphasis is placed on how languages work, as well as on the study of the Latin language itself. She describes other programs which relate classical civilization to present-day concerns through examining the role of Blacks in classical antiquity and through studying the influence of Greek and Latin in scientific terminology. Indeed, one could construct a myriad of other possibilities by combining content areas into a variety of humanities courses and by pursuing other content areas of the curriculum from a language perspective.

The learning experiences which can help students deal with such content areas are also diverse. While there is much reporting of studies regarding the most effective methods for instruction in foreign languages, the following brief discussion is limited to the general kinds of activities which can be useful to the attainment of the objectives already identified in the content areas above.

There are several guidelines offered to the curriculum worker attempting to design appropriate learning experiences in language study. (1) Provision for active involvement of the student in the activities is essential, especially if he is to be encouraged to be the director of his own learning. (2) Alternatives and choices must be offered to students to permit
them to select those experiences which can facilitate the attainment of their goals. (3) Activities must be clearly delineated so that the learner knows exactly what he is to do. Moreover, the activities selected must authentically represent the content that is to be illustrated.

Volume 2 of The Britannica Review of Foreign Language Education states its principal concern as the individualization and personalization of all instruction in order to respond to individual abilities, interests, and styles of learning. However, it is also recognized that to design a "curriculum" for individualized learning may be a contradiction in terms since true individualization would require a set of objectives, an approach, and content unique to each student, something which can only be approximated at this time.

The written word expressed in literature, periodicals, and social science publications, has long been a basis for learning experiences in the foreign-language classroom. These materials can also provide a basis for learning experiences in language study. Songs and folklore representing language patterns and illustrating the themes of a culture also offer possibilities for the study of language. In addition, "Students can be given

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45 Volume 1, Banathy, p. 122.
46 Volume 2, Strasheim, p. 18.
47 Volume 2, Gerald E. Logan, p. 133.
some insight into just how complex a system language is by pointing out the amount of knowledge they must have in order to be able to speak their mother tongue as they do and not be misled by the apparent effortlessness with which they speak it.\footnote{Volume 1, Jakobovits, p. 214.}

Correlation of language study with other areas of the curriculum can provide further insights into language conventions and their usage in a cultural context, as well as increased opportunities for language skill development in other situations.

There are some specific activities mentioned in the Reviews which might be appropriate for students in the area of language study to pursue: preparation of audio tapes, television scripts, and student publications for practice in communicating with others; programmed units of work and computer-assisted instruction to help develop ability in the language skills; working with various forms of media, either separately or as a multisensory experience, for the presentation of cultural aspects of language phenomena and for skill development; role-playing activities through which students may grow to understand the influence of societal factors on language behavior. It is acknowledged that these and the many other activities which the field of foreign-language education suggests with regard to language study must be carefully articulated with other areas of the curriculum. It must also be remembered that each kind of experience plays a unique role in learning that complements...
rather than competes with the others.

The organization of such learning experiences generally parallels the procedures used in organizing the content of the curriculum. The two principal foci of language study—skill development and understanding of language phenomena—must co-exist from the beginning of a student's course experience.

Integration of both kinds of experiences in language study with the rest of the curriculum can make such learnings more meaningful to the student. However, in contrast to the learning experiences associated with understanding language phenomena, there is a body of knowledge emerging about the specific progression most effective in skill development, that is, in learning to comprehend aurally, speak, read, and write one's native language or a foreign language.

Administratively, several kinds of arrangements may make these learning experiences easier to implement. While individualization and personalization of instruction is of primary concern, it has been pointed out that the individualization utilized to date has been largely a matter of rate. To facilitate learning experiences individualized according to a student's particular set of interests, motivations, and learning abilities, the school can offer several provisions: interest and ability grouping,

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49 Volume 1, Seelye, p. 60.
50 Volume 1, Jakobovits, p. 218.
51 Volume 2, Jogan, p. 141.
independent studies, courses investigating different areas of content where basic skills and understandings can be equally well attained, contract plans and mini-courses by which students can select their own learning experiences, nongraded levels of instruction permitting continuous progression when achievement warrants, tutoring experiences with teachers and more advanced students, flexible use of time, and interaction with many teachers through team teaching. These kinds of innovations are helping to break the lockstep in foreign-language education, whether it be the traditional grammar-translation variety or the audiolingual one.52

In such a complex arrangement of experiences, it is essential that evaluation of language study be an on-going and integral part of the total curriculum design from the beginning if corrective feedback is to be fully utilized. Such evaluation must, of course, be related to the objectives which have been established for a language program and can be facilitated if the objectives are as specifically expressed as possible.53 It must also be undertaken in terms of criteria related to how the components of the curriculum affect the entire outcome of the student learnings being sought.54 Structured observations of

52Volume 1, Je Kenta and Fearing, p. 175.
53Volume 2, Steiner, p. 73.
54Volume 1, William N. Hatfield, p. 384.
teacher and student performance during classroom visits, teacher feedback, questionnaires, reviews of materials, and assessment of student achievement are mentioned as means of obtaining as much information as is possible.

In addition to curriculum evaluation, there is much discussion of instructional evaluation in The Britannica Reviews of Foreign Language Education. Suggestions primarily focus upon the use of criterion-referenced tests to measure student progress throughout the learning process. Evaluation is a part of the learning process at every step, designed to inform the student exactly where he is and what he has accomplished toward the achievement of his goals. 55 Within this context, testing

"should be shaped to demonstrate what the student knows, not how he performs in relation to other students. . . . Testing should both reinforce the student's knowledge and should be the means whereby the teacher diagnoses the student's difficulties and prescribes further instructional activities for him." 56

Evaluation of student performance in reference to time is minimized since mastery is the ultimate goal for everyone. Thus, actual performance, rather than hours spent in a curriculum, becomes the standard criterion for determining the level of education reached. 57

55 Volume 1, Birkmaier, p. 5.
56 Volume 2, Steiner, p. 63.
57 Volume 2, Logan, p. 152.
Especially in the skill area of language study, testing procedures can also be used to determine aptitude for certain learnings. They can measure competence or knowledge about language, as well as language behavior. Placement can also be facilitated through the use of tests. Throughout the entire evaluation process, the student can develop his own self-evaluative criteria which will enable him to assess his own progress and achievement.

Many of the decisions regarding the content, learning experiences, and evaluation processes of the foreign-language curriculum have often been greatly influenced by decisions already made in the methods area. Thus, curriculum decision-making in foreign-language education has often followed a procedure different from the Taba model utilized in this investigation. Nevertheless, out of this analysis of The Britannica Reviews of Foreign Language Education emerge suggestions for curriculum decision-making in language study in general and in its skill-development component in particular.

In summary, then, this discussion of the responses of foreign-language educators to the basic questions faced sometime during the process of curriculum development has yielded much information which can be of use to curriculum workers in language.

58 Volume 1, Valette, p. 349.
59 Volume 1, Jakobovits, p. 214
60 Volume 2, Strasheim, p. 16.
study—even though foreign languages form only a part of the broad curriculum area defined in this investigation as language study.

The Northeast Conference on the Teaching of Foreign Languages:


The Northeast Conference on the Teaching of Foreign Languages is an affiliate of the American Council on the Teaching of Foreign Languages and is thus a source utilized in that organization's annual review of developments in foreign-language education through the Britannica Reviews. Because of this close relationship, much that is advocated in the reports for the annual meetings of the Conference is consistent with the position expressed by the American Council on the Teaching of Foreign Languages through its publications. However, inasmuch as only two volumes of The Britannica Reviews of Foreign Language Education have been published to date, an analysis of the Reports of the Working Committees for the 1970 and 1971 conferences may


The footnotes which follow in this section indicate the date of the cited Reports of the Working Committees and the appropriate page numbers.
provide an updating of sorts for the discussion of the Britannica Reviews which was presented in the previous section of this chapter. The description which follows will consider the two sets of reports as one unit.

Several statements come clear regarding the value orientation one should have when making curriculum-development decisions in the area of language study. The necessity of considering fundamental questions is underlined when a 1971 report charges the educational innovator with first asking himself what he is going to do and why. The profession as a whole must rethink its goals and objectives in terms of the situations in which it operates.62 And, in addition to addressing basic educational concerns, the profession must also realize that its task is not one of pouring things into students but rather assisting them in pouring things out of themselves.63 To do so requires that the curriculum worker respond to individual student interests, abilities, personalities, and goals. This would encourage the development of multi-dimensional programs designed to individuate learning in terms of objectives, content, learning situations, and evaluation procedures. The student himself could thus become the "architect of his own learning" to a great extent.64

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62 1971, p. 95.
63 1970, p. 54.
64 1971, p. 97.
Student success is cited throughout the reports as a primary goal of redesigned language programs.

The orientation suggested by these reports for those within the foreign-language teaching profession in particular is one of constantly viewing the teaching of foreign languages as a part of a much larger whole. This holistic orientation is also applicable when considering the approach to the study of language itself, for:

it appears that language is too central a factor in all disciplines for it to be considered the exclusive property of any. And it is clear that science strongly influences the early stages of... language study, while the humanities strongly influence what is done at advanced levels. It is probably better to think of language instruction as belonging neither to science nor to the humanities, but relating intimately to both.  

Coordination of the many decision-making points in the process of developing such an integrated language curriculum is a large order. Thus, a systems analysis approach for this purpose would seem to offer possibilities for interrelating the goals, the content designed to facilitate the attainment of those goals, and the evaluation procedures. Adhering to a philosophical position may also provide a framework which can guide the total process of decision-making in curriculum development. This possibility seems to be expressed in the following statement:

The selection of materials and methods must be made not only on the basis of intellectual or content considerations, but also in such a way as to appeal to the students' own interest and their need for achievement of long- and short-term goals. To do this it is necessary to consider not only what students want to know but what they can realistically be expected to learn within the framework of a given course or lesson, so that their enthusiasm can be constantly re-fired with a sense of accomplishment.67

Through the description of a hypothetical curriculum-development effort in foreign languages, the 1971 reports offer several procedures for decision-making which the profession as a whole could advocate. Numerous personnel are seen as important in the process of educational decision-making. Teachers in all subject-matter areas, students, parents, the community, administrators and board members should all play a role, but they must also be able to adapt the decisions made to permit themselves any flexibility which they need to function effectively within the program.68 Leadership responsibilities can be shared by all those concerned and, through this kind of involvement of large numbers of people, more valid decision-making may become possible.69

The use of democratic processes such as study groups and committees is suggested as a means of coordinating the efforts of the many personnel thus involved in curriculum development.

There is also much discussion of the responses a curriculum worker could make to the five basic questions confronted during the

671970, p. 37.
681971, p. 55.
691971, pp. 135-136.
actual process of curriculum development in the area of language study. There is considerable attention given to the question regarding the kinds of student needs which are to be recognized. In fact, the 1970 reports devote an entire section to an attitude questionnaire proposed to obtain information from students about their goals in language study, their felt needs, their reactions to classroom practices, and their recommendations with regard to valuable language experiences, for purposes of being better able to tailor school programs to student variables.

It is also recognized in these reports that through his questioning of school policies and practices, the "new" student is challenging the educational profession to design language programs more relevant to his present concerns. To maintain his motivation for language study, these programs must provide the student with a sense of purpose and a sense of constant progress in achieving both intermediate and long-range goals.70 Throughout the programs, the student always needs to understand what he is doing.71 He also wants to be able to use what he is learning for realistic and meaningful communication with others.72 Indeed, through his self-expression, he can begin to discover and assert his own identity with respect to the forces influencing him.73

The objectives identified here for language courses cover a wide range of concerns. An innovative orientation to approaching this broad content area is evident in the observation that "language, like art or music, can be treated as a discipline leading to the control of skills, or, at the other extreme, it can be approached as 'appreciation' which does not require mastery of the . . . active skills." Thus, while language study can strive to develop the skills of verbal communication to levels of mastery defined in terms of performance criteria, this is not the only objective of such learning experiences. One could focus on pursuing knowledge about language from the perspective of the linguist, as well as from a consideration of language as an aspect of culture.

Hence, language study can be a means to foster an understanding of other peoples and their cultures and to develop an attitude of cultural pluralism, especially if one has an ability to communicate with them. However, such concern with culture arises out of the realization that language is a principal aspect of culture which itself serves as "the natural context in which language takes place and has meaning." Through such a

74 1971, p. 94.
75 1971, p. 30.
76 1971, p. 35.
concern with "language-in-culture," it also becomes possible "to maintain and develop the linguistic and cultural resources of ethnic minorities."\textsuperscript{77}

It appears that the goals for the study of foreign languages within this broad language program could take on a humanistic meaning, along with their more usual utilitarian orientation. Through recognizing the work of the psychologist, the anthropologist, and the linguist, the reports indicate that foreign-language study can become a vehicle for appreciating the uniqueness of individual languages and their specific cultures, as well as some of the commonalities shared by linguistic communities. Therefore, in addition to developing proficiency in a second language, the study of a foreign language "broadens command of one's own language, intensifies awareness of linguistic principles in general, and provides a background of cultural knowledge which will serve the individual well in his career, his use of leisure time, and his role as a citizen."\textsuperscript{78}

These objectives identified across the broad area of language study should share certain general characteristics. In all cases, they should be realistic and worthwhile in themselves. Moreover, they should be "pluralistic\textsuperscript{79}" in the sense

\textsuperscript{77}1971, p. 31.
\textsuperscript{78}1970, p. 107.
\textsuperscript{79}1970, p. 65.
that there are many purposes to be sought in the curriculum in keeping with the different values, attitudes, interests, abilities, and goals which students hold in reference to language study.

Throughout this discussion of the objectives which might be adopted for a program in language study, appropriate content areas for this curriculum have also been implied: the verbal skills of listening, speaking, reading, and writing; linguistic knowledge; and cultural understandings. However, the Reports of the Working Committees for the 1970 and 1971 Northeast Conferences also mention some specific content which language study might include.

Since the reports contain considerable observation on language as a symbol system representing complex human meanings, it seems possible for one to take these comments and use them as a basis for developing content areas appropriate for language study in the schools. If such were the case, several of the broad statements offered regarding language might themselves be examined in the classroom: Language is only one vehicle for human thought; it is a pattern shared by all within a culture and is not merely associated with one societal group; language is not only observable through sight and sound, but is also internalized in the mind in the form of an inner speech. Philology--the study of words as carriers of meaning from one person to another--might also be included within this approach to the study of language. The reports recognize that the classical languages
are areas through which students can develop a broader understanding of linguistic principles and of the function of language in the expression of ideas.

Examination of language in this light leads directly to the necessity of giving

...to the code of language—that is, its sounds, forms, and patterns of order—the dimension of cultural reality and relevance that we seek. We must fit language to things and events, to ideas and beliefs and values. We must unite the potential meaning of the elements of language to the segments of the culture in which the native speakers live and behave. When we do this, of course, we get a different result for each culture.80

Through using this kind of content, the study of language becomes a source for developing cross-cultural understandings. But here the concern for culture as it relates to language must be broadly conceived: the patterns of daily life must be emphasized along with culture evidenced in esthetic and scientific expression.81

The solution to the difficult problem of organizing such diverse content seems to be partially indicated by the descriptions of approaches which integrate language study with other content areas in the curriculum in an effort to form a total educational experience for the student. Whether this is the approach used or not, it seems that the student himself can be an "organizing force" if he is able to choose from among the material offered in keeping with his own objectives. Yet, whatever the linguistic and cultural

80 1971, p. 35.
material selected for a language program, it must be within the student's grasp in terms of its clarity and its level of sophistication.82

A discussion of illustrative learning experiences might help to clarify the nature of the content to be studied in such a language curriculum. Two themes which have been emphasized previously in this analysis are also evident in the design of the learning experiences proposed here for language study: the necessity of making activities responsive to each student's unique abilities, interests, attitudes, and learning style, and the desirability of linking these experiences with each other and with learnings in other disciplines of the curriculum. This general attempt to meet student diversity yields a great variety of learning experiences. Furthermore, as a part of this effort to structure learning experiences in language study with the individual in mind, it seems especially crucial that course experiences honor rather than deprecate the diverse speech styles and dialects which students bring to English as well as to foreign-language classes.83

Through integrating the language curriculum with other subject areas, one may develop interdisciplinary courses, area studies, content courses studied in a foreign language, or humanities experiences using a language perspective as when one studies a society in such a way that the development of skill in the use of

801970, p. 37.
811970, p. 90.
its language enhances understanding. It is also suggested that an array of particular courses could be designed to meet many specific needs and purposes identified by the students; these could be developed as regular courses or as mini-courses. Thus, a saturation program for developing language skills is offered as an approach for those who might want to acquire a foreign language more quickly.

Learning experiences which might facilitate language study are also suggested by the reports: examination of diverse types of language usage, as the literary, the scientific, and the popular; much interaction with others in the classroom; a project-centered approach to language concerns; interdisciplinary topics; student publications; the use of authentic media; employing the community as a classroom for experiencing language phenomena; independent studies; and tutorial experiences. Regardless of the activities selected, they should be clear to the student so as to encourage his full active involvement. Moreover, the reports recommend the use of local resources and materials which are related to language concerns.

The organizing principle which can best articulate these learning experiences is perhaps one which "makes sense to the learner at his own age, grade level, or stage of mastery." Each type of learning experience should be included at all stages of language study. To help accomplish this kind of

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841970, p. 37.
organization, several administrative procedures are recognized as potentially useful, both individually and together: multi-level programming to permit individual students to pace themselves through the process of acquiring language skills; contract systems; nongrading; flexible scheduling; the use of teacher aides and advanced students for increased practice opportunities; various groupings to promote different kinds of student interaction; team teaching and differentiated staffing which can release teachers' special talents and can respond better to varied student interests. For effective adoption of these procedures, it is necessary to educate the staff personnel involved as to how one can use them optimally.85

Several evaluation procedures which might be useful for these kinds of learning experiences are also discussed in the reports. Indeed, the emphasis here on individualized learning requires that continuous evaluation be an integral part of the program for the diagnosis of learning successes and problems. However, this process should be undertaken from a positive standpoint, reflecting the level of one's achievement and possibly enhancing learning as well.86 In the skill area, this orientation is reflected in the use of criterion-referenced tests. Throughout the process of skill development and the attaining of understandings

851971, p. 110.

861970, pp. 141-142.
about language, the student should be helped to evaluate himself both realistically and positively.87

This discussion has presented some of the responses which the Reports of the Working Committees for the 1970 and 1971 Northeast conferences give to the questions raised by this investigation regarding the process of curriculum development in the area of language study. It seems apparent that the concerns expressed strongly reinforce and enhance those encountered during the analysis of the two volumes of The Britannica Review of Foreign Language Education, even though the reports deal with more specific problems and topics prepared for discussion at the Northeast Conference on the Teaching of Foreign Languages.

New Dimensions in the Teaching of Foreign Languages in the Elementary School88

This report was designed to extend the dialogue begun at the 1968 National Invitational Work Conference co-sponsored by the Indiana Language Program and the American Council on the Teaching of Foreign Languages. As such, it serves as an example.


The footnotes which follow in this section indicate only the author of the paper which is cited and the page numbers.
of thinking in the field of foreign-language education intended to be both seminal and provocative. Moreover, as a special conference, it indicates the kind of specific concerns—in contrast to the general themes commonly addressed at the annual conferences—which can mobilize foreign-language educators. The following discussion will consider the position papers as a group so as to present a more coherent statement of the many views evidenced at this conference.

Receiving much emphasis throughout the various position papers is the value orientation one should bring to a consideration of school matters. The stated purpose of the conference—to re-examine the role of FLES (Foreign Languages in the Elementary School) in the curriculum—in itself indicates a willingness to question current practices in an effort better to meet student needs. As the subtitle expresses it, "the student's world is the world," and if this is accepted as a guideline, it requires much rethinking on the part of educational decision-makers.

In addition, considered collectively, the papers discuss several positions regarding broad educational concerns. Education is viewed as a lifelong activity to be supported by all segments of society. The goal of the educational institution itself is seen as helping children learn how to learn and helping them "to live rich, full, self-fulfilled, purposeful, and happy lives with ability to communicate, create, and love and with respect and
value for the human individual and human differences." The view of the educator in this respect should be one of striving to provide children with varied means to attain these broad objectives, rather than seeking ways of forcing one particular subject area into prominence in the schools. Indeed, it is suggested that the educator might even assume an activist role—that is, he "dare not ignore the building of a new social order," to paraphrase George S. Counts' 1932 statement.

The contributors to this report also discuss the nature of curriculum in the area of language study. As a basic premise, Joyce clearly states the assumption that foreign languages should be taught in the schools. Elsewhere, the belief is expressed that a broad rationale and a strong curriculum base for language study can occur only through the efforts of local groups in exploring all kinds of possibilities. This support for a local orientation in curriculum development efforts is coupled with a strong concern for integrating language study with other subjects in the curriculum so that the student can attain a totality of educational experience in keeping with events in the total society.

89 Jack E. Kittell, pp. 52-53.
90 Bruce R. Joyce, p. 28.
91 Kittell, p. 42.
92 Virginia Garibaldi Allen and F. Andre Paquette, p. 57.
93 Lorraine A. Strasheim, pp. 7-8.
The personnel mentioned for involvement in such curriculum-development efforts are varied: the students, teachers in various subject areas, administrators, citizens, and the local community and its various institutions. Professional organizations, universities, and administrators can facilitate the coordination of these efforts through the creation of a climate conducive to teacher experimentation and the sharing of ideas.

The kinds of student needs which a program in language study should acknowledge are those of relating school experiences to the student's present life, his needs, potentialities, and interests. The language curriculum should also recognize the observation of one educator that "children love language,"\textsuperscript{94} and therefore capitalize on what appears to be inherent motivation for language study.

The principal objective for a curricular experience in language study is "to develop ease, clarity, suitability, and originality with language and recognition of its power in human interaction."\textsuperscript{95} However, in developing the cultural and linguistic understandings implied here, it must also be remembered that skill development is important since "it is not what a child knows about language but rather what he does with it that will influence his life."\textsuperscript{96}

\textsuperscript{94}Ruth Strickland, p. 37.
\textsuperscript{95}Strickland, p. 36.
\textsuperscript{96}Strickland, p. 38.
According to the view expressed in New Dimensions in the Teaching of FLES, the objectives of a program in language study should be directed toward both cognitive and affective learning and should be formed realistically in the sense that they are achievable. Students should also be aware of the objectives as they are set forth. Mastery learning is to be sought in every phase of the course experience.

There is much discussion of the content which might facilitate language study in elementary and secondary curricula. A reference to Jerome Bruner's position in The Process of Education would support the notion of dealing with a wide range of concepts at all levels of schooling since one can teach the student the basic structures of the disciplines regardless of his age. The possibility is therefore mentioned of foreign-language personnel joining with English teachers and linguistic scholars "to create systems by which children can learn the scholarly modes for analyzing language and literature," and for studying linguistics and the acquisition of language. Languages can also be used "as the springboard for analyzing cultures, for looking at our cultural antecedents, for learning how we think and feel and how we can develop a wider view of mankind." Strickland notes that

97 Joyce, p. 23.
98 Joyce, p. 28.
99 Ibid., p. 28.
one can look at language as it is used outside the school where oral communication is so important. Moreover, she also sees language as an indicator of one's experiential background, needs, and attitudes.

The study of language should also be put in context by having students explore the means, other than words, through which we communicate with others, such as pitch and stress. There is, consequently, a need for linking language study with other areas of the curriculum, such as the humanities and the social sciences, so that one can pursue cross-cultural learnings. However, there is caution expressed toward "merging" course content.

Strickland, in particular, suggests numerous learning experiences for dealing effectively with these broad content areas. In the area of skill development, one should start from the level of skill already attained and build on it. Talk is not only to be legitimized in the classroom but also encouraged and stimulated so that the student can have much opportunity for practice through interaction. Critical listening becomes important. Choral reading, dramatics, and role-playing also help develop effective communication skills. Enjoyment of literature is encouraged through reading and listening, and may lead to writing that reflects one's personal creative expression. Moreover, "children enjoy playing with sentences, tossing them

100 Strickland, p. 38.
101 Allen and Paquette, p. 58.
together in all sorts of ways, and noting changes in emphasis and meaning.\textsuperscript{102}

Strickland offers a very complete description of the kinds of learning experiences which might be appropriate in a language curriculum such as that defined in this investigation. An extensive quotation from her discussion seems very much in order for illustrative purposes.

Recent textbooks for the elementary school give some attention to the nature of language, what it is, and how it operates. Children are helped to understand language as a man-made system that grows and changes to meet man's changing interests and needs. Material for this purpose is taken from several sources: direct factual presentations, literary selections, concrete experiences in and out of school. Direct factual presentation may entail vocabulary study and attention to the history of words as well as their pronunciation and meanings. In this connection children are taught what a dictionary is and what it is not—that it is a record of the words people use and what they do with them, not an arbiter of correctness. Children are encouraged to watch television and the newspapers for newly coined words designed to fit modern technology and space-age needs and to note the extent to which the new words are built of old, familiar parts. In literary selections from Mother Goose to King Arthur children find words that are obsolete or archaic or that have, through time acquired multiple meanings.

A few of the newer textbooks are giving slight attention to some of the dialect differences in present-day English usage. Teachers make children aware of the variations in speech within the class or the school community and in dialects brought from other parts of the United States or the British Commonwealth. Children come to recognize what a dialect is and some of the reasons for the existence of varying dialects and to see them not as right or wrong but as natural.

\textsuperscript{102}Strickland, p. 37.
and permissible differences. Social dialects present a different problem from dialects that are of regional or historical origin. Again, teachers are being urged to accept so-called substandard dialects sincerely and appreciatively and to help the child to add to his repertoire a dialect more widely accepted than his; it is a matter of addition, not modification.\textsuperscript{103}

Some guidelines are offered to the curriculum worker attempting to organize such a wide range of learning experiences. For instance, Keach suggests that only a limited number of topics be studied but in greater depth. In addition, the development of language skills can be seen as a support system in reference to the rest of the curriculum. In this case, foreign languages could operate as "a giant storehouse of opportunities for those who choose to pursue them."\textsuperscript{104} By selecting his own learning experiences, the student can thus "organize" his own curriculum.

Individualization of instruction is of great concern, and many procedures are mentioned as means for enhancing the possibility of having learning experiences meet individual differences in aptitudes, abilities, styles of learning, and educational goals. There is an implication that learning experiences should recognize John Carroll's mastery learning model\textsuperscript{105} where time allowed for

\begin{itemize}
  \item \textsuperscript{103} Strickland, p. 36.
  \item \textsuperscript{104} Joyce, p. 28.
  \item \textsuperscript{105} Samuels, pp. 14-16.
\end{itemize}
learning and the perseverance encouraged through frequent reinforcement influence the time spent on a task. For mastery learning, this time must equal the time needed for the accomplishment of a task which is, in turn, influenced by the student's aptitude, his ability to understand instruction, and the quality of the instructional environment. Through variations in the time element each student can achieve the desired level of mastery.

Various administrative procedures are also described which potentially increase the possibility of individualizing student learning experiences. The use of media, computer-assisted instruction, programmed learning, flexible scheduling, team teaching, differentiated staffing, departmentalization of staffs, nongrading, the use of multigrade units where deliberate mixing of abilities may force teachers out of the graded mentality, tutorial experiences, independent studies, and various kinds of groupings are all intended to help meet individual differences. Many of these procedures are used together for purposes of promoting continuous student progress. However, it is stressed that, in all cases, the learning experiences in language study be integrated and language study itself be related to the rest of the curriculum for optimum learning to occur.

Evaluation in the kind of language program described here would be undertaken in two ways: testing, and evaluation in terms of the efficiency of the learning experiences in helping students
achieve the program objectives. The criterion of pupil performance on tests and in informal situations is used in frequent evaluations so as to permit diagnosis of difficulties and prescriptions for improvement.

These statements regarding the direction of decision-making for curriculum-development efforts in the area of language study serve to indicate a kind of language program which would be supported not only by foreign-language personnel but also by members of other divisions within the educational profession. The contributors to this report are from the fields of foreign languages, social studies, language arts, and psychology, and thus provide a model of a language curriculum which might develop if educators from these areas were brought together to formulate a program for purposes broader than foreign languages in the elementary school.

This chapter has reported the analyses of three representative publications within the field of foreign-language education—The Britannica Reviews of Foreign Language Education, Volumes 1 and 2, the 1970 and 1971 Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages, and New Dimensions in the Teaching of Foreign Languages in the Elementary School. As in Chapters Two and Three, the questions raised by the Taba rationale for curriculum development were used in the process of analysis to determine what can be applied to the concerns of program design in language study.
Chapter Five has two main purposes: it offers a description of the analysis and synthesis processes utilized in this study, and it presents a synthesis of the information gleaned from the sources examined as it relates to the problem of developing language curricula.
CHAPTER V

TOWARD CRITERIA FOR CURRICULUM DEVELOPMENT
IN LANGUAGE STUDY

This chapter serves two functions: (1) to describe the methodology utilized during the analysis and synthesis processes occasioned by this investigation, and (2) to present a synthesis of the analyses of educational literature—which were set forth in Chapters Two, Three, and Four—in the form of criteria to be acknowledged by school personnel during curriculum development in the area of language study. The chapter will close with a discussion of the use of these criteria during actual curriculum-development efforts, along with suggestions for areas to be studied, if a program in language study is finally to be implemented in the schools.

1. A Methodology for Analysis and Synthesis

As with any conceptual study of this nature, what one develops is greatly influenced by the methodological procedures followed throughout. So that the product of the synthesizing process undertaken in this investigation can be placed within an appropriate context, the following discussion will reflect upon the methodology
that has been utilized. In this way, it will become clearer by what means and with what intent the writer proceeded through the analysis of selected educational literature and the synthesis of the information that was derived.

The Process of Analysis

It must be recognized that the writer's values and beliefs regarding the nature of educational purposes and practices have been evident at every step in the analyses of the publications selected for this study and will be apparent in the criteria for curriculum development in language study to be presented later. To be sure, selecting points to be discussed, interpreting their relationship to a content area such as language study, and synthesizing the information that is derived are always guided by a writer's value orientation. Therefore, the analyses which have been made regarding language study and the synthesis of the information which was derived are inherently subjective throughout. Yet, one can attempt to describe carefully the nature and extent of this subjectivity, even though the influence of one's value orientation on the methodology employed can only be partially suggested, since one's awareness of one's values is always incomplete and one's ability to verbalize them even less developed.

It is possible, for example, to indicate the nature of several assumptions held by the writer which may have influenced the course of this investigation. It has been assumed that specific
curriculum proposals must develop from the local community in order to respond most effectively to varied individual needs and interests. In addition, the writer believes that the process of curriculum development should reflect a coherent set of values to insure that the programs which are designed are holistic in orientation and directed toward the attainment of fundamental educational objectives. She also supports the notion that curriculum proposals arise out of an interaction among one's belief system regarding the nature of man and the nature of education, one's perception of what is now occurring in the schools, and one's sense of the ideal. The writer believes that a curriculum proposal must also build on procedures that are now in operation and on materials that are now available if it is to be readily adopted by the education profession and viable once it is instituted. Moreover, she holds the viewpoint that what is supported in one area of the curriculum could be successfully implemented on a wider basis within the school environment.

These assumptions seemed to be reinforced as a result of this study, though it is possible that the writer may have been more aware of those points of view which supported her orientation to curriculum development than of more contradictory ones.

In order to place the analyses presented in Chapters Two, Three, and Four into an appropriate perspective, several comments seem necessary. For example, it must be recognized that the purposes of the writer in analyzing this educational literature were related to the problem of curricular decision-making in the area of lan-
guage study as it was uniquely defined for this investigation, an orientation not shared by the "critics" of education, the curriculum generalists, or the personnel in foreign-language education. In fact, what these individuals stated with regard to educational programs and practices had to be applied by the writer to the problems associated with decision-making in the development of language programs. Because there existed differences in purpose, great caution had to be exercised throughout the analyses to insure that statements applied to the concerns of language study actually did have something to say about this area of the school curriculum and that the writer was not "reading" her own orientation into them. Similarly, while acknowledging the purposes behind the individual publications, the writer had to keep her own purposes constantly in mind.

During the process of analysis, the writer was also cognizant of the danger of focusing upon series of words rather than upon the broader concepts expressed through words which related to the problem of curricular decision-making in the area of language study. Since one concern of this study has been the nature of verbal language, the tendency to analyze words rather than concepts seemed to be strong.

A difference in general perspective seems evident among the general "critics" of education, the curriculum people, and the foreign-language educators. This influenced the nature of the analyses by directing the writer to adopt some of the attitudes apparent in the material in order best to represent the ideas ex-
pounded in the publications—an approach which is in fact supported by Berman when she states:

it is important that one learn to perceive within the structure that has been shared with him. Distortion occurs when the materials are restructured so that they do not fit the author's intent.¹

As a result, the character of the analyses within the three areas of educational literature differed from each other, an occurrence which could be seen as a means of balancing unique points of view so as to yield a more comprehensive orientation with regard to language study. However, even though an attempt was made to keep the individual analyses discrete, it must also be acknowledged that, given the methodology utilized in this investigation, what was expressed in one analysis inevitably influenced the nature of the procedures followed in later analyses.

When publications in the three areas of educational literature were analyzed, several procedures were followed. In general, there was more attention paid to the prescriptive discussions in the material than to the descriptive discussions since the problem identified for this investigation requires prescriptive responses to indicate the nature of curricular decision-making in language study. In many cases, however, while prescriptions are not stated as such by the particular authors, the points that are made can be clearly inferred as strong recommendations for the process of curriculum development.

¹Berman, New Priorities in the Curriculum, p. 37.
The statements which the writer derived from the material being analyzed seem to be of two general kinds—those that report information and those that interpret and apply the information to the area of language study. However, during the actual process of analyzing the material, the writer listed four types of statements drawn from the publications: (1) direct quotations related to the concerns of language study; (2) statements related to language study which were summarized from longer discussions in the material being examined; (3) statements related to the study of language which recognize or report occurrences in the field of education or in society, but do not reveal a particular value position regarding them; (4) statements extracted from discussions not directly related to language concerns but applied to language study.

The questions developed from the Taba rationale for curriculum development which guided the process of analyzing the material selected from the three areas of educational literature were also used as categories for classifying the various kinds of statements which were derived. However, even though this process appears rather clear-cut, the use of this classification procedure reflected the writer's viewpoints to a considerable extent. For example, determining that a particular concept belonged to a discussion of content for language study involved consideration of what constitutes content as opposed to learning experiences or objectives, a distinction not always easy to make. In addition, the classification of statements varied somewhat from analysis to analysis in response to the
way in which the particular publication presented its statements; that is, a recommendation classified as giving direction for the formulation of objectives in language study in one analysis could be classified under content concerns in another, if the over-all tone of the discussion in the latter deemed it more appropriate.

After classifying the individual statements according to these categories, the writer put them into narrative form for purposes of reporting the information in Chapters Two, Three, and Four. This procedure at times required the writer to reclassify statements in order to present the information in the clearest way possible. Moreover, the writing required that one combine information and organize it, with the result that there is often no longer a direct reporting of the separate statements originally derived from the publication being examined but instead syntheses of related statements contained in that publication. For these reasons, it is imperative that one read the entire report of an analysis even if he wishes to obtain information regarding only one aspect of curricular decision-making in language study, and especially if he wishes to sense the publication's orientation toward the totality of curriculum development in language study.

It is assumed that the analyses which were performed in this study are only illustrative of what the selected publications have to say with regard to the development of school programs in language study. To be sure, while the publications emphasize particular points which have been reported here, there is also
much information which was not emphasized in them but which might have important implications for the development of language curricula according to their unique perspectives. Furthermore, many subtleties regarding the nature of language study which were actually presented in the materials could have been eliminated during the processes of interpretation and writer performed by this writer.

While much in detail could have been lost during the process of analysis in response to the questions raised by the Taba approach to curriculum development, it is hypothesized that other insights into curricular decision-making in language study have been gained. In fact, this possibility is suggested in Nelson Brooks' address to the Northeast Conference on the Teaching of Foreign Languages where he states:

We also study how words go together in novel and unexpected ways, after careful choosing, with many rejected and much left out, resulting in a meaning more refined and more revealing—even more astonishing—than we had thought possible.2

Therefore, it seems appropriate to assume that the process of analysis at least added as much perspective to curricular decision-making in language study as it may have removed through overlooking subtleties in the materials or omitting points mentioned only in passing. It is also hoped that this assumption is equally valid

in reference to the process of synthesis that was undertaken in this study.

The Process of Synthesis

A set of prescriptive statements serves as the form for this particular synthesis of the analyses which have been performed. The statements are intended as guidelines for program development in language study and, as such, are to be interpreted as criteria which ought to be met if curricula developed in language study are to be consistent with what educators are now supporting. It was decided not to synthesize these analyses by comparing and contrasting them since the development of criterion statements would lend a more positive tone to the discussion and would also provide specific direction for curriculum-development efforts in language study.

Several general comments are necessary regarding the process of synthesis as it was designed for this study. Perhaps most importantly, it should be pointed out that it was undertaken in one step, rather than first within the separate areas of educational literature followed by a second stage of synthesizing the three areas of literature. This was done so as to minimize any loss of information which would occur during the synthesis process. In order to interpret the synthesis appropriately, one must remember that during the process, the definitions given to language and language study in the various materials may not have coincided with each other or with those definitions used by the writer. Hence, the
synthesizing of statements related to aspects of language study from several sources of educational literature may have overlooked subtle but significant distinctions. It must also be noted that synthesizing not only implies a process of induction with regard to the relating of the separate statements to each other but also includes an ordering of statements so that the more encompassing ones subsume the particularistic.

The first step in the synthesis process was to use the ten questions raised by the Taba approach to curriculum development as categories for discussion of curricular decision-making in language study. However, for clarity and ease in discussing these decision points, it was decided that of the five very general questions asked during the analyses—that is, those related to the value orientation which guides curriculum development, movement throughout the process, the personnel involved, the coordination of their efforts, and the implications of these responses for actual attempts at implementation—only two would be considered in the synthesis, that is, the concerns associated with the appropriate value orientation to guide decision-making and the personnel to be involved, each of which includes other related questions. The concern for implementation procedures is incorporated into the extensive discussion given to the five more specific questions associated with curriculum development in language study.

To synthesize the many statements which were collected with regard to the decision points encountered during the process of
curriculum development in language study, the writer decided to discuss those points which they seemed to emphasize and not those aspects which were recognized only in passing. Recurrent themes were recorded as the statements derived from the analyses were examined, and notations were made when inconsistencies occurred; only when there were such inconsistencies was there re-evaluation regarding the inclusion of a particular point in the discussion. Therefore, the process used here was additive in nature and, when points were repeatedly reinforced by the examination of subsequent analyses, was "multiplicative" in nature as well. The quantitative dimension played an important role here since a concern for consensus, expressed either in fact or in spirit, guided the approach used in synthesizing.

II. Some Criteria for Curriculum Development in Language Study

The primary objective of this investigation has been to identify criteria for curriculum development in the area of language study. To this end, analyses of several publications from the general "critics" of education, from the field of general curriculum, and from the field of foreign-language education have been undertaken to provide information regarding the nature of curricular decision-making in language study. The following discussion will offer a synthesis of what these analyses have revealed.
So as to provide the education profession with definitive statements which can guide actual program design, this particular synthesis will be in the form of prescriptive statements to be interpreted as criteria for curriculum development in language study. That is, these statements are intended to guide decision-making in specific directions which writers within the profession appear to endorse, but in such a way as to permit a range of interpretations in their implementation.

Preliminary to a synthesis of the analyses which have been undertaken, it would seem useful to indicate distinctions which appear to be evident in the literature of the "critics" of education, the curriculum writers, and the foreign-language educators. Indeed, one ought to be aware of the differences in assumptions, purpose, and approach among these three groups of individuals if he is to consider the synthesis from an appropriate perspective.

Generally, those who have been identified as the general "critics" of education deal with the phenomenon of American education from a broad orientation. They examine the broad scope of what American education includes, the role of the school in the educational process, what influences the operation of the school, and how the school influences both its charges and the nature of society. Through their criticisms of educational purposes and practices, the "critics" also express a value position regarding the nature of education, as well as the nature of man. And from
this value orientation they make suggestions regarding how man ought to learn and how schools should function in order to facilitate this learning. Therefore, one could say that the "critics" provide a philosophical base for thinking about the educational enterprise, which can then serve as a framework for actual decision-making in the on-going operation of schools.

Similarly, the particular publications from the field of general curriculum which were selected for analysis reveal a strongly theoretical orientation toward the problems of schooling in American society. However, they also offer actual proposals which provide a comprehensive structure into which curriculum-development efforts in the separate content areas might fit. Therefore, in contrast to the often critical cast of the "critics'" observations, the curriculum people which were included in this study present a very positive view of what might be done in the design of educational programs.

The field of foreign-language education, by virtue of its concern for a specific area of education, presents a somewhat different orientation to the problems of curricular decision-making. For example, it focuses on problems confronted in the instructional environment, numerous approaches to their solution, and general methodological issues. The discussions in the field are also much more specific with regard to the nature of educational objectives, learning experiences, and other curricular components than those encountered in the other two areas of the professional literature.
which were selected. Moreover, foreign-language education assumes that foreign languages will continue playing a role in the schools, and often merely questions how to broaden the range of objectives and vary the learning experiences in order to accommodate greater numbers of students through its offerings. One cannot so easily say that this is the case with the "critics" of education or the generalists in the area of curriculum who generally recognize that language learnings may be acquired through many different routes. Yet the foreign-language personnel do suggest a relationship of foreign languages to the rest of the school curriculum which might receive general endorsement—that is, foreign languages could operate as a support system, providing many learning opportunities for those who may want them.

While one could consider these differences in general orientation among the three areas which have been explored in this investigation from a contrastive point of view, one could also consider their varying approaches as complementary and hence instrumental to a comprehensive curriculum-design effort in language study. This is an argument which will be discussed further at the close of this chapter.

**A Value Orientation to Guide Decision-Making in Language Study**

Out of a consideration of the several analyses undertaken during this study emerges a value orientation to guide curriculum
development in language study that would appear to have support from the "critics" of education, curriculum generalists, and personnel in foreign-language education. The assumptions and values which would influence the total decision-making process in designing a program in language study will be discussed through two approaches: (1) describing the themes regarding the general nature of educational programs and practices which seemed to recur throughout the analyses, and (2) stating those positions which one ought to recognize in the process of designing language curricula.

The analyses repeatedly mention the necessity for the educational profession to re-examine and re-evaluate its practices, its values, and its assumptions in light of the consequences which its procedures bring about. In addition to asking fundamental questions related to the issues of purpose and consequence, the analyses also indicate a reorientation that would affect the nature of schooling, even though a specific curriculum is not definitively spelled out.

They indicate that experience in school is only one aspect of the individual's involvement with education. Indeed, since man is inherently a learning animal and learning is a lifelong undertaking, one of the school's major responsibilities is to help students learn how most effectively to learn. The school must also foster the broad educational goals of assisting in the process of self-definition, attaining self-knowledge, developing a positive self-concept, and participating in a search for the meaning of one's
own life and actions and those of others.

The nature of general education is discussed throughout many of these analyses. This theme reinforces the idea that education should deal with the cognitive and affective concerns which all human beings share, whether interpreted as process skills or as common learnings and methods of inquiry which all can use. Language study should be an integral part of general education, especially since language is a tool needed by all members of society. Moreover, language is not studied for the utilitarian purposes of verbal dexterity itself, but rather as a means to increase one's understanding of man and to facilitate reflection on the human condition. In this way, language study can become part of the liberal and humanistic experience as well.

But in making curricular decisions, there are also specific value positions that the curriculum worker ought to recognize. He must constantly consider the totality of the educational program—the relationship of its parts to each other and to the larger whole throughout all levels of the educational sequence—so that all phases of the development and teaching processes are integrated into a whole which reflects a guiding sense of purpose and a coherent set of values. Yet, even though each segment of the curriculum must be consistent with and contribute to the attainment of the broad goals identified for the school, it should also perform a viable function in and of itself.
The curriculum worker must also honor the integrity of individual experiences so as to foster the development of a concept of self and a high level of self-esteem. He should not only accept the individual differences manifested in language behavior by diverse speech styles but should also enhance the development of these unique patterns in conjunction with expanding the range of student verbal behaviors. To do this, one must provide for diversity in every phase of the process of program development—in the development of the objectives, the content, the learning experiences, and the evaluation procedures—through multidimensional programs with many alternatives designed to individuate learning. There must also be flexibility in the organization of a program in language study in order to respond to the individual needs and styles of learning identified.

This set of statements suggests a value position regarding program design which is supported by the analyses of the publications examined in this study. Thus, the "critics" of education, the curriculum generalists, and the personnel in foreign-language education offer a philosophical orientation appropriate to guide the decision-making process during curriculum-development efforts in language study.

Personnel To Be Involved in Curricular Decision-Making

There are numerous personnel who ought to be involved in curricular decision-making if the programs which are developed are
to incorporate as wide a range of ideas as possible and have as wide a support base as possible. Student involvement is a necessity in all phases of the decision-making, though there is not total consensus on the nature of such involvement. At the very least, one should involve students so that they understand what they are doing in the classroom and why they are doing it. But students could also select from or react to the proposals of the faculty and administration. They could even direct and control their own learning, with teachers acting as facilitators providing an environment conducive to learning. In this case, it would appear that students would adopt a somewhat political role in the operation of schools because their decisions would have many ramifications for the functioning of the entire institution. When assuming such responsibility for their own learning, students would be helped in becoming continuing learners—an often cited goal for the schools in our society.

In addition to students, others to be involved in making curriculum decisions in language study include teachers in all parts of the curriculum, administrators, curriculum workers, and board members, as well as parents, community institutions, citizens, scholars in the universities, private industry, and the government. In short, all parties interested in the nature of school curricula in language study should be able to offer their unique contributions to development efforts. Such involvement would also engender a commitment to the program from many individuals and would thus increase the likelihood of the program's success.
There must, of course, be some coordination of the efforts of these varied individuals. The use of democratic procedures throughout the decision-making process and the sharing of leadership responsibilities by all involved would seem to assist in coordination. Similarly, a supportive climate would be conducive to coordinated efforts at innovation. Team teaching is also a means of coordination, for this procedure can facilitate increased communication which is often a prerequisite to coordinated staff activity.

Student Needs Related to Language Study

Developing an effective curriculum in language study requires that one acknowledge certain student needs which influence both the acquisition of language skills and the understanding of language phenomena. Obviously, there exists what one might call a sociological need of the human being to learn language systems so that he can communicate with others and understand their communications, that is, to share personal meanings. Language study should also respond to the need of modern man to overcome the ambiguities so often inherent in language usage. And it should help him gain the perspective he needs for the interpretation of the events which surround him.

Ironically, though, to operate successfully within the modern school system itself, it appears that one must already possess language behaviors which have been developed according to the norms acknowledged by the schools. There is therefore the possibility
that the student evidencing certain needs regarding language facility will be both helped by the school's program in language study and hindered by his perceived deficiencies from successes in other parts of the curriculum.

The human being also has several concomitant psychological needs which a program in language study must recognize: the need to be understood by others; the need to experience success and progress and thus move toward creating a sense of self and a high level of self-esteem; the need to see his school experiences related to his daily life and in that way to attain a sense of purpose and motivation; the need to develop the ability to make one's own decisions and learn from their consequences. Moreover, one can view the fundamental human drive as a search for meaning and constancy in modern life and a sense of the interrelatedness of things.

Throughout the process of curricular decision-making in language study, the curriculum worker must realize that individual manifestations of these shared human needs are quite diverse. He should recognize, as well, that one's verbal needs vary with one's developmental level. However, if he remembers that children appear innately fascinated by language behaviors and enjoy manipulating words and structures, he can capitalize on this student motivation to make his complex task somewhat easier to manage.
Objectives for Language Study

From the analyses undertaken in this investigation, several guidelines have emerged which would be useful to those constructing objectives for language study. Objectives should, in general, be concerned with both intermediate and long-range achievements. They should also be consistent with the broad educational goals which have already been set for the school, such as the development of self-identity, the attainment of a sense of accomplishment and a degree of mastery, the development of a process orientation toward learning, and the achievement of self-actualization. Yet, even though there are certain common curricular goals, there can be no one curriculum for everyone since the objectives which are identified must take account of student interests and goals if optimum levels of accomplishment are to be reached and if self-actualization is to be nurtured.

The analyses of this study have also indicated numerous objectives that should guide curricular decision-making for particular programs in language study. In general, the objectives for language study fall into two broad categories: those associated with the process of developing skills in language usage and those connected with increasing one's understanding of the phenomenon of language as it operates in human affairs.

To develop language skills, the student develops a complex tool that will help him to deal with the world. Since he is concerned not only with developing language competencies but also levels
of actual language performance, he must learn to communicate verbally with others and to express his personal meanings. He thus learns to use language to share these personal concerns with others, along with using words according to the standards and conventions associated with the use of language in a social context. In addition to expressing himself through speech and writing, the student must also learn to understand and interpret the meanings offered to him by others, whether through oral communication or through the printed word.

To attain these objectives, the student must also be able to clarify meanings through questioning and the exchange of perceptions. He must develop an ability to utilize logical operations in his evaluation of communication forms. These behaviors may be best fostered through a two-step process which includes much experience with the skill of communication in many contexts and verbalization about the meaning of that process.

Language study includes a second broad category of objectives. If one is to be primarily concerned with an interpretive use of language for help in gaining orientation and perspective, and if he is to be able to verbalize about complex cognitive and valuative concepts, he must also be able to understand how language functions in human affairs. To help one learn a language, one also needs to gain an understanding of the language enterprise as a whole, its strengths and its limitations. One should also cultivate positive attitudes toward languages in general and the diversity exhibited in others'
use of them. To attain these objectives, the student must be concerned with the development of an understanding of several basic concepts about language, such as those related to the structure and use of language, and the development of an "appreciation" of language phenomena which does not require mastery of all the active skills.

In the study of foreign languages— one segment of the broad area defined in this investigation as language study— both skill development and language understandings are major objectives. A working knowledge of the foreign language must be sought, especially if one wants to understand fully the way of life of a foreign people. Indeed, the use of these communication skills for instrumental purposes must be accompanied by the study of foreign languages for purposes of confronting ideas in other languages and becoming aware of other value systems, social structures, and life patterns. Such contact with a foreign culture through its language may provide the students studying it with insight into the functioning of their native language and the values which that language reflects. Examining dialectal variations within a single language may likewise lead to insight about the nature of one's own pattern of speech. Thus, the attainment of an attitude of cultural pluralism with regard to language behavior may seem that much closer.

Content for Language Study

The criterion statements identified here for guidance in selecting content appropriate for language study have been derived
from two sources: from the direct discussions of desirable language content found in the materials selected for analysis, and from the comments these materials offer regarding the general nature of language and verbal communication which can also act as an indirect source of substance for language study.

All content selected from these sources for a program in language study must first of all recognize student diversity, much as the objectives do. Topics should therefore be varied in all content areas of the curriculum, except perhaps at the beginning levels of the development of language skills where specific experiences appear necessary for everyone.

To parallel the identification of objectives in the previous section, two broad categories of content concerns within the area of language study will be discussed here: those in the development of communication skills, and those related to the nature of language as a human phenomenon. While the curriculum worker must constantly ask himself whether the skill or concept he is selecting is important for a child to know, the following discussion of content areas appropriate for a language curriculum assumes an affirmative answer to this question, though justifications for this position are not explicated.

Because the subject is language as communication, the student unavoidably becomes concerned with process during his study. He should develop the expressive skills of speaking and writing and the receptive skills of listening and reading. In addition to
actual experience in these skill areas, the student should examine
the general patterns of sound, structure, and concept formation.
He should also consider the techniques and language appropriate
to producing the effects he desires. The operations used in an-
alyzing language and literature are to be developed as well, if
the complex of language skills is to be complete.

But a second area of language study must be included along
with skill development. This area focuses on the study of lan-
guage as an entity in itself, cultural studies and understandings,
and the attitudes and appreciations associated with language
which give the student an opportunity to combine the affective
with cognitive learning. Study of the phenomenon of language
itself permits the individual to gain greater understanding of
himself as he communicates personal meaning to others within a
social context. It also enables one to appreciate the unique-
ness of languages and cultures, as well as the commonalities they
exhibit.

The study of the phenomenon of human language leads one into
several content areas. For example, through philology, or the
study of words, the student can examine words as tools for ex-
pression, as having many meanings which produce varying effects
on others, and as having unique histories. The history of the
world's language groups and the various dialects within them is
another topic which should be included if one is to gain a full
understanding of the role of language in human affairs.

Language as an arbitrarily constructed symbol system should
also be a subject of study—focusing on how symbols represent complex realities of the world and yet remain somewhat independent of these referents, how language is used as an instrument of thought, and the relationship between meaning and structure in a language system. Indeed, through this process the student may be able to appreciate the abstractness of language as the source of its power to express an infinite number of experiences and represent the real world in all of its complexity.

In addition to the topics associated with the areas of philology, semantics, and linguistics, the study of language should include an examination of the role of language in the communication process. Here one considers how the variables of the speaker, the person who is listening, the subject being discussed, and the nature of the specific message interrelate to affect the process of verbal communication. The influence on communication of such individual factors as age, sex, personality, attitudes, social status and role, membership in cultural subgroups, and previous experiences is also an area that must be included. Likewise, one should consider how the formality of a situation and the place of interaction affect verbal communication within a particular culture and within human society in general.

As a part of his study of verbal behavior as a uniquely human function, the student ought to be helped to look at his assumptions regarding language and language learning and examine how language skills are acquired. Through this, he can gain insight into one area of human learning, as well as understand more clearly the
function of language within a cultural setting. While the learning of a foreign language is an opportunity to introduce this topic, one can also incorporate these concepts into other parts of the language curriculum.

Language should also be studied from the perspective of its relationship to the development and functioning of human culture. One explores why man communicates, how language operates as a fundamental means for communication, the different ways in which language is used, and what cultural variables influence language behavior. The deep cultural meanings conveyed through language usage and the surface meanings contained in messages must also be understood. The study of literature is a means to accomplish this, as well as an opportunity for the student to become familiar with artistic style and the interrelationship of form and content.

The organization of this content into a program of studies must recognize certain principles regarding language study. First of all, this range of content concerns is, by nature, interdisciplinary since content from many disciplines in the sciences and the humanities is included--that is, one could incorporate the history of a nation into a study of its language patterns or, conversely, include examination of language behaviors in the study of social interactions. Yet, if the student is to have a holistic school experience, content in language study should not only be interdisciplinary but also integrated with the topics and processes encountered in the other areas of the school curriculum. Verbal communication must also be continually placed in perspective, per-
haps by indicating that nonverbal behavior also plays a significant role in human communication.

Organization of such diverse areas of concern can be accomplished through several approaches, for example by examining only a few topics in great depth so as to confront the essence of a concept, or perhaps by using language and communication as a vehicle for studying other areas of the curriculum. In any case, one's organization of language content must vary the approach, pace, and level of content in an attempt to meet individual differences most effectively.

Learning Experiences for Language Study

A discussion of the learning experiences appropriate for the study of language reflects similar concerns as those encountered during a consideration of the content areas, though the learning experiences do tend to be somewhat more specific in their description of student activities. As with the content, the learning experiences identified for language study can be placed into two categories: those related to the development of communication skills and those helpful to the student in gaining understanding of the phenomenon of human verbal communication.

To develop skill in expressing oneself and in understanding what others are communicating, the student should be given much opportunity actually to practice many kinds of authentic communication in natural situations. Talking, writing, reading aloud, critically listening to others talk and read, participating in
role-playing, dramatics, and choral readings, and playing games requiring writing or speaking are all activities which can encourage students to practice and develop their language skills. A rich environment of varied stimuli can encourage these language behaviors. Moreover, a verbal environment can itself reinforce and encourage skill development.

Since children enjoy manipulating the forms and structures of language, skill development could be encouraged through experience of language as a game. To understand the meaning behind verbal communication, students should share in the clarification of meaning through questioning and the exchange of perceptions. Indeed, one should focus upon the content of the message more than upon its "correctness" according to some standard of acceptable form. Through these kinds of interaction, language skills can be used as a means to express feeling and originality, as well as to relay messages.

Learning experiences in foreign languages should also involve the student actively in opportunities for practice and imitation. This might most profitably occur through communication in community environments where the foreign language is actually used. But before beginning such intensive use of the language, the student might practice listening to the language, at first merely to get the "feel" for its sound and structure.

The use of the language skills themselves can be an opportunity for students to clarify their own experiences and to relate to the experiences expressed by others. How one is able to use
these skills can also be a means toward attaining a sense of individual competence and a positive view of self. The study of literature, too, is a source of insight into the nature of individual growth and feeling.

One could study classical languages in order to develop an awareness of linguistic principles, to comprehend the nature and structure of language as a human phenomenon, and to gain perspective on the human condition. One could also observe how language is utilized as a communication tool in the daily life of a contemporary society. To realize how the human being acquires facility in dealing with written language, students could study the writing of another alphabet and thus empathize with the difficulties faced by a child learning to cope with the complexities of the printed word.

The learning experiences designed for a program in language study must be especially responsive to all kinds of individual differences—whether in ability, perceptions, learning styles and strategies, thought patterns, personality, interests, objectives and motivation, level of development, or kinds of previous experiences. This can be facilitated through numerous instructional provisions: diverse topic areas for investigation, mini-courses, a wide range of materials and technological aides, opportunities for independent study, tutorial experiences, various kinds of grouping, contract systems, programmed instruction, self-pacing and continuous progress through nongraded programs of study. Certain administrative procedures can also be helpful as,
for example, the use of team teaching, teacher aides, differentiated staffing patterns, departmentalization, flexible scheduling, and the flexible use of time. It can thus be seen that individualization and personalization of instruction not only has many interpretations, but also elicits many possible combinations of responses. Berman, however, has some reservations about commitment to individualizing experiences:

A society such as ours, which claims to value the individual, must examine itself to see whether the emphasis is truly upon what the individual is and can create or whether our utterances lack substance when it comes to day-by-day practices and beliefs. Yet, while the pattern of individualized learning experiences does vary, the necessity of accounting for individual concerns cannot be overlooked.

The organization of these learning experiences must recognize several factors. The students' maturational levels and the nature of their prior learnings should influence the curriculum worker's decisions regarding learning experiences, as will the inherent logic of the disciplines being included in language study. Secondly, since language facility is a skill fundamental to work in other areas of study, a concern for experience in language should have priority over consideration of learnings in other areas of the curriculum, especially during the early years of schooling. However, language study must also be integrated with these other subjects throughout one's school experience if education is to be holistic. And,

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3 Berman, New Priorities in the Curriculum, p. 138.
as has been indicated above, the organization of learning activities should include many provisions for individualized learning leading to continuous progress and success experiences.

From the beginning of one's schooling, language study should include opportunities for active involvement in both categories of learning experiences identified in this discussion—those activities in the area of skill development and those understandings regarding the phenomenon of verbal communication per se. All experiences in both general areas should also be related to each other. In addition, in the early stages of language study, there might be exploration in language study so that the student can become comfortable and familiar with the basic ideas in language and perhaps become more motivated than he would be without such experience.

For the development of language skills, there now appears to be a body of knowledge emerging regarding the appropriate sequence of learning experiences. The first concern is the development of skill in talking, for this ability affects performance in the other language skills. The student should also work from real experience to symbolic representation of it in order to acquire meanings before dealing with symbolic systems exclusively. He can then gain experience in translating one form of communication into another. The procedures used in the English primary schools would seem to be a fruitful source of ideas for the development of the fundamental communication skills included in language study.
Evaluation of Language Study

There are two aspects to the evaluation process in language study as it is discussed in the analyses included in this study—program evaluation and the assessment of the level of student achievement of course objectives. Program evaluation attempts to determine the effectiveness of the entire course of study in meeting the objectives it has set for itself. Such evaluation is also related to how the outcomes experienced in this area of school experience relate to both the concerns of other parts of the curriculum and those supported by the school as a whole. Information to help the curriculum worker in evaluating a language program can be obtained from classroom observations, questionnaires, reviews of materials, and analyses and assessment of student performance, although such evaluation procedures are often inadequate for such a comprehensive task. Examination of the communication process as it is exhibited in the classroom itself can also provide much insight into the operation of the program.

Assessment of student achievement in the development of language skills can be determined through tests or through actual performance in informal situations. Evaluation in this regard should be undertaken so as to ascertain student achievement rather than student failure, thus reinforcing performance and encouraging continuous progress. In the field of foreign-language education, there is extensive discussion of criterion-referenced test-
ing and the various levels of actual proficiency to which stu-
dents aspire, an approach to performance evaluation that could
have merit in skill development in one's native language as well.
Evaluation of student performance can also be used to diagnose
student learning problems, to prescribe activities which will
facilitate greater achievement, and to assist in the placement
of students in appropriate levels of study.

Throughout the actual process of developing language
skills, the student must be given frequent feedback which he can
use to modify his performance as necessary. Indeed, it is parti-
cularly important that this evaluation of student development in
skills, as well as in understandings, recognize individual con-
cerns. This would lead, then, to a concern not only for what is
being learned in substance, but also for the student's attitudes
regarding learning itself, the subject area of language, other
people, and himself.

The ability to evaluate is also a process that the student
himself ought to develop. He should be helped to assess himself
in reference to his own criteria for performance, his values, and
his goals with regard to the skill development and understandings
to be acquired. He should also be able to reflect on his experi-
ences with language so that he can evaluate his interaction with
others and their communications with him. Yet, while such evalua-
tion can help the student develop a conception of self and can
encourage him to become more independent and creative, final
evaluation of what one does is ultimately a process which is internal to the learner, though others can often provide him with assistance.

The Criteria in Perspective

The synthesis of statements from the general "critics" of education, the curriculum generalists, and the foreign-language educators presented above would seem to support the assertion that the information obtained from the separate sources is complementary rather than contradictory in nature. This interpretation can be partially explained by the fact that not all the questions raised by the Taba model for curriculum development were related to the discussions of language study offered by the publications analyzed, hence decreasing opportunities for contradictions in philosophy and in procedural recommendations to occur. Indeed, the concerns emphasized in each publication analyzed varied so as to offer a more complete discussion of the curriculum decision-making process than would have become evident if each one were taken alone, or considered only with the other publications selected from the same area of educational literature.

Yet, it is debatable as to whether this apparent consensus is a result unique to the materials selected for analysis in this investigation and the methodology utilized, or whether it is a characteristic to be found in most materials associated with these three areas of educational literature. It would seem pos-
sible, therefore, to hypothesize that there might exist areas of contradiction if all the questions were discussed to the same extent by all the publications analyzed here. For example, the perceptions of the "new" student and the approaches to individualizing learning experiences expressed by the writers in foreign-language education included here may not be shared by the curriculum generalists or the general "critics" of the educational scene. Similarly, the viewpoints regarding the nature and processes of education that are associated with the general "critics" may not be fully supported by the practitioners in foreign-language education, just as the broad program designs outlined by the curriculum generalists may not meet the necessities of education identified by the "critics" nor provide for the instructional approaches now practiced by those in the area of foreign languages.

Nonetheless, the statements on which there seemed to be consensus do serve as a basis—however incomplete—for direction in the process of curriculum development in language study. To this end, the prescriptive statements which have been discussed in this synthesis can be interpreted as criteria for such program design. The other statements, which describe suggested ways for implementing these prescriptive guidelines, are only illustrative of the range of possibilities that could be operationalized. However, during the decision-making process, the curriculum worker must remember to consider both kinds of statements as categorized under the several questions raised by the Taba approach to curriculum development—both to enhance the
possibility of a holistic approach to language study and to in-
sure that concerns associated with one curriculum problem but
referred to in another area are sufficiently recognized.

The statements which indicate criteria for curriculum
development in language study can be used by the curriculum work-
er in several ways. One possibility lies in converting this set
of statements into a checklist of characteristics to be recognized
during the process of curriculum development. One might even
translate this set of criteria into program designs for a curricu-
lum in language study. To indicate the nature of such a curriculum,
a few extrapolations of the criteria into actual program compo-
nents seem warranted, even though this study has not been specif-
ically directed toward this end. It must, however, be remembered
that these extensions are only general components of a curriculum
in language study, for specific program designs must be generated
in response to local needs and purposes and with the involvement
of all those who will be affected by the program.

A curriculum in language study developed according to
these criteria could be seen as a kindergarten through grade
ten-twelve experience that would be contained within the general ed-
cation segment of the curriculum for all students to encounter
during their school years. The placement of language study with-
in the common, general education of students would not preclude
the further development of these learnings as desired by particular
students for vocational or specialized purposes.
In the early years of schooling, skill development in language usage would be of primary concern, although understandings about language as a human phenomenon and attitudes about language behaviors would also be incorporated so that language can be fully appreciated as a tool for individual expression and social communication. Language study in the secondary level would continue experiences in skill development according to the student's unique style, but it would stress understanding of language phenomena from sociological, psychological, linguistic, historical, and cultural perspectives. It can thus be seen that because of its interdisciplinary nature, language study could be incorporated into a large portion of the school curriculum without danger of infringing on other learnings necessary for the individual in our society.

Since language study would be a part of the general education curriculum designed for everyone, it is imperative that all phases of the program be designed to meet individual differences in objectives, needs, interests, abilities, personality, and learning styles. Objectives, content, learning experiences, and evaluation procedures would be individualized so that one's unique development of common human process skills can be nurtured in all of their manifestations. Thus, one's achievements would be evaluated and one's needs diagnosed in reference to the specific objectives being sought by the individual and not in reference to the performance exhibited by others.
These criteria for curriculum development in language study have other implications as well. For example, after a program design in language study has been established, one could use the checklist to evaluate the degree to which it "fits" the general framework of criteria which has been developed through this study. Questions such as the following would be potentially useful in this process: (1) Does the program design take account of the guide-lines identified in this synthesis? (2) In what direction does it do so? (3) To what degree does it recognize them? While this procedure is not intended to yield a set pattern of curriculum objectives, content, learning experiences, and evaluation procedures, it is hoped that it will provide the curriculum worker with significant direction in designing language curricula to meet community and individual needs.

Areas for Further Development

This investigation was undertaken in order to analyze selected materials from three areas of educational literature—the writings of the general "critics" of education, publications in general curriculum, and publications in the field of foreign-language education—for purposes of developing criteria which could be used in the process of curriculum development in language study. The process of analysis was directed by questions raised in the Taba model for curriculum development as applies to the area of language study. The information which resulted from asking these
questions of the materials selected for analysis was used to develop a conceptual framework for actual curriculum-development efforts in language study which are to occur later.

It has been noted that the three source areas offer differing perspectives regarding the educational scene, the "critics" of education and the curriculum writers representing the generalists's orientation and the personnel in foreign-language education with a specialized point of view. The influence of their differing perspectives was particularly felt at two points during the course of this investigation: when the publications analyzed in the study were being selected by the leaders in the fields of general curriculum and foreign language education, and when the information derived from these analyses was being synthesized.

It is possible, therefore, to assume that a more comprehensive perspective on the nature of curriculum development in language study could be attained through analyzing materials which have been identified by a consensus of a greater number of individuals in curriculum and foreign-language education than consulted here, or through selecting a greater range of materials from these areas of educational literature for analysis. This conception of the nature of curricular decision-making in programs of language study could also be considerably broadened by examining other areas of educational literature related to the concerns associated with language study as it has been defined for this investigation.
However, there is also the ironic methodological problem of effectively utilizing the tool of verbal language in the process of analyzing its printed forms and describing how that tool is itself to be optimally developed through educative experiences. Any shortcomings inherent in the process of verbal communication would seem to be intensified in this kind of endeavor. Or, as Berman sees this methodological dilemma:

The task is one of using existing constructs in dealing with new material. Educators must work with old terms to explain new or reorganized ideas.4

Therefore, the development of a more rigorous methodology for analysis and synthesis than that utilized in this investigation may also provide more information and contribute greater insight into the nature of curricular decision-making in the area of language study.

However, even with these additions, the criteria for curriculum development in language study are only the framework within which actual development efforts must occur. Hence, if one is to consider these criteria within the total context of educational decision-making, it becomes apparent that they must be followed not only by attempts to design operational curricula in language study, but also by development of procedures conducive to their effective implementation—undertakings which will lead the curriculum worker into a careful consideration of the sociological environments of education to which the program must respond if it is to be successful.

4 Berman, New Priorities in the Curriculum, p. 18.
Dear Dr. ______:

As a part of my doctoral research with Professors Elsie Alberty, Frank Otto, and Paul Klohr, I need to identify two kinds of writing which, in the judgment of leaders in the field of curriculum, are likely to contribute to new directions in general language education.

Will you please help me in this identification by making some suggestions on the attached form and returning it to me in the self-addressed envelope?

I appreciate your help.

Sincerely,

Elinor A. Scheirer
Form for Curriculum Personnel

145 Ramseyer Hall
College of Education
The Ohio State University
29 West Woodruff Avenue
Columbus, Ohio 43210

I. In my judgment, the following general "critics" of education have helped to suggest new directions that may influence general language education in elementary and secondary schools:

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________

II. The following publications in the field of general curriculum are the most significant in helping redesign general language programs:

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
Dear Dr. ________:

As a part of my doctoral research in The Center for the Study of Curriculum under the direction of Professors Frank Otto and Paul Klohr, I need to identify two kinds of writing which, in the judgment of leaders in the field of foreign-language education, are likely to contribute to new directions in foreign-language education.

Will you please help me in this identification by making some suggestions on the attached form and returning it to me in the self-addressed envelope?

I appreciate your help.

Sincerely,

Elinor A. Scheirer
Research Associate
Faculty of Curriculum and Foundations
In my judgment, the following general "critics" of education have helped to suggest new directions that may influence foreign-language education in elementary and secondary schools:

1. 
2. 
3. 
4. 
5. 
6. 

The following publications in the foreign-language education field are the most significant in helping redesign foreign-language programs:

1. 
2. 
3. 
4. 
5. 
6.
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Publications Analyzed


Other Sources Cited


