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The Personal Professional Collections of French Teachers

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THE PERSONAL PROFESSIONAL COLLECTIONS
OF FRENCH TEACHERS

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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The purpose of the study was to compile a list of books for French teachers for their personal professional collections recommended by good French teachers. The survey instrument, which included an initial list of seventeen recommended books, was sent to French teachers in Iowa, Minnesota, Wisconsin and Illinois whose students scored first through fifth in the 1975 National French Contest. The researcher assumed that this population could include some good French teachers.

A tabulation of the thirty-eight out of seventy-nine responses showed that the respondents did indeed have grammar and methodology books, verb and vocabulary manuals, a French dictionary, a French-English dictionary, literature anthologies, and civilization/culture source books in their personal professional collections. The most popular book was The New Cassell's French Dictionary which was available to 92 percent of the respondents. The least popular one was Seelye's Teaching Culture Strategies for Foreign Language Educators with only 18 percent. However, the teachers did not have twice as many civilization/culture source books as grammar and methodology books. Moreover, although 76 percent had studied abroad, mostly in France, and 95 percent had traveled abroad, all of them in France, book ownership and availability did not seem to be affected by either factor.

Only three of the books suggested for addition to the survey list by the responding teachers were indeed added. These were the Nouveau Petit Larousse Illustré, Le Petit Robert, and the Amsco Workbooks.

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Chapter 1

THE PROBLEM

Introduction

The world has become an extremely complex place in which to live.¹ Progress in all subject areas has been, and still is, being made at an overwhelming rate. And today's teacher, perhaps more than anyone else, must be aware of "the technical progress, cultural change and social movements we call progress."² But in addition to familiarity with this proliferating general knowledge, a teacher must also keep abreast of new developments in education and in the subject area(s) in which she teaches. Sometimes this task can seem almost impossible to the already overburdened teacher.³ Failure of the teacher to keep up carries grave risks: not only might she be utilizing out-of-date methods but, with all of the new discoveries being made continually in all fields of knowledge, her information might be totally wrong.⁴

There are ways, however, of helping the beleaguered

¹American Association of School Librarians-Teacher Education and Professional Standards Coordinating Committee, The Teacher's Library How to Organize It and What to Include (Washington, D.C.: National Education Association, 1968), p. 4. (The Committee is hereafter referred to as AASL-TEPS.)

²Ibid. ³Ibid. ⁴AASL-TEPS, p. 5.

teacher to stay cognizant of this increasing knowledge. Schools all over the country are conducting or establishing programs of continuing education such as workshops with outside speakers for their teachers. Colleges and universities are carrying their share of the burden by increasing the number of courses and other services they offer. Educational and professional organizations such as the National Education Association and the American Association of Teachers of French are publishing more and better articles in their journals. Books and other graphic materials are being produced in every field in such great quantities as to overwhelm the individual trying to choose the worthwhile ones.⁵

All of these elements serve to emphasize the need of a carefully selected professional library for teachers. This library would be one part of the continuing education program; it would provide teachers with ready access to the latest materials on methodology and on discoveries in their subject area(s). This library would also encourage "the enrichment of course content and the preparation of assignments that provide for the needs of students of varying abilities."⁶

But this collection needs to be close at hand to all teachers.⁷ Ideally, there should be a professional collection in every building of the school district as well as a supplementary one at the district level. In the buildings, the professional collection must be located conveniently and may

⁵AASL-TEPS, p. 5. ⁶Ibid. ⁷AASL-TEPS, p. 1.

need to have branch collections in such places as the faculty lounge and departmental offices. If it can only be kept in one central place, there must be adequate time available for teachers to come in and browse through the accumulated materials.⁸

According to the American Association of School Librarians (AASL) and the National Commission on Teacher Education and Professional Standards (TEPS), to be effective, this library for teachers should contain both print and non-print items on specific subjects as well as on methodology, curriculum planning and similar topics.⁹ There are several problems with the implementation of this idea. One of these is the size of the media center budget. While a media specialist may find money for books on general methodology and general education advances, materials in specific subject areas for use by only one or two teachers may not be practical purchases.¹⁰

Another problem is getting teachers to use these media center professional collections. Human nature suggests that teachers will use materials which are close at hand rather than go searching for just the right source. And because of lack of availability and convenience, ~~very~~ few teachers write their lesson plans and units in the media center. The individual teacher will also probably have collected books in her field which would be more useful for unit and lesson plans.¹¹

⁸AASL-TEPS, p. 16. ⁹AASL-TEPS, p. 3. ¹⁰AASL-TEPS, p. 16.

¹¹Statement by Dr. James E. Becker, head of the French Department of Price Laboratory School, in a personal interview, Cedar Falls, Iowa, November 19, 1975.

Foreign language teachers are more likely to have their own collections. Many of them have studied abroad and, on the advice of their foreign and/or American professors, they will have purchased dictionaries, verb and vocabulary manuals, grammar texts, literature anthologies, civilization source books and all kinds of realia (e.g. maps, slides, postcards, records, flags). These items are invaluable for supplementing the textbook and for helping the students understand that a language is a living form of communication. These teachers will also have textbooks, readers and copies of good native literature used in their college courses. The unknown, however, is the specific content of these private collections.

Statement of the Problem

The purpose of this study was to compile a list of books for French teachers for their personal professional collections recommended by good French teachers. The problem statement was: What kinds of books are found in the personal professional collections of French teachers?

Hypotheses ~~to be~~ tested were: 1. French teachers will have personal professional collections which include methodology and grammar texts, verb and vocabulary manuals, a French dictionary, a French-English dictionary, literature anthologies, and civilization/culture source books.

2. The personal professional collections of French teachers will contain twice as many civilization/culture source books as grammar and methodology texts.

3. French teachers who have studied abroad will have twice as many civilization/culture source books as grammar and methodology books.

4. French teachers who have traveled abroad will have twice as many civilization/culture source books as grammar and methodology books.

Significance of the Study

In the course of the review of the related literature, no such study or list of recommended books was found. No one had investigated the private collections of foreign language teachers. No one had compiled a list of books recommended by teachers whose programs had been judged excellent in any way. Dr. James E. Becker of Price Laboratory School also agreed that such a list would be useful; in fact, he, too, had planned to compile a recommended list.

This study may help beginning French teachers to acquire materials which experienced teachers have found to be useful and reliable. It may help experienced teachers add reputable items to their existing collections and possibly reinforce some of their own initial selections which coincide with the items on the final list. This study will give all French teachers a chance to know what materials are recommended by practicing professionals in their field.

Assumptions

This author assumed that all French teachers will have some kind of personal professional collection, if nothing more

than the methodology and grammar textbooks and some type of civilization/culture source book from their college courses. The author also assumed that French teachers will add quality material to their collections as it is made known to them and that they will use this material to prepare and to supplement their lessons. The author assumed, too, that French teachers would be willing to share ^{information about the} ~~the~~ contents of their collections and that other French teachers would be interested in learning this content.

Limitations

Because of time and money, the study was limited to French teachers in Iowa, Minnesota, Wisconsin and Illinois. The population consisted of only French teachers because the researcher's background and area of interest is French and because all modern foreign language teachers would be too large a population with which to deal adequately. The study was limited to good French teachers because the researcher wanted to recommend the final list obtained from the data as a guideline for all French teachers as "tried and true" books which could improve a French program if properly used. Textbooks, games, films, filmstrips and tapes were not included on the list because they often belong to the school or to the Area Education Agency; because of cost, they would not likely be owned by individual teachers. Records and slides were not included as these would depend greatly on individual taste and background. Journals were not be included because the

researcher was only interested in books. The study was limited to junior-senior high school teachers because there is only one elementary program still operating in Iowa¹² and the number is dwindling fast in the other states. Another limitation was the lack of a tested definition of a "good French teacher." Because of this deficiency, the author was forced to formulate a useable definition of her own. The one utilized is not perfect but it is one that could include some good French teachers. Hopefully the lack of a pre-test does not render the survey instrument invalid although it is a limitation. ~~Better,~~ More appropriate responses might have been obtained if the instrument could have been pre-tested. The inability to send a follow-up letter was also a limitation. More responses might have been received if one could have been sent.

Definition of Terms

Personal Professional Collection. Books on French methodology, grammar, civilization, culture and literature which are owned by the French teacher instead of the school or the Area Education Agency.

Junior High School. A school which houses grades seven through nine. It could also be grades seven and eight

¹²Becker

of a middle school which houses grades five through eight or grades six through eight.

Senior High School. A school which houses either grades nine through twelve or grades ten through twelve.

Junior-Senior High School. A school which houses grades seven through twelve, or combinations thereof.

Good French Teacher. A French teacher whose students have scored within the top five places in their state division of the 1975 National French Contest.

Civilization/Culture Source Books. Books which treat France's historical, political, literary, artistic and/or scientific development from past to present.

Methodology texts. Books which deal with methods of teaching a modern foreign language.

Grammar texts. Books which contain grammar rules, drills and exercises for teaching French.

A French dictionary. A dictionary which defines French words in French.

A French-English dictionary. A bi-lingual dictionary in French and English.

Literature Anthologies. Books usually in a series by century, which contain excerpts from, and commentaries on, the major French literary works of each century. Each book also includes short essays on, and illustrations of, the political, historical and artistic events of the time.

Chapter 2

REVIEW OF RELATED LITERATURE

Because this study dealt with a professional collection to aid in teaching French, literature to be reviewed was limited to those indexes, periodicals and other publications which pertain to education.

As the study needed a list of print materials recommended by some reputable source for use by junior-senior high school French teachers, the literature search was begun with the idea that studies containing such lists could be found. No list or study published before 1960 was considered as it would have been too far out-of-date. However, after examining Education Index, the Educational Resources Information Center's (ERIC) Resources in Education and Research Studies in Education, no such studies or lists were found. Therefore the examination shifted to a search for a bibliography or a list of print materials which could serve as the source of this study's basic list.

The first item brought to the researcher's attention by the card catalog was the 1968 edition of The Teacher's Library How to Organize It and What to Include written by a joint committee of the American Association of School Librarians and the National Commission on Teacher Education and Professional Standards. Seeing a need "to put close at hand to all teachers the richest possible library resources"¹³

¹³AASL-TEPS, p. 1.

this committee set out to produce ideas and information of immediate and practical value that would help achieve the [above] objective."¹⁴ The committee was made up of "a classroom teacher, a school administrator, a university faculty member, school and college librarians and professional association staff members."¹⁵ Their three specific objectives were to generate a carefully selected, annotated bibliography of materials for teachers' libraries; to offer ideas about starting, organizing, administering and encouraging the use of such a library and to demonstrate such a library's value to teachers.¹⁶ To obtain the annotated lists, the committee contacted "learned societies and the professional associations."¹⁷ The professional expertise of committee members themselves was used as the basis for recommendations about starting and running a teachers' library. The demonstration of its value "lies ahead."¹⁸ The committee's efforts resulted in a book which contained annotated bibliographies for every major subject area of a school curriculum. These lists included books, pamphlets, periodicals and audio-visual materials. In the area of foreign language, however, the materials were too general for this study's purpose. Except for one book each about German, Spanish and French methodology, they dealt with foreign languages as a whole. The list, with the exception of the Modern Language Association's MLA Selective List of Materials, contained only methodology books.¹⁹

¹⁴AASL-TEPS, p. 1. ¹⁵Ibid. ¹⁶Ibid.

¹⁷AASL-TEPS, p. 2. ¹⁸Ibid. ¹⁹AASL-TEPS, pp. 93-5.

The MLA Selective List of Materials was compiled in order to provide elementary and secondary foreign language teachers with a guide to use when spending National Defense Education Act (of 1958) Title III funds for foreign language materials. The first list appeared in mid-September, 1959. A second, enlarged edition appeared in 1962.²⁰ For the first edition individual foreign language teachers were consulted; the cooperation of the American Associations of Teachers of French, of German, of Italian, of Slavic and East European Languages and of Spanish and Portuguese was enlisted for the 1962 edition. Other languages covered in the second list were Modern Hebrew, Norwegian, Polish, and Swedish. In all, ten committees were formed and nearly twenty-four hundred items were evaluated.²¹ The resulting list included materials which dealt with all languages or one of the ten above-mentioned ones alone. The materials were grouped by format; grade level and language proficiency levels were given as well as price and a complete bibliographic citation.²² This list could have been much more useful for the researcher's purpose because it was designed as a resource list for elementary and secondary foreign language teachers. The major problem was recency; the latest supplement to the 1962 edition to be found was 1968.

Another book examined was A Language-Teaching Bibli-

²⁰Mary J. Ollman, ed. MLA Selective List of Materials (New York: Modern Language Association, 1962), p. v.

²¹Ibid. ²²Ibid.

ography, edited by the Centre for Information on Language-Teaching and the English-Teaching Information Centre of the British Council. It was compiled to provide an up-to-date guide to authoritative and useful works on the theory and practice of foreign-language teaching within a reasonable scope.²³ The materials were divided into eight main divisions: Language, Language-teaching, English for speakers of other languages, French, German, Italian, Russian and Spanish. Works were selected according to similar criteria by a number of different people.²⁴ The resulting list was too long (106 titles) for an individual French teacher to pick from; there were no ratings or grade levels to aid her in selecting materials.

In the French Review, the publication of the American Association of Teachers of French, one article was found which was applicable to the study. "A Program of French Studies"²⁵ was useful as it listed all kinds of print materials which could serve as a guide for college students interested in majoring in French. However, it contained too many books (156 titles) to be fully utilized. Moreover, no ratings or grade level indications or annotations were given. *also dated 196*

²³The Centre for Information on Language-Teaching and the English-Teaching Information Centre of the British Council, A Language-Teaching Bibliography (Cambridge, England: University Press, 1972), p. ix.

²⁴The Centre for Information on Language-Teaching, pp. ix-x.

²⁵Richard M. Chadbourne and Edward J. Geary, "A Program of French Studies: A Guide for the College Student," French Review, December, 1961, p. 221.

Another selective list found was the latest edition (1972) of the American Council on the Teaching of Foreign Languages (ACTFL) Bibliography. It was compiled from "an ACTFL master list of over three hundred journals and various book sources."²⁶ The compilers used ACTFL criteria which called for the inclusion of books and articles on "pedagogy in modern foreign languages, Latin and Greek, English as a foreign language and applied linguistics"²⁷ as well as culture. This list was revised annually up to 1972 but it had a two year time lag. The 1972 edition was published in 1974 and was the last revision to be mentioned. This list had definite possibilities as a source for reputable non-culture books. As this study's list did not contain any periodical articles, the great preponderance of periodical articles in this bibliography made it easier to eliminate many of the offered titles and therefore keep this study's list to a manageable size. The relative recency of this list was also in its favor.

The MLA 1969 International Bibliography, Vol. II,²⁸ published in 1970, could serve as a source for grammar and

²⁶Dale L. Lange, comp. American Council on the Teaching of Foreign Languages Bibliography, (6th ed.; U.S., Educational Resources Information Center ERIC Document ED 083 865, March, 1974.)

²⁷Ibid.

²⁸Harrison T. Meserole, comp. MLA 1969 International Bibliography, Vol. II, (U.S., Educational Resources Information Center ERIC Document ED 044 061, March, 1971.)

literature books. It was, however, more comprehensive than the original MLA Selective List of Materials. This bibliography contained books and articles dealing with Modern Greek, Oriental, African, East European, general Romance, general Germanic, Netherlandic, Romanian and Brazilian languages and literature as well as the more common languages already mentioned in the 1962 list. This list contained over fifteen thousand three hundred book entries and articles from fifteen hundred journals; it was, thus, much larger than the ACTFL list ~~but~~ ^{and} it was also two years older.

Thus, nothing in the available literature fit exactly the needs of this research study. Many bibliographies, some annotated, were found; however, they were either too large, or too old, or not detailed enough, or too hard to obtain to be used as the only source of the list of suggested materials for this study.

A search of the literature was also made for studies which exactly duplicated this project. None were found but several use studies were discovered which will support the hypotheses that this author has suggested.

An important study is Ralph R. Shaw's Pilot Study on the Use of Scientific Literature by Scientists.²⁹ Made under a grant from the National Science Foundation, the study was done in two sections: one portion in 1954; the other, in 1956.³⁰

²⁹Ralph R. Shaw. Pilot Study on the Use of Scientific Literature by Scientists (Metuchen, N.J.: Scarecrow Reprint Corporation, 1971).

³⁰Shaw, p. 81.

Both sections of the study showed that for scientists in all fields, trade or professional journals made up 31.3 percent of their reading followed by research journals with 27.3 percent. Books made up 14.1 percent.³¹ These materials were read in their office or laboratory 90.3 percent of the time with home a poor second at 6.4 percent.³² Thus as information seekers and users, scientists do use their professional journals and books and they do so where these items are closest at hand, in their office or laboratory.

Another pertinent study was carried out by Richard T. Johnson and Sonia Johnson.³³ This study, "Successful English Teachers: Habitués of the School Library," sent out questionnaires dealing with library usage to eighty-eight English teachers in six New Jersey high schools; seventy-six were returned.³⁴ To obtain valid estimates of teacher competence, principals and heads of departments as well as librarians and students were asked to rate the English teachers; the ratings of the two groups were then compared. Seventy-seven percent of the time, both groups agreed.³⁵ Among the results of the study were these: Those teachers rated best read more books than those rated poorest.³⁶ Even more important for this researcher's study, 92 percent of the high ranking teachers

³¹Shaw, p. 81. ³²Ibid.

³³Richard T. Johnson and Sonia Johnson. "Successful English Teachers: Habitués of the School Library," School Librarian. Summer, 1969. pp. 13-5.

³⁴Johnson, p. 13. ³⁵Ibid. ³⁶Johnson, p. 14.

subscribed to the English Journal, the journal of the National Council of Teachers of English, versus 42 percent for those ranked low.³⁷ Thus, good or successful English teachers are shown to personally subscribe to their professional journal. It would logically follow that they would also have and read books which could aid them in their teaching. The above statement is also supported by the Johnsons' finding that two-thirds of the high ranking English teachers often used the school library for their personal reading as well as class activities. The low-rated ones rarely did.³⁸

Several studies have been made treating the use of literature by people in the humanities disciplines which will be of some use to this study. The Westat interlibrary loan study³⁹ showed that in the humanities 25 percent of the requests for interlibrary loans were for periodicals and 58 percent were for monographs.⁴⁰ Hutchins⁴¹ also found that "the Humanities use less journals than books."⁴² Again, both studies

³⁷Johnson, p. 14. ³⁸Ibid.

³⁹V.E. Palmour et al, A Study of the Characteristics, Costs and Magnitude of Interlibrary Loans in Academic Libraries (Westport, Conn.: Greenwood Publishing Co., 1972), pp. 33-42, cited by Lois Bebout et al, "User Studies in Humanities," RQ, Fall, 1975, p. 40-4.

⁴⁰Palmour cited by Bebout, p. 42.

⁴¹W.J. Hutchins et al, The Language Barrier (Sheffield, England: University of Sheffield Postgraduate School of Librarianship and Information Science, 1971), p. 107, cited by Bebout et al, "User Studies in Humanities," RQ, Fall, 1975, pp. 40-4.

⁴²Hutchins et al cited by Bebout, p. 42.

support the theory that professionals use books and journals in their work, even when they must borrow these materials. The fact that the studies show that they use fewer journals than books only further supports the author's theories.

Lastly two other foreign studies, one English⁴³ and one Russian⁴⁴ which dealt with social science researchers were examined. The English study showed that for the researchers, books and periodicals constituted 57 percent of their information sources.⁴⁵ The Russian study showed that the social scientists used library resources more frequently than any other scientific specialists.⁴⁶ Thus, professionals in all sorts of fields are shown to use literature in their work. Sometimes it is their own, sometimes they must borrow it from a library but they do take advantage of these sources of information.

Once again, no duplicate studies having been found,

⁴³The Investigation into Information Requirements of the Social Sciences (INFROSS) Bath University Library Group in England cited in Carlos A. Cuadro, ed., Annual Review of Information Science and Technology Vol. 7 (Washington, D.C.: American Society for Information Science, 1972), p. 20.

⁴⁴Aleksandr L. Goldberg, "Information Needs of Social Scientists and Ways of Meeting Them," International Social Science Journal, February, 1971, pp. 273-84, cited in Carlos A. Cuadro, ed., Annual Review of Information Science and Technology Vol. 7 (Washington, D.C.: American Society for Information Science, 1972), p. 21.

⁴⁵INFROSS cited by Cuadro, p. 20.

⁴⁶Goldberg cited by Cuadro, p. 21.

the author had to rely on one incomplete study as a guide for the categories of books to be chosen for the survey list. Compiled by M. Milhailovic,⁴⁷ Reference Shelf for Russian Teachers contained textbooks, reference grammars, dictionaries, histories of literature, and history books. Unfortunately, no explanation of how or why these kinds of books were chosen was included; such information would have greatly enhanced the value of this study for other researchers who would use it as a guide for formulating other such lists.

There can be no doubt that Americans study abroad. In 1970-71, the latest year for which figures were found, 32,000 American students were studying abroad on 208 foreign study programs; the study also indicated that the number would probably continue to grow.⁴⁸ The number grew so large, in fact, that in 1975 a Directory of Foreign Study Programs⁴⁹ was published "for all interested in study...in a country other than their own."⁵⁰ The FRACHE study as well as studies by Odette

⁴⁷M. Milhailovic. Reference Shelf for Russian Teachers, (U.S., Educational Resources Information Center ERIC Document ED 028 670, September, 1969.)

⁴⁸Federation of Region Accrediting Commissions of Higher Education. (FRACHE) Evaluation of Overseas Study Programs, (U.S., Educational Resources Information Center ERIC Document ED 071 553, May, 1973.)

⁴⁹Lily von Klemperer. International Education, (U.S., Educational Resources Information Center ERIC Document ED 100 757, May, 1975.)

⁵⁰Ibid.

Cadart-Ricard,⁵¹ Michael H. MacDonald⁵² and Rosco N. Tolman⁵³ testified that students in all fields are going abroad for stays which range from summer seminars and semesters to junior years and graduate study.

A natural thing to do while studying abroad is to travel; since one has already paid the money to get there, one might as well see as much as possible. And teachers often have an added incentive. A study done by the American Association of School Administrators (AASA) and the Research Division of the National Education Association (NEA)⁵⁴ showed that out of 136 school systems polled which had requirements for taking advanced college courses in order to progress on the salary schedule, 99 or 73 percent of these systems allowed teachers to substitute travel for on-campus work if the trip had been approved by the administration and a written report was submitted upon return.⁵⁵ *Transition problem*

Of all the basic lists found in the literature search,

⁵¹Odette Cadart-Ricard. Experience at the Centre d'études françaises, (U.S., Educational Resources Information Center ERIC Document ED 102 862, July, 1975.)

⁵²Michael H. MacDonald. Study Abroad, (U.S., Educational Resources Information Center ERIC Document ED 102 849, July, 1975.)

⁵³Rosco N. Tolman. The Effect of International Programs on On-Campus Foreign Language Enrollment, (U.S., Educational Resources Information Center ERIC Document ED 102 847, July, 1975.)

⁵⁴American Association of School Administrators and the National Education Association. Professional Growth Credit for Educational Travel, (U.S., Educational Resources Information Center ERIC Document ED 049 197, July, 1971.)

⁵⁵Ibid.

five were finally used: The Teacher's Library How to Organize It and What to Include, MLA Selective List of Materials, A Supplement for French and Italian to the 1962 Selective List of Materials, A Language-Teaching Bibliography, and "A Program of French Studies." These lists were the ones which contained *some* identical entries.

Many studies were found which supported the author's basic assumptions and theories. Shaw showed that 58.6 percent of scientists' reading was made up of journals; books were 14.1 percent. They read these in their office or laboratory 90.3 percent of the time. Richard and Sonia Johnson demonstrated that successful English teachers read more books than poor ones and that 92 percent of these successful teachers subscribed to their professional journal, the English Journal. The Westat interlibrary loan study and Hutchins' study both revealed that people in the humanities disciplines used more books than journals in their work but they used both in their work and research. Lastly, an English study and a Russian study showed that social science researchers used books and journals, even when they needed to borrow them from the library.

The only guide found for choosing the categories of books for the survey list was Milhailovic's study on reference books for Russian teachers. However, this study's methodology was incompletely *reported*.

The FRACHE study showed that in 1970-71, 32,000 students studied abroad on 208 foreign study programs. Study abroad became so popular that, in 1975, a directory of these programs

was compiled. The studies by Cadart-Ricard, MacDonald and Tolman testified that students in all fields were going abroad for short and long stays.

Finally, the study done by AASA and the Research Division of NEA showed that teachers could often receive credit for their travel abroad if certain conditions were met.

Thus the author was able to find studies that could provide background and support for her basic ideas about French teachers and their personal professional collections.

Chapter 3

METHODOLOGY

For the survey, an initial list of recommended and useful books for French teachers was needed. In the absence of a reliable, up-to-date, already-compiled list of reasonable length, the researcher turned to the bibliographies previously mentioned in the literature review.

Of those lists, ^{the following} ~~these lists~~ ^{some} ~~the~~ identical entries: The Teacher's Library How to Organize It and What to Include, MLA Selective List of Materials, A Supplement for French and Italian to the 1962 Selective List of Materials, A Language-Teaching Bibliography, and "A Program of French Studies." Selections were taken from these lists because, as they were either compiled by the professional accociations which represent foreign language teachers or by organizations which consulted foreign language teachers, they seemed to be authoritative.

These bibliographies were examined for identical entries with the result that eleven books were mentioned on at least three of the five lists. As these bibliographies were somewhat dated, the latest one having a copyright of 1972, the researcher turned to Book Review Index in order to begin a search for more recent books. In this source she found that the only foreign language publication which critically reviewed books with any regularity was the Modern

Language Journal (MLJ), the publication of the Modern Language Association. After reading through issues of MLJ from 1972 to February, 1976, the author selected six more books of general interest to French teachers which had received favorable reviews and which were recommended for purchase in these reviews. Many more books were reviewed than these six, but they were either too highly specialized, e.g. dealing with specific aspects of the works of an author like Racine or Hugo, or specific grammar points, or they dealt with foreign languages in general and therefore were not within the interest of this study.

For the categories of books, the researcher depended on the categories of books named in Milhailovic's study on Russian teachers' reference books: textbooks, reference grammars, dictionaries, histories of literature and history books. In order to complete the initial list for the study, the researcher drew upon the nature of foreign language teaching to round out the list with methodology texts and civilization/culture source books. More civilization/culture source books including the literature anthologies were put on the list than grammar and methodology books because the nature of the teaching of a foreign language such as French demands more culture and civilization supplementation. The text always contains grammar rules and exercises but all too often it does not contain necessary information about France and French literature, culture and history.

The final survey list contained five books on teaching

methodology; two French dictionaries; one French-English dictionary; one grammar manual; six civilization/culture source books; two literature anthologies; ~~seventeen~~ ^{was a total of} entries in all. (See Appendix A for a copy of the cover letter and survey instrument.) Space was left at the end of the list for the participating teachers to add any books which they felt were invaluable to their teaching and which were not already on the list.

In order to obtain data which could be considered reliable, the researcher decided to limit her population to good French teachers. She assumed that good French teachers would have used more outside sources and that, because these teachers were successful, these sources would probably be of high quality. Originally, the definition of "good French teacher" was to be "those French teachers whose programs had been evaluated and found superior by the Iowa State Department of Public Instruction (DPI)." However, a letter of inquiry to the DPI informed the researcher that no French programs in Iowa had been evaluated. Thus, another method of choosing the population had to be found. Since no similar study had been done before, there were no guidelines to follow and the researcher was therefore left to find a suitable method of definition on her own. The definition finally decided upon has already been given but some explanation of the choice is necessary here. The researcher realized that a population comprised of French teachers whose students scored first through fifth ^{in their state} on the 1975 National French Contest might not be

representative of all good French teachers. After all, to participate in the National French Contest a teacher must be a member of the American Association of Teachers of French (AATF). Unfortunately, not all French teachers, good, bad or indifferent, are members of AATF and even all AATF members do not participate in the Contest. Also, having Contest winners does not necessarily indicate an outstanding teacher. Although the population may not be fully representative of all good French teachers in Iowa, Minnesota, Wisconsin and Illinois, this definition was used because there was no way for the researcher to evaluate these teachers herself. Moreover, no one else had generated a definition which the researcher could employ. Hence, utilizing the teachers of National French Contest winners was one way to define a population that would probably include some good French teachers.

The names and addresses of the population were obtained from the National French Contest Directors for the AATF chapters in Iowa, Wisconsin and Illinois. (The Contest Director for Wisconsin was able to supply the names and addresses of the teachers involved in Minnesota.) The resulting list totaled seventy-nine names; therefore, the entire population was included in the survey. The cover letter explained the project, gave background information on the selection of the initial list of books and asked the teachers to check the titles which they owned or which were available to them from another source. The letter also asked them to name books not on the list which they could not do without in their teaching.

The participating teachers were also asked to give the following personal data: where they had taught French and how long they had taught each level of French. The participants were also asked if they had studied and/or traveled abroad and, if so, where, when and for how long. All data were to be kept confidential.

Because the entire population was so small, no pre-test of the survey instrument was done. Even so, because similar studies had not been done, there would have been no standards by which to judge this instrument. Perhaps this omission rendered the questionnaire invalid; the researcher sincerely hoped not because there was no other recourse for her.

The questionnaires were mailed on May 5, 1976. No instruments returned after June 16 were counted in the data analysis. Follow-up letters could not be sent because most school terms ended shortly after the original mailing and the teachers would have been very difficult to reach once they had left school for their summer vacations.

Chapter 4

ANALYSIS OF DATA

By June 16, 1976, forty surveys or 51 percent of the seventy-nine instruments sent, had been returned. However, two of these responses had to be discarded because the questionnaire had been either incorrectly or incompletely filled out. These rejections left thirty-eight usable responses or 48 percent of those sent. *Low response should be mentioned as an additional limitation.*

The first hypothesis tested was: French teachers will have personal professional collections which include methodology and grammar texts, verb and vocabulary manuals, a French dictionary, a French-English dictionary, literature anthologies, and civilization/culture source books.

Table 1 shows that French teachers did indeed have books in all of the six categories suggested by the author in either their personal professional collections or available to them from other sources. All six of the titles in the methodology and grammar book section were owned by or available to at least 18 percent of the teachers responding. Fifty-three percent owned or had available to them the verb and vocabulary manual. Forty-two percent had the French dictionary while 92 percent were able to have the use of the French-English dictionary. The Lagarde and Michard literary anthology was owned or available to 79 percent of the respondents; the Castex and Surer anthology, to 53 percent. All six civilization/culture source

Table 1
 Number and Percent of Respondents Who
 Own Books on the Survey List or
 Obtain Them from Other Sources

Author and Title ^a	Category ^b	Own	Other Source	Total	Percent
		No.	No.	No.	
Allen. <u>Modern Language Classroom Techniques.</u>	A	7	7	14	37
Miller. <u>U.S.A.-France Culture Capsules.</u>	A	8	6	14	37
Politzer. <u>Teaching French.</u>	A	14	7	21	55
Rivers. <u>A Practical Guide to the Teaching of French/Français.</u>	A	3	6	9	24
Seelye. <u>Teaching Culture Strategies for Foreign Language Educators.</u>	A	4	3	7	18
Bénac. <u>Dictionnaire des synonymes.</u>	B	11	9	20	53
Dubois. <u>Dictionnaire du Français Contemporain.</u>	C	9	7	16	42
Grevisse. <u>Le Bon Usage.</u>	A	18	13	31	82
<u>New Cassell's French Dictionary.</u>	D	18	17	35	92
Castex. <u>Manuel des études littéraires françaises.</u>	E	19	1	20	53

^aFor full citation, see Appendix A.

^bCategory A is Methodology and Grammar Books;
 Category B is Verb and Vocabulary Manuals;
 Category C is French Dictionary;
 Category D is French-English Dictionary;
 Category E is Literature Anthologies;
 Category F is Civilization/Culture Source Books.

Handwritten note:
 of Table only

Table 1 (continued)

Author and Title ^a	Cate- gory ^b	Own	Other	Total	Percent
		No.	Source No.	No.	
Gramont. <u>The French.</u>	F	15	5	20	53
Lagarde. <u>Collection Littéraire.</u>	E	22	8	30	79
Maurois. <u>Histoire de la France.</u>	F	7	10	17	45
Michaud. <u>Guide France.</u>	F	21	8	29	76
Wylie. <u>Les Français.</u>	F	9	10	19	50
Wylie. <u>Village en Vaucluse.</u>	F	7	4	11	29
Wylie. <u>Village in the Vaucluse.</u>	F	3	5	8	21

^aFor full citation, see Appendix A.

^bCategory A is Methodology and Grammar Books;
 Category B is Verb and Vocabulary Manuals;
 Category C is French Dictionary;
 Category D is French-English Dictionary;
 Category E is Literature Anthologies;
 Category F is Civilization/Culture Source Books.

books were available to at least 21 percent of the teachers who returned the questionnaires. Because of these data, Hypothesis One was accepted.

The most popular book was The New Cassell's French Dictionary, a French-English dictionary, which was available to 92 percent of the respondents. The next most popular title was Le Bon Usage, a grammar manual, by Grevisse with 82 percent. Next came the Lagarde and Michard Collection at 79 percent, followed by Michaud's Guide France, a manual on French civilization, with 76 percent. The four least popular titles were Seelye's Teaching Culture Strategies for Foreign Language Educators, 18 percent; Wylie's Village in the Vaucluse, 21 percent; Rivers' A Practical Guide to the Teaching of French/Français, 24 percent; Wylie's Village en Vaucluse, 29 percent. The rest of the books ranged in availability between 55 percent and 37 percent.

Of the seventy-three titles suggested for addition to the basic list (See Appendix B for a complete list of these books.) three of them also received at least seven mentions, or 18 percent support from the responding teachers. These three were, therefore, added to the initial list to form the study's final list. (See Appendix C) These three books and their percentages were: Nouveau Petit Larousse Illustré,⁵⁶ 30

⁵⁶Nouveau Petit Larousse Illustré. Paris: Librairie Larousse, 1971.

percent; Amsco Workbooks,⁵⁷ 26 percent; Le Petit Robert,⁵⁸ 18 percent. The reader may be interested to know that both the Larousse and the Robert are dictionaries that define French words in French. This finding seemed to show that French teachers were most concerned with building and strengthening their vocabularies and those of their students. By using the native language dictionaries, the students and teachers could learn connotative meanings as well as denotative ones. The Amsco Workbooks contain units which reinforce writing skills, grammar and cultural knowledge. This result showed that teachers sought to supplement their texts with outside cultural information and exercises as well as with extra grammar and writing practices.

The second hypothesis tested was: The personal professional collection of French teachers will contain twice as many civilization/culture source books as grammar and methodology texts.

The majority of the professional collections of French teachers did not contain twice as many civilization/culture source books as grammar and methodology books. Table 2 shows that of the thirty-eight teachers who answered the questionnaire, twelve teachers (numbers 1-12 on Table 2) or 32 percent had more civilization/culture source books than grammar and methodology books. Ten teachers (numbers 13-22 on

⁵⁷Eli Blume. Amsco Workbooks. 4 vols. N.Y.: Amsco Publications, Inc., 1967.

⁵⁸Robert, Paul. Le Petit Robert. Paris: Société des Nouveaux Lettres, 1973.

Table 2

Number and Percentage of Grammar and Methodology Books and Civilization and Culture Books Owned by Teacher

Teacher	Number of grammar and methodology books	Percent of collection	Number of civilization and culture books	Percent of collection
1	4	44	5	56
2	1	33	2	67
3	1	20	4	80
4	4	36	7	64
5	6	46	7	54
6	2	33	4	67
7	3	43	4	57
8	1	14	6	86
9	4	36	7	63
10	4	40	6	60
11	4	40	6	60
12	1	17	5	83
13	2	50	2	50
14	2	50	2	50
15	2	50	2	50
16	2	50	2	50
17	2	50	2	50
18	4	50	4	50
19	4	50	4	50
20	7	50	7	50
21	7	50	7	50
22	8	50	8	50
23	7	54	6	46
24	5	71	2	29
25	6	67	3	33
26	6	86	1	14
27	5	62	3	38
28	5	56	4	44
29	3	60	2	40
30	7	58	5	42
31	6	67	3	33
32	5	83	1	17
33	6	67	3	33
34	5	83	1	17
35	2	100	0	0
36	6	55	5	45
37	5	63	3	37
38	6	55	5	45

Table 2) or 26 percent of those responding had the same number of civilization/culture books as grammar and methodology books. The final sixteen teachers (numbers 23-38 on Table 2) or 42 percent had fewer civilization/culture books than grammar books. *In view of* Because of the above data, Hypothesis Two was rejected. *As a result*

With the responding teachers divided almost into thirds as to the category in which they had the most books, book acquisition seemed to be either a matter of personal interest or of strengthening the area(s) in which each individual teacher felt weaker. Perhaps the civilization/culture sources to which these teachers did have access were so complete that they did not see a need to overload the available collections with these kinds of books but instead preferred to keep up with the newest in methodology texts and grammar explanations and exercises.

The third hypothesis tested was: French teachers who have studied abroad will have twice as many civilization/culture source books as grammar and methodology books.

As also reported by the Federation of Region Accrediting Commissions of Higher Education (FRACHE)⁵⁹ study which showed that in 1970-71 over 32,000 Americans studied abroad on 208 foreign study programs, this study discovered that French teachers do study abroad. Twenty-nine of the teachers or 76 percent had studied abroad at least once with some as

⁵⁹FRACHE

many as three different times. (See Table 6 in the Appendix for a list of cities and universities attended.)

As for teachers who had studied abroad having more civilization/culture source books than grammar and methodology books, Table 3 shows that the opposite appears to be true. Twelve of the twenty-nine responding teachers who had studied abroad had more grammar and methodology books than civilization/culture source books. Eight had the same number of each kind. Only nine of these teachers had more civilization/culture source books than the others. However, twenty-seven of the twenty-nine teachers had both studied and traveled abroad and no data were obtained to enable the researcher to tell which factor was more influential, if either one was. Therefore, Hypothesis Three was rejected.

The fourth hypothesis tested was: French teachers who have traveled abroad will have twice as many civilization/culture source books as grammar and methodology books.

The study by the American Association of School Administrators and the National Education Association⁶⁰ showed that 73 percent of the schools polled which required taking college courses in order to advance on the salary schedule allowed teachers to substitute travel for on-campus work if certain conditions were met. Evidently, the responding teachers had such an incentive or some other one because thirty-six of the thirty-eight returned questionnaires, or 95 percent, showed that

⁶⁰American Association of School Administrators and the National Education Association.

Table 3

Number of Teachers Who Have Studied or
Traveled Abroad by Composition of
Personal Book Collections

	Studied & Traveled	Studied Only	Traveled Only	Neither	Total
More civiliza- tion/culture books than grammar and methodology books	8	1	3	0	15
Same number of civilization/ culture books as grammar and methodology books	8	0	1	1	10
Less civiliza- tion/culture books than grammar and methodology books	11	1	3	0	15

the responding teachers had traveled abroad. As would be expected, France was the most popular country to visit with all thirty-six teachers having been there. (See Table 7 in the Appendix for a country by country breakdown of visiting frequency.) Unfortunately, the theory that those teachers who had traveled or studied abroad would have twice as many civilization/culture source books as grammar and methodology books could not be demonstrated because all of the responding teachers but two had been abroad. Of those two, one had more civilization/culture source books, the other one had less. Only two of the teachers who had traveled had exactly twice as many civilization/culture source books as grammar and methodology books. Three of the latter had exactly twice as many grammar and methodology books as civilization/culture source books. In all, the number of civilization/culture source books varied from 0 percent to 86 percent of the reported holdings. Therefore, there were no data to indicate that the mere fact a teacher had traveled abroad caused him or her to purchase a certain kind of book. In fact, from the examples cited, the researcher might conclude that a teacher tended to acquire grammar and methodology books when traveling abroad, not civilization/culture source books. Therefore, Hypothesis Four was rejected.

Chapter 5

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to compile a list of books for French teachers for their personal professional collections recommended by good French teachers. A list of seventeen books was compiled from these annotated bibliographies: The Teacher's Library How to Organize It and What to Include, the MLA Selective List of Materials and A Supplement for French and Italian to the 1962 Selective List of Materials, A Language-Teaching Bibliography, "A Program of French Studies," the American Council on the Teaching of Foreign Languages (ACTFL) Bibliography, and the MLA 1969 International Bibliography, Vol. II. Reviews from the Modern Language Journal were also used. This list and an accompanying questionnaire were sent to seventy-nine French teachers in Iowa, Minnesota, Wisconsin and Illinois. These teachers were chosen because their students had placed first through fifth ^{in their states} in the 1975 National French Contest. By June 16, 1976, forty surveys or 51 percent of the instruments sent, had been returned. However, two responses had to be discarded leaving thirty-eight usable responses.

Four hypotheses were tested. Hypothesis One was "French teachers will have personal professional collections which include methodology and grammar texts, verb and vocabulary

manuals, a French dictionary, a French-English dictionary, literature anthologies, and civilization/culture source books." The researcher found that the participating teachers did indeed have books in all six of the above categories; therefore this hypothesis was accepted. The second hypothesis was "the personal professional collections of French teachers will contain twice as many civilization/culture source books as grammar and methodology texts." The responding teachers were roughly divided into thirds as to the category in which they had the most books, with one-third having equal numbers in each category. Because of these data, Hypothesis Two was rejected. Hypothesis Three was "French teachers who have studied abroad will have twice as many civilization/culture source books as grammar and methodology books." Although French teachers were found to study abroad at a rate of 76 percent, mostly in France, this did not seem to appreciably relate to the composition of their personal collections; therefore, this hypothesis was rejected. The fourth and final hypothesis was "French teachers who have traveled abroad will have twice as many civilization/culture source books as grammar and methodology books." As was expected, most of the teachers who returned the surveys, 95 percent, had traveled abroad; all of them had been to France. However, the traveling did not seem to have much to do with the ownership or availability of books. Because of these data, Hypothesis Four was rejected.

In all, the researcher was not surprised that the titles on the initial list proved so popular. They were all

either basic books, well-respected in the field or the works of respected authors. The author was surprised to discover that not only did French teachers not have twice as many civilization/culture source books as grammar and methodology books but that they often had just the opposite.

If the study were to be replicated, the surveys should be sent earlier in the year so that follow-up letters could also be sent. The author would also suggest that the survey instrument be redesigned in such a way that the researcher would find out not only what titles were owned or available from another source but also which books were actually used. The instrument should more precisely identify the materials which the population believes contribute to their effectiveness as teachers. This study did not show that being abroad had anything to do with the purchase of books for a French teacher's personal private collection. The researcher would like to know what factors do affect their purchase.

The author would also recommend these changes if another study were to be done: A larger and more representative population should be chosen. Such a study could also investigate some additional variables that might be related to the availability of books such as years of teaching experience, college program attended, age, sex, and state where employed. The study might also include a wider range of materials, adding journals, slides or texts, for example. Another study should be able to generate a better definition of "good French teacher."

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APPENDICES

Appendix A
Cover Letter and
Survey Instrument

Department of Library Science
University of Northern Iowa
Cedar Falls, Iowa 50613

As a former French teacher, I know that it is often necessary to supplement the basic text with other resource books. A survey is being taken to find out what resource books French teachers own or which are available to them from another source.

You have been chosen as a resource person who can supply needed information for this survey because of your students' first through fifth place scores on the 1975 National French Test.

An initial list of recommended books has been compiled as a starting point for the survey. Some of the books were recommended by reviewers in the Modern Language Journal. The rest of them were found on at least three of the following selective bibliographies: The Teacher's Library How to Organize It and What to Include, A Language-Teaching Bibliography, "A Program of French Studies: A Guide for the College Student," MLA Selective List of Materials, A Supplement for French and Italian to the 1962 Selective List of Materials (MLA).

I am also very interested in any titles which you cannot do without in your teaching and which have not been included on the initial list. Please feel free to name any such titles in Section II.

All of the data from the survey will be used to complete a research paper which will be submitted to the Department of Library Science as part of the requirements for a Master of Arts degree at the University of Northern Iowa.

The success of this survey depends on receiving everyone's participation. All responses will be kept confidential; at no time will names be used to identify sources of data. Won't you please, then, take some time today to check off the books you own or have access to and to answer the other brief questions? A stamped self-addressed envelope is provided for the return of the survey form.

Thank you for your time and cooperation; the importance of your assistance cannot be overemphasized.

Sincerely,

Marsha Tate
Marsha Tate

Enclosure: Survey Form

The Personal Professional Collections
of French Teachers

I. Please read the book titles on this list carefully, then check (✓) the ones which you personally own or which are available to you from another source, e.g. departmental collections, school library/media center, or district professional collections.

	Own	Other Source
Allen, Edward D. and Rebecca M. Vallette. <u>Modern Language Classroom Techniques</u> . New York: Harcourt, Brace & Jovanovich, Inc., 1972.		
Miller, J. Dale. <u>U.S.A.-France Culture Capsules</u> . Salt Lake City: Culture Contrasts, Co., 1974.		
Politzer, Robert L. <u>Teaching French: An Introduction to Applied Linguistics</u> . 2d. ed. Boston: Wiley, 1965.		
Rivers, Wilga M. <u>A Practical Guide to the Teaching of French/Français</u> . New York: Oxford University Press, 1975.		
Seelye, H. Ned. <u>Teaching Culture Strategies for Foreign Language Educators</u> . Skokie, Ill.: National Textbook Company, 1974.		
Bénac, Henri. <u>Dictionnaire des synonymes</u> . Paris: Hachette, 1956.		
Dubois, Jean, ed. <u>Dictionnaire du Français Contemporain</u> . Paris: Librairie Larousse, 1966.		
Grevisse, Maurice. <u>Le Bon Usage: grammaire française</u> . Paris: Hatier, 1969.		
<u>The New Cassell's French Dictionary: French-English</u> . New York: Funk and Wagnalls, n.d.		
Castex, Pierre-Georges and Paul Surer. <u>Manuel des études littéraires françaises</u> . 6 vols. Paris: Hachette, 1953.		
Gramont, Sanche de. <u>The French: Portrait of a People</u> . New York: G.P. Putnam's Sons, 1969.		
Lagarde, André and Laurent Michard, eds. <u>Collection Littéraire</u> . 6 vols. Paris: Bordas, 1969.		
Maurois, André. <u>Histoire de la France</u> . 2 vols. Paris: Michel, 1958.		
Michaud, Guy. <u>Guide France</u> . Paris: Hachette, 1964.		

2. Years of French teaching experience. Count current year as a whole year. (Check (✓) appropriate category).

Elementary School

- 0-2 years
- 3-4 years
- 5-6 years
- 7 or more

Junior/Senior High School

- | | | | |
|-----------|------------------------------|------------|------------------------------|
| French I | 0-2 <input type="checkbox"/> | French III | 0-2 <input type="checkbox"/> |
| | 3-4 <input type="checkbox"/> | | 3-4 <input type="checkbox"/> |
| | 5-6 <input type="checkbox"/> | | 5-6 <input type="checkbox"/> |
| | 7+ <input type="checkbox"/> | | 7+ <input type="checkbox"/> |
| French II | 0-2 <input type="checkbox"/> | French IV | 0-2 <input type="checkbox"/> |
| | 3-4 <input type="checkbox"/> | | 3-4 <input type="checkbox"/> |
| | 5-6 <input type="checkbox"/> | | 5-6 <input type="checkbox"/> |
| | 7+ <input type="checkbox"/> | | 7+ <input type="checkbox"/> |

3. Have you ever studied abroad? yes no
 If yes, please give university, city and country, and inclusive dates, e.g. La Sorbonne, Paris, France, June, 1969-June, 1970.

<u>School</u>	<u>City and Country</u>	<u>Dates</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Have you traveled abroad within the last ten years? yes no
 If yes, please give the dates and the countries visited, e.g. June, 1973. Germany and France.

<u>Dates</u>	<u>Countries</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Thank you again for your time and cooperation.

Appendix B

Additional Book Titles Suggested
by Teachers

Title	Number of times suggested
1. Mansion, J.E., ed. <u>Harrap's Modern College French and English Dictionary.</u> N.Y.: Charles Scribners' Sons, 1972.	4
2. Burney, Pierre, and Robert Damoiseau. <u>La Classe de Conversation.</u> Paris: Hachette, 1969.	3
3. Bescherelle, Louis. <u>Le Nouveau Bescherelle, L'Art de Conjuguer.</u> Paris: Hatier, 1966.	3
4. <u>Larousse Modern French-English/English- French Dictionary.</u> Paris: Larousse, n.d.	3
5. Adrienne. <u>The Gimmick: Spoken American and English.</u> 2 vols. Paris: Flammarion, 1971.	2
6. Bailly, René. <u>Dictionnaire des Synonymes.</u> Paris: Librairie Larousse, 1947.	2
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9. Chevalier et al. <u>Grammaire Larousse du Français Contemporain.</u> Paris: Larousse, 1964.	2
10. <u>Guide Michelin-Paris.</u> Paris: Pneu Michelin, 1969.	2
11. Lasserre, E. <u>Est-ce à ou de?</u> Lausanne: Payot, 1965.	2
12. Léon, Monique. <u>Exercices Systematiques de Prononciation Française.</u> 2 vols. Paris: Hachette and Larousse, 1964.	2
13. Mauget, A. <u>Grammaire Pratique du Français d'Aujourd'hui.</u> Paris: Hachette, 1968.	2

Title	Number of times suggested
14. Quenelle, Tournaire. <u>La France dans Votre Poche</u> . Paris: Hatier, 1974.	2
15. Thoraval, Jean. <u>Les Grandes Etapes de la Civilisation Française</u> . Paris: Bordas, 1971.	2
16. Bainville, Jacques. <u>Histoire de France</u> . Paris: Livre de Poche Historique, 1926.	1
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20. Bonnell and Sedwick. <u>Conversational French</u> . N.Y.: D. Van Nostrand Co., 1969.	1
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22. Boy, Monique. <u>Formes Structurales du Français</u> . Paris: Hachette and Larousse, 1969.	1
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24. Brée, Germaine, ed. <u>Aux Portes du Poème</u> . N.Y.: Macmillan, 1964.	1
25. _____ . <u>20th Century French Literature</u> . N.Y.: Macmillan, 1968.	1
26. Clerq, Robinet de. <u>La France Contemporaine</u> . Munich: Max Hueber Verlag, 1966.	1
27. Clozier. <u>Histoire de France</u> . Cours Moyen. Paris: Larousse, out of print.	1
28. Courbet and Brée. <u>France de Nos Jours</u> . N.Y.: Macmillan, 1968.	1

Title	Number of times suggested
29. Csecsy, Madeleine. <u>De la Linguistique à la Pédagogie</u> . Paris: Hachette and Larousse, 1968.	1
30. Deak, Etienne and Simone Deak. <u>A Dictionary of Colorful French Slang and Colloquialisms</u> . N.Y.: Dutton, 1961.	1
31. Denoeu, François. <u>L'Heritage Français</u> . N.Y.: Holt, Rinehart and Winston, 1953.	1
32. Desberg and Kenan. <u>Modern French</u> . N.Y.: Harcourt, Brace & World., 1964.	1
33. Deslandres, Yvonne. <u>Voir Paris</u> . Paris: Réalités, 1973.	1
34. DeVito, Joseph. <u>Language Concepts and Processes</u> . Englewood Cliffs, N.J.: Prentice-Hall, 1973.	1
35. Dubois, J. and G. Jouannon. <u>Grammaire et Exercices de Français</u> . Paris: Larousse, 1956.	1
36. Dufou, Micheline and Ellen D'Aldeco. <u>Découverte du Poème</u> . N.Y.: Harcourt, Brace & World, 1967.	1
37. Dulong, Victor. <u>La Civilisation Française</u> . N.Y.: Harcourt, Brace & World, 1970.	1
38. Fouche, Pierre, <u>Traité de Prononciation Française</u> . Paris: Klincksieck, 1959.	1
39. <u>French Cultural Understanding</u> . Alameda County School Department, 1971.	1
40. Grevisse, Maurice. <u>Exercices sur la Grammaire Française</u> . Paris: Duclot, Gembloux, 1967.	1
41. _____ . <u>Précis de Grammaire Française</u> . Paris: Duclot, Gembloux, 1960.	1
42. Grittner, Frank. <u>Student Motivation</u> . Skokie, Ill.: National Textbook Co., 1974.	1
43. _____ . <u>Teaching Foreign Languages</u> . N.Y.: Harper & Row, 1969.	1

Title	Number of times suggested
44. Heise, Edward T. <u>French for Review</u> . Indianapolis, Ind.: Oddysey Press, 1970.	1
45. Huebener, Theodore and Marie K. Newschatz. <u>Oui, Je Parle Français</u> . Boston: D.C. Heath & Co., 1958.	1
46. Hull, Abel et al. <u>Le Français: Langue Ecrite, Langue Parlée</u> . N.Y.: McGraw-Hill, 1967.	1
47. Ketcham and Collignon. <u>Patterns of French</u> . N.Y.: Harcourt, Brace & World, Inc., 1961.	1
48. Lanson, Gustave. <u>Histoire de la Littérature Française</u> . Paris: Hachette, 1953.	1
49. <u>La Littérature en France depuis 1945</u> . Paris: Bordas, 1970.	1
50. Lovy, Charles W. <u>Silhouette de la France</u> . N.Y.: Blaisdell Pub. Co., 1967.	1
51. Mansion, J.E. <u>French Reference Grammar for Schools and Colleges</u> . Boston: D. C. Heath & Co., 1952.	1
52. _____ . <u>Shorter French-English Dictionary</u> . Boston: D.C. Heath & Co., 1940.	1
53. Matoré, Georges. <u>Dictionnaire du Vocabulaire Essentiel</u> . Paris: Larousse, 1963.	1
54. May, Charles A. <u>French for Fun</u> . Portland, Maine: J. Weston Walch, 1961.	1
55. Musser, Frédéric D. <u>Strange Clamor</u> . Detroit, Mich.: Wayne State University Press, 1965.	1
56. Oliva, Peter F. <u>The Teaching of Foreign Languages</u> . Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969.	1
57. Paoletti, Michel. <u>Civilization Française Contemporaine</u> . Paris: Hatier, 1969.	1

Title	Number of times suggested
58. Pillet, Roger A. <u>Foreign Language Study</u> . Chicago: University of Chicago Press, 1974.	1
59. Pimsleur, Paul. <u>C'est la Vie</u> . N.Y.: Harcourt, Brace & Jovanovich, 1970.	1
60. Politzer, Robert and Hagiwara. <u>Active Review of French</u> . Lexington, Mass.: Ginn & Co., 1958.	1
61. Raucourt, Françoise. <u>Savoir-Vivre</u> . Paris: Hachette, 1964.	1
62. Reboullet, Andre, ed. <u>Guide Pédagogique pour le Professeur de Français Langue Etrangère</u> . Paris: Hachette, 1971.	1
63. Reinhard, Marcel and Norbert DuFourcq. <u>Histoire de France</u> . 2 vols. Paris: Larousse, 1954.	1
64. Réquédât, François. <u>Les Exercices Structuraux</u> . Paris: Hachette & Larousse, 1971.	1
65. Rivers, Wilga G. <u>The Psychologist and the Foreign Language Teacher</u> . Chicago: University of Chicago Press, 1974.	1
66. Sacy, G.S. de and S.D. de Sechelles. <u>Lecture Base de l'Orthographe</u> . Paris: Editions Sociales Francaises, 1962.	1
67. Veriest, Leon. <u>L'Evolution de la Littérature Française</u> . 2nd ed. N.Y.: Harper & Row, 1954.	1
68. Vinay, Jean-Paul and J. Darvelnet. <u>Stylistique Comparée du Français et de l'Anglais</u> . Paris: Didier, 1960.	1
69. <u>The World and Its People: France</u> . N.Y.: Greystone Press, 1967.	1
70. <u>ACTFL Review of Foreign Language Education</u> . Skokie, Ill.: National Textbook Co., yearly.	1

Appendix C

Final List of Books Recommended for Inclusion
in French Teachers' Personal Collections

- Allen, Edward D. and Rebecca M. Vallette. Modern Language Classroom Techniques. New York: Harcourt, Brace & Jovanovich, Inc., 1972.
- Blume, Eli. Amsco Workbooks. 4 vols. New York: Amsco Publications, Inc., 1967.
- Miller, J. Dale. U.S.A.-France Culture Capsules. Salt Lake City: Culture Contrasts, Co., 1974.
- Politzer, Robert L. Teaching French: An Introduction to Applied Linguistics. 2d. ed. Boston: Wiley, 1965.
- Rivers, Wilga M. A Practical Guide to the Teaching of French/Français. New York: Oxford University Press, 1975.
- Seelye, H. Ned. Teaching Culture Strategies for Foreign Language Educators. Skokie, Ill.: National Textbook Company, 1974.
- Bénac, Henri. Dictionnaire des synonymes. Paris: Hachette 1956.
- Dubois, Jean, ed. Dictionnaire du Français Contemporain. Paris: Librairie Larousse, 1966.
- Grevisse, Maurice. Le Bon Usage: grammaire française. Paris: Hatier, 1969.
- The New Cassell's French Dictionary: French-English. New York: Funk and Wagnalls, n.d.
- Nouveau Petit Larousse Illustré. Paris: Larousse, 1971.
- Castex, Pierre-Georges and Paul Surer. Manuel des études littéraires françaises. 6 vols. Paris: Hachette, 1953.
- Gramont, Sanche de. The French: Portrait of a People. New York: G.P. Putnam's Sons, 1969.
- Lagarde, André and Laurent Michard, eds. Collection Littéraire. 6 vols. Paris: Bordas, 1969.
- Maurois, André. Histoire de la France. 2 vols. Paris: Michel, 1958.
- Michaud, Guy. Guide France. Paris: Hachette, 1964.
- Robert, Paul. Le Petit Robert. Paris: Société des Nouveaux Lettres, 1973.

Wylie, Laurence, Armand Bégué and Louise Bégué. Les Français.
Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Wylie, Laurence, and Armand Bégué. Village en Vaucluse.
Boston: Houghton-Mifflin, 1961.

Wylie, Laurence. Village in the Vaucluse. Cambridge, Mass.:
Harvard University Press, 1974.

Appendix D

Table 4

Years of French Taught at Each Level

	0-2	3-4	5-6	7+
French I	1	10	3	19
French II	1	10	4	21
French III	4	6	5	19
French IV	6	5	3	18
French V	1	0	3	1
Elementary	2	3	0	1
College	0	0	0	1

Table 5

Relationship Between Years of Teaching
Experience and Number
of Books Available

	Number of Teachers	Average Number of Books on the List Available	
		Mean	Mode
Taught French at any level 7+ years	24 63%	8.9	11
Taught French less than 7 years at all levels	13 37%	6.6	9

Appendix E

Table 6

Cities and Universities Attended in
Rank Order of Frequency

City and University (in France unless otherwise stated)	Number of Teachers Who Attended the University
Paris-La Sorbonne	8
Angers-Université Catholique de l'Ouest	4
Quebec, Canada-Laval University	3
Dijon-Université de Dijon	2
Paris-Alliance Française	2
Tours-University of Oregon NDEA Institute	2
Aix-en-Provence-Institute for American Universities	1
Besançon-Université de Besançon	1
Centre de Linguistique Appliqué	1
Brussels, Belgium-Ecole Normale Mogenne	1
Wavre University	1
Caen-Université de Caen	1
Grenoble-Université de Grenoble	1
Nice-Centre Universitaire Méditerranée	1
Pau-Université Toulouse-Bordeaux	1
Rennes-Ste. Catherine's	1
Rouen-Ecole de Beaux Arts	1
Strasbourg-Université de Strasbourg	1
Toulouse-Université de Toulouse	1

Appendix F

Table 7

Countries in Order of
Frequency Visited

Country	Number of Visits	Country	Number of Visits	Country	Number of Visits
France	36	Greece	5	Bolivia	1
England	23	Norway	5	Columbia	1
Italy	21	Ireland	4	Czechoslovakia	1
Switzerland	19	Sweden	4	Ecuador	1
Germany	18	Scotland	3	Israel	1
Spain	11	Mexico	2	Jamaica	1
Belgium	8	Monaco	2	Panama	1
Denmark	8	N. Africa	2	Peru	1
Netherlands	8	Turkey	2	Poland	1
Austria	7	Soviet Union	2	Portugal	1
Canada	7	Yugoslavia	2	Wales	1