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A Comparative Study of the French Curriculum in Selected Elementary School Systems of the United States and Canada

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A COMPARATIVE STUDY OF THE FRENCH CURRICULUM
IN SELECTED ELEMENTARY SCHOOL SYSTEMS
OF THE UNITED STATES AND CANADA

by

BEATRICE V. CHIDEKÉL

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of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Education

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LIFE

Beatrice Vivian Chidekel was born in Ft. Dodge, Iowa. She was graduated from the John Marshall High School in Chicago and received the degree of Bachelor of Music Education from Northwestern University in 1939 and the degree of Master of Music Education from this institution in 1943. The degree of Master of Education was conferred on her by Loyola University in 1958. The author is a member of Alpha Lambda Delta Honor Society and Pi Gamma Mu Social Science Honor Society, also a recipient of a Bertram Kahn Scholarship.

In 1941 she taught in rural schools in Southern Illinois, in 1943 in suburban schools of Chicago. She was assigned as a teacher in the Chicago Public Schools in 1949 and taught as a primary and later upper grades teacher until assigned as assistant principal in 1956. At this time she combined these duties with those of departmental teacher of French. She has had close association with the teaching of foreign language in the elementary school. In 1954 a foreign language program was initiated by Mrs. Chidekel at the Nettelhorst Elementary School in Chicago, which she continues to direct.

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CHAPTER I

INTRODUCTION TO THE STUDY

A. Purpose of the Study

The purpose of this study is to present an investigation of methodology in the teaching of French in the elementary schools of the United States and Canada. A comparative study will be made of teaching guides, methods, vocabulary, concepts, and of the characteristics of the French programs in the elementary schools of these two countries. The basic philosophy and aims for the teaching of a second language in the elementary school will be studied. When and where French is first presented in the curriculum and how much emphasis is given to the program will be considered with the purpose of determining in what ways the French curriculum in the United States and Canada are similar and how they differ.

Canada has taught French as a second language for many years. The country is virtually bilingual in governmental practices, and in some provinces French and English are both part of the everyday life of the people. In the province of Quebec English is taught as a second language in the French language schools and French is taught as a second language in the English language schools. Government publications are usually in both languages.

The FLES (Foreign Languages in the Elementary Schools) movement in the United States is relatively recent. It is believed that a comparative study of the French language courses in the English language elementary schools of these

two countries should produce findings that may be relevant to further progress in the FLES program.

B. Procedure to be Followed

Current literature on the subject of teaching methods will be reviewed, teachers' manuals on French in the elementary school will be studied, and vocabulary and concepts in elementary school textbooks will be analysed. This will be followed by the information gained from personal interviews with key officials in ten selected school systems of the United States and Canada.

The cities selected in Canada are Toronto, Ottawa, and Oakville in Ontario Quebec and Montreal in the province of Quebec. Montreal and Quebec are French language speaking cities with some English speaking inhabitants whose children are taught French in the English language schools. Toronto and Ottawa are capital cities where considerable French is spoken. Oakville, Ontario has its own TV broadcasts of elementary school French as part of the Tan-Gau method, with M. Duplantie in charge of this and of their French program in the elementary schools. M. Duplantie also has a teacher training course in this subject in the summer school at Trois-Pistoles, Quebec, an extension of the University of Western Ontario.

Cities selected in the United States are Fairfield, Connecticut; Cleveland, Ohio; Detroit, Michigan; Chicago, Illinois; and Lake Forest, Illinois. The school systems chosen in the United States have had an active French program in operation for some time so that by 1955 when the

Mildenberger Report¹ came out each school system had taught French to over 1,000 elementary school pupils.

Fairfield, Connecticut is a suburb of New York and by 1955 French had been taught in the elementary schools to 1,025 children in this city. Detroit has an active elementary school French program and 3,100 pupils had participated by 1955 in the French program. When the Mildenberger Report of 1960 is published, it should show many more. Cleveland has had French instruction in the elementary school since 1922 when they introduced the Major Work Program with provision made for the enrichment of the program of the gifted child. Chicago has its own course of study in elementary school French published in 1959 with 1,600 pupils reported in the Mildenberger Report as having studied French. Chicago has an elementary French TV program, Voici Mimi. Lake Forest, a suburb, was selected as offering a different type of community than metropolitan Chicago worthy of study as 3,500 children there had studied French in the elementary school by 1955.

The personal interview and survey of the actual school program in the teaching of elementary school French in these ten cities is an important phase of this study. The information gained will be presented in accordance with a questionnaire which has been devised. The questionnaire serves to structure the interview but discussion will not be limited to the questionnaire alone and a fuller picture will be presented through free discussion than could be given

¹Kenneth W. Mildenberger, Status of Foreign Language Study in American Elementary Schools, 1955, U. S. Department of Health, Education, and Welfare, Office of Education, (Washington, 1956), pp. 12-20.

otherwise.

It is implicit in this study that recommendations for the elementary school French program will evolve from the materials brought together.

C. Scope of this Study

This study reviews methods of teaching French and the French curriculum in the elementary school but limits itself as to the extent and organization of French classes in the elementary school. It is meant to be a contribution as to teaching methods but not an extended research into the number of classes, type of organization, teacher selection or other administrative facets of the program which are covered by such studies as the Mildenerger Reports of 1955 and 1960.

D. Definitions

It is necessary in any study of method first to clarify terms such as the following: (1) Grammar Method; (2) Natural Method; (3) Psychological Method; (4) Phonetic Method; (5) Reading Method; (6) Direct Method; and (7) Indirect Method. The Grammar Method² in teaching modern languages refers to the practice of teaching along the same lines as Latin and Greek were taught. The student first learned paradigms, rules, exceptions and examples. Reading did not come until grammar had been mastered and speaking the language was not thought of; pronunciation did not matter. There are a few Latin teachers who still feel this is the way to learn a language, and it had its virtue in a kind of "discipline of the mind" although this type of teaching is now in ill repute.

²Edmond A. Meras, A Language Teacher's Guide (New York, 1954), pp. 25-27.

It was supposed to inculcate the habit of accurate thinking. This, however, is not one of our objectives in teaching a foreign language now, although we do not mean to imply that the language is to be learned any way but accurately. We insist on "Accent, Agreement, Accuracy."³

The Natural Method⁴ is the extreme opposite of the Grammar Method. It is a form of the Direct Method. In the Natural Method the student is exposed to many monologues on the part of the teacher and through gesticulation he begins to associate ideas, acts and objects with the various sounds. Then more concepts and phrases are connected with the combinations already known and so on until the student is able to reproduce the sounds himself. Reading and grammar are held off for some time.

The Psychological Method⁵ rests on the concept of "mental visualization." The entire useful vocabulary of the language is broken down into groups of phrases which are connected by subject. One group is a lesson. The pupil is asked to see in his "mind's eye" the word or phrase after it is presented orally by the teacher. That is, he visualizes the object or concept while hearing it spoken of. This is the system invented by Gouin and given publicity by Betis.

The Phonetic Method⁶ is a scientific; systematic method wherein the student's ear is thoroughly trained in the vowels and consonants of the foreign language. The sounds are built up into elements of idiomatic phrases which in

³Margit W. MacRae, Teaching Spanish in the Grades (Boston, 1957), p. 9.

⁴Meras, pp. 27-29.

⁵Ibid., 33.

⁶Ibid., 35.

turn are built into sentences, stories and dialogues. Then printed texts with only the phonetic notation are introduced. Later the standard orthography is presented. There is emphasis on the culture and way of life of the people.

The Reading Method⁷ is as its name implies, a course in which the aim is to read the foreign language with ease and without translation into English. This is acquired through abundant reading, with at first, translation at sight leading to the elimination of translation.

The Direct Method⁸ refers to the practice of presenting objects to the student and naming them. The teacher does not employ any words in the learners' native language. All the material given is in the foreign language so the student does his thinking in the foreign language and there is not the barrier of translation.

The Indirect Method⁹ again refers to the Grammar Method to a modified extent. Explanations may be given in the learner's native tongue and there is use made of printed materials. The language is built up from words to phrases to sentences to stories. It is a synthetic method of starting with the elements of the language and building up to thought units, using the mother tongue all the while for explanation and translation.

E. Related Literature Reviewed.

Discussion of method in language teaching took place back in 1632 when

⁷Ibid., 38-39.

⁸Mary Finocchiaro, Teaching English as a Second Language in Elementary and Secondary Schools (New York, 1958), pp. 112-113.

⁹Ibid.

Comenius said in his *Magna Didactica* "Every language must be learned by practice rather than by rules, especially by reading, repeating, copying, and by written and oral attempts at imitation." This advice was ignored however, and language continued to be taught mainly by the traditional grammar method used the previous three centuries to teach Greek and Latin. It was not until the advent of experimental psychology in the nineteenth century that so-called "natural" methods were introduced. Claude Marcel greatly influenced language teaching in the United States toward this direction with an important paper in 1867. His theme was "Learn to read by reading."

The outstanding contribution was made by Vietor in 1882 when he publicized the "phonetic" method which grew into the "direct" method, stressing correct pronunciation. This "direct" method is the basis for our "aural-oral" teaching, used by language teachers, the Army and even the Berlitz schools.

Andersson¹⁰ says the teacher must "act" out the language. She must act as the natives do and become a native in the language so the children are immersed in the sound and the feel of it, then when they hear enough they will begin to speak. The teacher must create what he calls a "climate of sound."¹¹ The teacher must translate as much of the new language as possible into action. With elementary school children one can do this as they do not have the self-consciousness of adolescents and love action. In teaching we must introduce the culture of the country, use songs and dances, then through drama and activity the children will feel the language. Andersson states that the program

¹⁰Theodore Andersson, The Teaching of Foreign Languages in the Elementary School (Boston, 1953), pp. 50-59.

¹¹Ibid., 50.

should be aural-oral in the first three grades, but that by the fourth grade the child can become "literate" in the foreign language. The child knows what the expressions sound like. Now he may learn to recognize the printed symbol of the sound. There is some divergence of opinion as to when to introduce reading and writing of the language. Andersson feels that in the upper grades a study of grammar can be introduced while continuing speaking and reading. "A comparison between the grammatical pattern of English, which the student will probably be studying at this time, and that of the foreign language should be useful and enlightening."¹² In this too, there is much divergence of opinion among the authorities.

The four basic objectives of language learning "listening, speaking, reading, and writing" should be developed concurrently Finocchiaro states.¹³ Although she feels formal reading from textbooks may be postponed for a "flexible period" of time, it depends on such factors as the time allowed for the course and the age of the pupil. Finocchiaro feels that an eclectic method should be used which embodies the most useful methods from the findings of pioneers in the field. Learning should ensue from the experiences of the learner, we should teach him on his level proceeding at this rate, and learning implies activity on the part of the pupil.¹⁴

The various talents and interests of the student should be taken into account and the French language study can be integrated very meaningfully with

¹²Ibid., 59.

¹³Finocchiaro, p. 6.

¹⁴Ibid., 110.

other courses, Meras says.¹⁵ For example, integrate French with a domestic science course where the class learns words such as soufflé, pièce de résistance, fondue, croissant, brioche, sauté, ragout, pâté, pâtisserie, fromage, etc.

It is felt that learning a language is learning many different forms of it from memory, and essentially it is a matter of repetition and imitation until the various forms come automatically. Maximum exposure to the foreign language provides maximum growth in the language. Cornelius¹⁶ states that it is of prime importance that the language is presented as something "new." The student must realize it does not have the same sounds or similar constructions or ways of saying things as his native tongue.

Vocabulary lists are deceiving in that they imply exact translations of word meanings, which are impossible in many cases. Although we might make translations into the foreign language that are grammatically correct, they still would not be the way people speak in that language. As we might say in English, "I beg your pardon, sir. Will you tell me where the Continental Hotel is?" It might be said by a foreigner to our language, "How very sorry I am to bother you in this way, my dear sir. I am wondering if you will have the extreme kindness of doing me the favor of indicating the most direct route I might take to reach the well-known Continental Hotel."¹⁷ This is grammatically correct English but it is not the way we speak.

¹⁵Meras, p. 114.

¹⁶Edwin T. Cornelius, Jr., Language Teaching (New York, 1953), p. 14.

¹⁷Ibid., 17.

Hodgson¹⁸ tells us that there is little chance of students being able to write the correct form until they subconsciously feel what sounds right. It is only after adequate practice has been given in listening that children may be taught to write correctly. Linguistic elements which tend to be spoken together must be learned together whether grammatical structure dictates that they may be combined or not.¹⁹ "Therefore we find that best teachers are the ones who act as informants and through much consideration lead their students to speak."²⁰

Dunkel²¹ voices the disagreement found in methods of teaching language, calling it the "battle of the methods" but feels that this disagreement arises because of "disputes about the very nature of language and the basic processes and principles of teaching and learning it." He gives credence to no method per se but wants increased experimentation both in the classroom and the psychological laboratory. He asserts it is not enough to give teachers a textbook and certain materials to be covered. He wants methods spelled out for the teacher.

Along these lines William R. Parker²² voices a caution. He is enthusiastic about children in elementary school learning "a living language in real

¹⁸F. M. Hodgson, Learning Modern Languages (London, 1955), p. 43.

¹⁹Ibid., 39.

²⁰Leonard Bloomfield, Outline Guide for the Practical Study of Foreign Languages (New York, 1942), p. 15.

²¹Harold B. Dunkel, Second-Language Learning (Boston, 1948), p. 3.

²²William R. Parker, "Foreign Languages in the Grades: A Caution," The National Elementary Principal, Vol. XXXVI, No. 5 (February 1957), 1.

situations," this is when the program is taught by competent teachers. However he feels we are as unprepared now to teach languages in the elementary schools as we were during World War II when the armed forces spent forty million dollars for a fast, intensive language program. Parker feels we need to slow down the program in the elementary schools until we have trained teachers who will be fluent in the language and at the same time be informed on principles of child psychology and teaching methods.

Algernon Coleman²³ also asks for more careful experimentation in teaching language at the elementary stage. He contrasts the two methods of intensive study of reading materials wherein a small amount of material is learned thoroughly, with a method of reading large amounts of material with less grammatical analysis and less translation to and from English.

A group of authorities meeting under the sponsorship of the Modern Language Association in 1954²⁴ said that the integration of foreign language with the other school subjects is particularly important, the language must not be taught in isolation in the elementary grades. The recent thinking on methods promulgates the idea that the child must "live" the language, it must be made part of his life by relating the language to objects and experiences around him. His home, family, community, pets and toys are all part of his life and his reading and social studies units in school should carry out these

²³Algernon Coleman, The Teaching of Modern Foreign Languages in the United States (New York, 1929).

²⁴Foreign Languages in Elementary Schools: Some Questions and Answers: A Report by a Committee Attending a Work Conference Sponsored by the Modern Language Association: December 1953, June 1954, and October 1954 (New York, 1959), p. 7.

themes as well as the foreign language he is taught. Pictures and realia, dramatizations and dramatic play all bring the "realness" of the language to the child. It becomes as natural to say the word in French as in English. Natural situations in which they take part in speaking French, as in introductions, shopping trips, etc. are effective in bringing the language to life.

It is believed that French should be used in the classroom almost entirely. Sometimes, say Harris and Cassidy,²⁵ it may be desirable to use English, if it is possible to give the exact meaning of a word and clarify the word thus for the child. They assume that the "spoken language is the language that language is something you do and the way to learn a foreign language is to practice using its patterns." The lessons are dialogues using phrases and patterns that are learned and thoroughly assimilated. This is supposed to form a nucleus of French to which more French can be connected.

Current thinking is reflected by Kolbert and Goldby²⁶ who want the beginning elementary school French program completely aural-oral with no written French to be taught. The children are to learn entirely by imitation and meaningful repetition. It is the "mim-mem" method, (mimicry-memorization.) The personality of the teacher is the vitalizing element in this "direct" method. Her enthusiasm is to infect the children and they are to mimic her.

There have been a few experimental studies on method for foreign language

²⁵Julian Harris and Helene Monod-Cassidy, Petites Conversations (Boston, 1956), pp. 87-88.

²⁶Jack Kolbert and Harry Goldby, A First French Handbook for Teachers in Elementary Schools (Pittsburgh, 1958), pp. 2-3.

teaching but nothing conclusive has evolved as yet. The Rockefeller Foundation²⁷ financed the Chicago investigation in 1944. The object of the investigation was to compare classes taught by the traditional method with those where the aural-oral method was stressed. The objective was to produce greater aural-oral proficiency than the traditional type of teaching seemed to foster while producing reading ability equal to that of the traditionally taught group. The measurement of reading ability was to be the area of comparison. In reading skills the experimental groups were usually poorer. In tests, where the differences were not significant the experimental groups had better scores on some especially devised oral tests and the traditional groups had better scores on the reading tests.

Hamilton and Haden working with 2700 students at the University of Texas concluded the differences in gains in learning between the two methods were slight, but that there were gained "worth-while adjuncts to language learning" in using the aural-oral method."²⁸

Most of the research attempted lacks valid pretests and post-tests of ability and achievement and so far there has not been any effective statistical analysis of these experiments.

To summarize, methodology seems to have gone over to the aural-oral approach in the last ten years as far as textbooks on the subject would seem to indicate. At present research is being done in preparation of textbooks,

²⁷ Emma M. Birkmaier, "Modern Languages," Encyclopedia of Educational Research (New York, 1960), 866.

²⁸ Ibid., 867.

audio-visual materials, testing materials and methodology. Of evaluation instruments for elementary school language teaching, there are practically none, but the University of Chicago Elementary School, the University of Minnesota Laboratory School and the Public Schools of Lawrence, Kansas now have evaluation programs in progress.

CHAPTER II

FRENCH IN THE ELEMENTARY SCHOOL

A. Basic Assumptions

Basic to this study which seeks to develop a curriculum for the elementary school, is the recognition of the need of a second language to be taught in the elementary school. Educators claim that with the numerous curricular requirements made of the schools today the introduction of a foreign language seems redundant. As one person put it "Si je sais désigner le cheval dans vingt langues différentes, je n'en ai gagné en aucune façon une connaissance plus complète ou plus approfondie du cheval lui-même."¹

On the other hand Eleanor Roosevelt says, "It is most important for our young people to learn languages now, since they are likely to work and be in countries all over the world. Making friends in foreign countries is easier if you know the language of the people."²

There are those who question the value of learning a foreign language at any time in the students' elementary or high school career and if the two or

¹N. Braunshausen, Le bilinguisme et les méthodes d'enseignement des langues étrangères (Luxembourg, Belgium, 1933), p. 29.

²Foreign Languages in Elementary Schools: Some Questions and Answers: A Report by a Committee Attending a Work Conference Sponsored by the Modern Language Association: December 1953, June 1954, and October 1954 (New York, 1959), p. 17.

three years of study in high school, with uninteresting translations and grammar study, soon forgotten, are their criterion we may see indeed why they regard this as time wasted.

It seems however, as the child is exposed to more areas of experience, his horizon broadens and he is interested and challenged. Achievement in other areas is not curtailed because of the time spent in the study of foreign language in the elementary school.

In Oakmont, Pennsylvania French was taught to third graders and continued in the fourth grade when a study was made of their achievement in other subject matter areas by Geigle.³ He found no significant difference between their achievement and that of other classes of fourth graders.

Superintendent of schools Carlyle G. Hoyt⁴ of Fairfield, Connecticut, where they begin to teach French in third grade says, "We have no evidence to indicate that any of the major tool subjects has suffered." He follows this with, "A fifteen minute daily schedule is so small a period that careful planning can easily provide it."

As to adverse effects of bilingualism sometimes claimed, the program does not attempt to make the child bilingual, merely to provide an auxiliary language.

In view of the world situation, with horizons closing in, with the

³Emma M. Birkmaier, "Modern Languages," Encyclopedia of Educational Research (New York, 1960), 871.

⁴Carlyle G. Hoyt, "Foreign Languages in the Elementary Grades of Fairfield, Connecticut," Education, LXXV, Viii (April 1955), 504-508.

increased social, scientific and commercial relationships we have with foreign countries, the need of learning a second language is apparent.

There are, of course, the cultural advantages in knowing a foreign language. The literature and way of life of another people are opened to us, there are certain expressions in every tongue which have no possible translation without losing their characteristic feeling. Fries⁵ says, "The translation of the best literature, especially poetry and the more imaginative prose, is well-nigh impossible, for in no two languages can one find words that cover exactly the same areas of meaning. There is never an exact equivalent in another language that will function with the same associative effectiveness that the original expression would have." Then there are those idiomatic expressions which are peculiar to a language in which a key to the meaning will never be given by a literal translation. When speaking of French we would call them "Gallicisms." A Gallicism is a phrase or turn of phrase which gives us the particular twist that is French in its essence. For example: "parler français comme une vache espagnole, "which means one speaks a very poor sort of French. It is only by being cognizant of the language that the true impression of the particular experience is gained.

There is the value to be gained in the new understanding of English when one of the Romance languages is studied. A learning of the root meanings of words and a better comprehension of grammar and the structure of language is acquired, as well as increased vocabulary and effectiveness of expression.

⁵Charles C. Fries, Teaching and Learning English as a Foreign Language (Ann Arbor, Michigan, 1945).

Beyond this is the necessity of recognizing that in every field, science, engineering, government work, education and the other social sciences, persons are needed that can be at home with another language and culture. The research scientist must be able to read in two or three foreign languages. French, specifically is part of our daily life now. Radio announcements, foreign movies, art, music and even culinary achievements employ the French language.

French is an important language for diplomatic communication. It is one of the five official languages of the United Nations and is spoken by some seventy-five million people in the world.

To gain a better understanding of and greater tolerance for other cultures, so our children see other people live their lives in a different way than we and yet show themselves worthy of respect, to increase a feeling of oneness with the rest of the world, to keep up in the race of nations and to preserve our American democracy, we must learn to speak the other mans' language and see his point of view.

Historical Background of Foreign Language in the Elementary School.

The FLES movement in the United States is comparatively recent. Foreign languages have been taught in European schools at the elementary level for many years, but it is not until the 1920's that we see a spurt in foreign language teaching in the elementary schools of the United States.⁶ In 1921 French was initiated in Ohio and Louisiana and a significant French program has been in progress in Cleveland since 1922. Dr. Emile B. Sauzé, formerly director of

⁶Foreign Languages, Questions and Answers, p. 3.

Foreign Languages in the Cleveland Public Schools and Mrs. Dorothy E. Norris, Supervisor of Major Work Classes, Cleveland Board of Education, set up this French program from grade one to grade six as enrichment for the gifted child. For over thirty years now, starting with an aural-oral foundation in the primary grades most of these children continue with French in the Junior and Senior High School. When they reach college they go directly into the most advanced courses of French.

Since 1931 French and Spanish have been taught in Public School 208 in Brooklyn. There are excellent programs in progress in Los Angeles, California, San Diego, California, Fairfield, Connecticut, Washington, D.C., Emporia and Lawrence, Kansas, Somerville, New Jersey, Carlsbad, New Mexico, Jamestown, New York, York, Pennsylvania, Corpus Christi and El Paso, Texas, Seattle, Washington and Detroit, Michigan. Seven programs began in the 1920's.⁷ A tremendous impetus was given the FLES program when Dr. Earl McGrath, former U.S. Commissioner of Education gave a memorable address to modern language teachers in St. Louis, on May 2, 1952, promoting the teaching of foreign languages in the elementary school. The response he received to this was so gratifying that he called together language teachers and professional educators to study the problems connected with FLES, to Washington, January 15, 1953. This National Conference on the Role of FLES in American schools wrote a report on what was being done in language and had some of the best minds of

⁷Ibid.

the country formulating policy and procedure necessary for success in the new undertaking.⁸

By early 1955 when the Mildenberger report came out almost every state in the union was involved in the program.

The Rockefeller Foundation made a special grant to the Modern Language Association of America for research on how foreign languages should be taught in the United States. This provided for a three year study from which emerged a statement of the advantages of offering this subject. This statement has proved valuable in defining and planning for an improved second language program.

In the period from 1940-1945 "Inter-American Solidarity" stimulated Spanish to be taught on a grand scale in Texas, New Mexico and California, in the elementary schools. Most of it was dropped when World War II ended except in some few cities as Corpus Christi, San Diego and Los Angeles. From 1953 when Dr. McGrath spoke on foreign languages until 1956, modern language instruction in the elementary schools increased 500 per cent.⁹

The elementary school foreign language program is still in an experimental stage. The NDEA Act, Title III gave a decided impetus by providing audio-visual materials to schools with a foreign language program. Tape-recorders, phonographs, phonograph records, and film strip projectors, were provided as part of this appropriation.

⁸ Theodore Andersson, The Teaching of Foreign Languages in the Elementary School (Boston, 1953), p. iv.

⁹Birkmaier, p. 870.

B. Where Does it Begin

Authorities stress the fact that the child's brain has a specialized capacity for learning language that decreases with the years. According to Wilder Penfield,¹⁰ "The brain of the child is plastic. The brain of the adult, however effective it may be in other directions, is usually inferior to that of the child as far as language is concerned." There is in addition to the neurological reason for early language learning a psychological reason. If the language is spoken in the classroom and if taught by the direct method, and if learning the language means he can then participate in songs, games and dramatizations and other class activities, the child is strongly motivated to learn the language. Integration of the program with other areas of learning and adjusting the language program to the developmental tasks of children induces the child to live the language while learning it.

Capacity for imitation in language is at its best between the years of four to ten. When the child learns a new language directly at this age he will do so without interposing the speech units of his mother tongue. The way language is taught in the beginning stages, with the aural-oral method, the child is really not studying a language, he is absorbing it as a by-product of other activities. It is a means to an end, a way of living.

Many experimental programs (Brooklyn, Carlsbad, Cleveland, El Paso,) indicate that the child is ready to start learning a second language at the age

¹⁰

Wilder Penfield, The Learning of Languages, FL Bulletin, The Modern Languages Association of America, Bulletin No. 62 (New York, 1960), p. 4.

of five, since he has acquired the pattern of his own language and is particularly perceptive of speech patterns at this age. His hearing is acute for accent, pronunciation and inflection of tonal patterns.¹¹

From figures gleaned from the 1955 Mildenberger Report¹² approximately four percent of the elementary school French programs are begun in the Kindergarten, fifteen percent in first grade, seven percent in second grade, twenty-four percent in third grade, twenty-six percent in fourth grade, ten percent in fifth grade and seven percent in sixth grade. The remainder of the schools reported "mixed" for the grade the program is begun in. We note that the greater number begin their programs in the third and fourth grades. Many of the schools reporting carry through to high school.

Interest and Emphasis in the Program

An indication of the interest taken in this program, in 1952 there were only eighty-nine communities that offered a FLES program, whereas by 1955 there were 367 such communities.¹³

To initiate such a program it requires the enthusiastic support of a principal or a teacher particularly interested in language who will form the nucleus of a group. Facts must be presented to the community and Board of Education as to the need and methods of operating these classes. Various devices may be used in the publicity program such as showing filmstrips,

¹¹Foreign Languages, Questions and Answers, p. 5.

¹²Kenneth W. Mildenberger, Status of Foreign Language Study in American Elementary Schools, 1955, U. S. Department of Health, Education, and Welfare, Office of Education, (Washington, 1956), pp. 12-20.

¹³Ibid., 1.

movies, and giving talks on other successful programs. It is well to plan for continuity, to have the teachers who are well qualified and the support of the community before inaugurating such a project.

C. Who Does the Teaching

The question of "who does the teaching is paramount." There may be a classroom teacher who has had some preparation in teaching a foreign language or a foreign language specialist. The enthusiasm of the teacher and willingness to qualify, to take additional preparation if necessary, are salient factors in selecting the teacher. There must be adequate supervision of the program in any case.

There may be a fully qualified teacher in the school who can assist other teachers with the program or who can provide for continuity by exchanging classes with the other teachers and carrying the FLES project themselves.

It is possible to train interested teachers by means of in-service workshops or courses at some nearby university. These teachers should be trained in the aural-oral method which they will use. Phonograph records and tape recordings may help the teacher with pronunciation.

A foreign language specialist may come in to the classroom and bring with her the right "feel" for the language. She can make the experience interesting and exciting for the children. The teacher can either carry on between visits of the specialist, or the specialist may function in the same manner as the special music or art teacher.

Another possibility is scheduling a regular member of the faculty for part time foreign language and part time library, home mechanics, etc.

In the Mildenerger Report we find a plethora of types of foreign

language teachers such as; native speaker from French Morocco and Paris, University students, high school and junior high school teachers, graduate students, French exchange student, a Belgian war bride, an art teacher, with French background, classroom teachers with the help of radio or TV broadcasts, a student teacher with a language major, a music teacher and even a French-Canadian housewife.¹⁴

It cannot be over-stressed that the children will acquire the accent of the teacher and therefore must have the correct accent to follow. Also attitudes toward the French course will be determined by the methods and approach of the teacher so it is better not to begin the program until well qualified teachers are available. Speaking the language is not the full qualification for teaching it.

D. Organization for the Program

The question of which children are to be taught French has been solved in different ways. Any child of average IQ, that is from 100 up should be able to benefit from the instruction. There are a few of this calibre that somehow do not have the ear for it and may be dropped from the program if this is found to be the case.

It seems the mentally handicapped may be taught French with beneficial results. There is an experiment reported¹⁵ in which mentally handicapped girls were taught French for a year and demonstrated 100% retention when given

¹⁴Ibid., 12-20.

¹⁵Birkmaier, p. 871.

achievement tests. It can result that the slow learner is motivated by the second language, in that he may find success with it and the encouragement he derives from this upgrades his other studies. In teaching French to the slow learner an aural-oral approach must be used.

There are pros and cons for offering the second language to the gifted child on a selective basis. Usually there is a limited budget, and a limited supply of teachers for the program in which case it would seem logical to use it as enrichment for the bright children who can encompass such learnings easily. There is some experimentation which indicates that the gifted and average students can take the second language easily without the rest of their studies suffering, but the work of the slow child may be handicapped because of the additional load.¹⁶ However, other experimental programs, as the case mentioned with the mentally handicapped girls seem to refute this. This is another area where sound research needs to be made in regard to second language teaching.

It would be more democratic to allow all interested students to study the second language provided they are able to achieve some success with it after a trial period. It is also plausible to have two sections of French, one with emphasis on the aural-oral aspects of the language, bringing in some material to inculcate an understanding of the people and their culture, the other section to carry on to higher levels of learning, with some study of grammar after a certain period and with deeper penetration into the cultural patterns and the country's problems.¹⁷

¹⁶Andersson, p. 32.

¹⁷Ibid., 35.

E. Continuity of Instruction

Many school systems have been offering a foreign language in the elementary grades but too often we find they have failed to provide for continuity of instruction. There may be a first grade teacher who had some courses in French and who is teaching it to her class. The second grade teacher has spent some summers in Mexico and she is teaching her class Spanish. In third grade there is no foreign language instruction but in fourth grade we find a teacher who is giving French instruction, in sixth grade there is a teacher who is giving German instruction and it is not until the seventh and eighth grades that any consistent program of foreign language instruction is carried through. However, in the seventh and eighth grades there are classes who are taught French in an organized program, but when these classes reach the high school they are started from the beginning and there is no provision made for advanced placement in French even though they may have had two or three years of the language in the elementary school. This characterizes the haphazard program with lack of planning which the wholesale rush into a FLES program has catapulted us.

The type of program many would like to see would start in the kindergarten or the first grade with 10-15 minutes of aural-oral French per day, and increase the time to twenty minutes a day in second grade. When the class has reached the third grade they can make scrap books with objects pictured, labeled with their French names. The basic French vocabulary they have had should be pictured around the classroom and this is an approach to having them learn the symbols for the words they have been hearing the last two or three years. In the fourth, fifth and sixth grades they will continue with the aural-oral methods but will read and write also. They may keep notebooks, view

filmstrips or slide projections and use one of the simple textbooks written for the middle elementary grades. The French language period may be lengthened to thirty minutes and if the French teacher is the regular classroom teacher, references may be made all through the day in French.¹⁸

The seventh and eighth grades will continue in this manner with some study of grammar and when the class reaches high school provision must be made for them to continue from the point where last they had stopped.¹⁹

¹⁸Ibid., 37-38.

¹⁹Ibid.

CHAPTER III

TEACHING METHODS USED IN THE APPROACH TO FRENCH IN THE UNITED STATES AND CANADA

A. Using French in the Classroom

All through the day there are opportunities for the teacher to use French in a meaningful, natural way in terms of what is happening in the classroom. One uses French constantly for opening exercises; for meeting classroom situations such as introducing a new pupil, greeting the class, carrying on classroom business, and making general comments; and even for teaching subject matter areas. Specifically, French can be used for taking an attendance report; for taking care of the classroom, that is windows, blackboards, lights; for identifying the day and the date; for telling about the weather; for telling news reports and school announcements; and for courtesy phrases as "please," "thank you," and "you are welcome." Classroom directions may be given in French as instructions to rise, sit down, close the door, keep quiet, pass and collect papers, and handle materials. The teacher should frequently speak in French with needed exclamations of approbation, disapproval, surprise, joy, sadness, and any other phrases which may indicate her feelings and be uttered so expressively as to give the children the "feel" of the language.

In *Commençons*¹ the manual is devoted in a large part to French phrases

¹Evelyn M. Eaton and S. J. MacGowan, *Commençons, Course in French for Grade III* (Canada, 1954), p. 1.

that would be used in the classroom and the method of teaching them. It is suggested that the teacher add to these phrases anything that may fit in with the situation being developed at the time. The students should be able to carry on part of the lesson themselves after a short period of orientation. It is necessary for the children to be able to ask questions as well as answer them. They request the teacher to provide pictures to illustrate the vocabulary by procuring them from advertisements in newspapers and magazines.²

Twenty minutes is considered enough time to be spent at one lesson on this classroom type of material. The remainder of the time is to be spent in stories and games. This manual suggests that an expression given for the first time be given in French, then in English, then in French again. They suggest, too, that these phrases are to be used during the day whenever possible. In this method they feel there should be frequent periods of questioning and translation from English to French and French to English. They feel rote learning is a faulty method.³

The writers recommend grouping and using the brighter pupils to take the place of the teacher. These brighter pupils can tell stories, ask questions, give commands, and work with the slower pupils who are to be put in a small group and called "la petite classe." The signal to begin the French lesson is Changez de place and as the children go into their groups they reply Je change de place. This method recommends that the bright pupils in third grade keep

²Ibid., 1.

³Ibid., 1-2.

scrap books and vocabulary lists. The teacher is to use the blackboard for writing phrases and flashcards.⁴

The manual has certain methods which it uses throughout as the demonstration method, silent lip reading and practice, reading, review, games and songs. In demonstration the teacher indicates objects or words, names them in French, and repeats them several times in various orders until the pupils have learned them. At first she points to objects or things, later she gives commands or asks questions without indicating the objects. Silent lip reading is a method the teacher uses to help the class in pronunciation. She has the class watch her lips while she says the French word aloud two or three times and then says it silently. She then repeats it aloud again and the class says it silently. They go through this process two or three times. Then the class says the word aloud and repeats it aloud pointing to the object or phrase. This process is continued with all new words and objects they study during this initial period. The reading method is to simply read the new words or phrases from the blackboard or flash-cards. The review always comes at the beginning of the following lesson when the vocabulary of the previous lesson and any phrases or sentences learned are reiterated with demonstrations.⁵

Methods followed here include much questioning on the part of the teacher and giving of commands which the children carry out by suitable actions. Pronunciation is always an important factor. There is a section devoted to

⁴Ibid., 3.

⁵Ibid., 5-6.

methods of sound drill. The vowel sounds and consonant sounds are discussed phonetically for the teacher's benefit. There are charts and drills that are to be used for proper pronunciation. There are also charts given to clarify for the pupils various grammatical concepts, as:⁶

the	le	la
to the	au	à la
a	un	une
my	mon	ma
his	son	sa
her	son	sa

Instructions to the teacher are carefully indicated and there is provision made for changing the pace by varying the groupings of children who follow certain particular procedures. The class is changed from their homogeneous grouping into sections A and B, and a three way dialogue is carried on between the teacher and the two groups. At the end of one minute the sections are changed for further drill. Provision is made at all times for a thorough presentation of the lessons and for some variation in teaching techniques to avoid monotony.⁷

The manual to accompany Mes Premières Leçons de Français⁸ indicates that it differs in method from most other French texts used for beginners, in

⁶Ibid., 19.

⁷Ibid., 21.

⁸Frances H. Patterson, Mes Premières Leçons de Français (Boston, 1960), 1-ii.

several ways. A noun vocabulary is presented and is pictured so meaningfully that the teacher does not have to use objects or other illustrations to teach the meaning of a word. There is a close relationship between the illustrations and the French words for them, but in addition to this there is a French-English vocabulary at the end of the book to help the student with translation. Another important technique of the book is that the answers to the questions that are asked in the conversation sections are contained in the previous material so that the correct French patterns of speech are supplied.

According to the manual answers to questions may be oral or written. There is a complete English translation of all the material in the book for the use of the teacher. This manual is written for the inexperienced teacher who needs the answers spelled out for her. The experienced teacher will be able to carry on the program without following the instructions in the manual to the word.⁹

The manual presents an oral-aural approach to be used with fourth and fifth graders. They feel that there should be some teaching done on the oral-aural level before proceeding to the printed word. The teacher is to greet the children in French, to present the date in French, and to carry on short conversations with them in French. The method is to say, for example, "Qui êtes-vous, mademoiselle?" As soon as she says this to a child, she immediately translates this saying, "Who are you, Miss?" and then repeats this sentence again in French. This manual states that the teacher should not hesitate to

⁹Ibid., i.

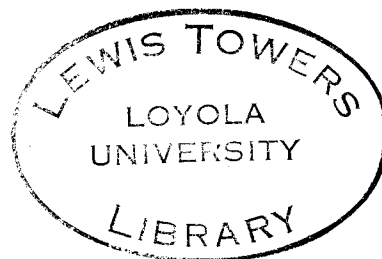
translate any phrase of which she feels the child to be unsure. This method of stating the French phrase or sentence, quickly translating into English, and then reiterating the French is continued as long as the oral-aural approach is used. When the pupils are given the book and the meaning of the text is known to them, English is not used and real thinking in French is supposed to proceed.¹⁰

There are grammatical explanations in the manual for the use of the teacher. The children are not to be given grammar per se, rather the emphasis is to be upon pronunciation and conceptual meanings except in cases where a discussion will help to explain patterns of structure.¹¹

The material presented in the beginning oral-aural phase was extracted from the first twenty pages of the book with the intention of giving the pupils a few forms for questions and answers and a beginning vocabulary. This book itself is a vocabulary centered text which seeks to present many nouns. It is suggested that the book be passed out after the tenth lesson has been studied and that the children be allowed to spend a period of twenty minutes or so in just browsing through it. The teacher may speak to them in English and help them to discover the different sections of vocabulary. This book is essentially a dictionary in pictures, and the pupils should learn to use it by locating the picture so they may know the word. The method recommended when first presenting the book, after it has been sufficiently explored, is to read the

¹⁰Ibid., 5, 7, 15.

¹¹Ibid., 16.



first paragraph on page one at a normal rate of speed in French, then to read it slowly, and to read it a third time at the normal rate of speed once again. Children are to learn to speak French at a normal rate of speed, not hesitatingly. This lesson is not to be translated for the children. They are to gather the meaning without help from the teacher. The class is to read this first story imitating the pronunciation of the teacher. The French word list is to be referred to only in case of extreme need. When the pupils thoroughly understand the text, the work should proceed along in French, and the questionnaires following each story are to be taught. This is the method that is used in teaching the remainder of the material of this type also.¹²

The French elementary school text, Petites Conversations,¹³ suggests that the teacher use French in the classroom most of the time but that she may translate when this will give a quick, concise meaning to the pupils. This text uses the intensive method which the army used in its foreign language training program in World War II. The assumption is that to learn a language one must hear it and speak it using the patterns of the language. Words are taught in meaningful patterns of phrases in a meaningful context. The lessons are dialogues between the teacher and children or between various children in the class. Through much repetition the French pattern of speech comes naturally. The dialogues should be practiced so thoroughly that the pupils have them almost memorized. However, the teacher should not stay with one lesson so long that it becomes boring. Different types of exercises are

¹²Ibid., 12.

¹³Julian Harris and Helene Monod-Cassidy, Petites Conversations (Boston, 1956), p. 88.

included in each lesson, such as songs, poems, and a short story in addition to the dialogues to vary the lesson.¹⁴

No English appears in the main body of the text. In the "Exercices écrits" given there are translation exercises which ask for the French equivalent for certain English phrases. However, the method to begin with is oral-aural until the class reaches the thirteenth lesson, which is two thirds of the way through a year's work at the fifth grade level. The printed form is introduced gradually at this point. Great care is taken that the pupils do not try to pronounce the words as they sound in English. The class has covered twelve lessons in which they have heard French from the teacher and they are quite familiar with how it sounds. They have carried on conversations, followed directions, said poems and sung songs, all in French, learning them by sound from the teacher. When they are given the book the teacher goes through special sound drills to ensure a good French pronunciation. The children are given to understand that the letters they have associated with a particular sound in English may represent a different sound in French. When the children become confused by the spelling of a word the teacher is to have them close their books and repeat after her the words in French. There is much repetition of French after the teacher and analysis of sounds is made. There are question and answer exercises, demonstration exercises, and oral reports which employ the vocabulary the class has learned, in terms of their own experiences.¹⁵

¹⁴Ibid., 87.

¹⁵Ibid., 91, 110.

Building vocabulary is an important part of this method. The manual states that vocabulary lists are obsolete in teaching method today and that associating the word with the object or a picture of an object comes first but even this should be superseded by getting the meaning of the word from the context in which it is used. Rote memorization of words or the use of flash cards containing each a French word is frowned upon in this manual. Words must be memorized in meaningful phrases.¹⁶

In the Allyn and Bacon elementary French series Bonjour Book I, Venez Voir Book II, Je Sais Lire Book III and Je Lis avec Joie, Book IV the first two books of the series are completely aural-oral and rely on pictures alone, interpreted by the conversation of the teacher with the children on the particular subject. The teachers' manual has instructions for the teacher in English. The sentence material to accompany the pictures the children have in their books is in the manual in French.¹⁷

The third book of the series Je Sais Lire has lists of vocabulary which the teacher is to review with the class. There is an introductory period when the class reviews material they had learned the previous year. When the book Je Sais Lire is presented to the children they have had experience with French in the two previous books and have covered a considerable amount of material. Much of the vocabulary presented in lists has been learned previously.¹⁸

¹⁶Ibid., 89.

¹⁷M. Raymond and C. L. Bourcier, Bonjour, Venez Voir, Je Sais Lire, Je Lis avec Joie (Chicago, 1960).

¹⁸Ibid., T⁴

The first experience the child has with reading is with words that are familiar to him. The method of presentation is both sight reading and independent word attack. There are eighty-one sight words introduced in the first few lessons. In addition to this the vowel sounds, a, e, i, o, u, are taught. The three French forms for "e" are taught. Then words are either presented as sight words or for phonetic analysis. Those words which the pupil would not be able to read phonetically are given as sight words. The words are to be taught as words are taught in English with the help of flash cards, labeled cards and matching word cards. The manual asks the teacher to present the words this way before the child reads them in the book. Much of the material in Je Sais Lire is of the type the child is accustomed to do in his English reading workbook. The approach to teaching the reading of French in this text is like that of the primary readers that are used in teaching the mother tongue. Some lists of words that have not been learned previously, appear later. These are taught in lists before the related reading commences. There are specific instructions to the teacher as to how to use this workbook-type of material.¹⁹

In presenting the vowels a, e, i, o, u, to the pupils they are not expected to learn the international phonetic alphabet. They are to learn the sounds mainly through imitation of the teacher. It is suggested that the final consonants of any word that are silent are crossed out by the teacher, as "chat". The method of teaching a vowel sound, for example, may be shown with the vowel a. The teacher discusses a picture of a little girl running

¹⁹Ibid., T6.

and hiding behind a tree and has the class memorize a rhyme which accompanies the picture.

a-a-a
Où est Maria
a-a-a
Voilà Maria.

pronouncing the a's clearly. She then proceeds to read a list of words to the children, some of which contain this a sound and they are to indicate these specific words. They discuss names of children in the class that have this sound. Another list of words is written on the blackboard and they locate the a sounds. They read the names of objects pictured on the page with the rhyme, such as la banane, la table, and les radis, all possessing the a sound. They do a fill-in exercise in the book, m-man, p-pa, c-rotte adding the a, they do another exercise of fill-in words and then they work a puzzle which teaches this sound. The other vowel sounds and three e's in French are taught as carefully.
20

Another distinguishing characteristic of this text Je Sais Lire is the work done with verbs. The children are expected to be able to form the first and third person singular and second person plural from the infinitive. These are taught with practice and games. Past indefinite (passe compose) is taught in the first conjugation, -er ending verbs, and also with the second and third conjugation verbs and some irregular verbs. The teacher constructs paragraphs in the present tense and the class changes them to the passé composé. They are taught the verbs in the passé composé of voir, boire, écrire, dire, faire, finir, travailler, prendre, ouvrir, manger, être, and avoir. The imperative

form of the verbs are taught also.²¹

A suggested routine for the teacher to follow in the daily French period is to give the class the new and review aural-oral vocabulary, to present some of the words as sight words that will appear in the reading later in the lesson; then to teach the use of the verbs in the tenses suggested in the manual; to practice phonetic analysis (when this has been introduced) with the words being taught; then to read using some method as guided reading, reading in meaningful context or oral reading; and to finish the lesson with some activity as songs, poems, creative expression or games.²²

The Holt Publishing Company's elementary school French textbook Leçons Préliminaires is actually the beginning section of Le français, a textbook used in the high school which is a complete course in speaking, reading, writing, and understanding French. This elementary school text is to provide a non-grammatical, oral introduction to French. The lessons begin with a dialogue which can be memorized by the children. This is followed by exercises in dictation. This text has the class writing French as soon as they read it and reading it as soon as they speak it, the first day. Exercises are given every day in dictation and "round robin" conversations between various members of the class give all a chance to participate in oral expression.²³ There is no grammar presented per se but every lesson gives some point in grammar by means

²¹Ibid., T 21-24.

²²Ibid., iv.

²³Frederic Ernst and S. N. Levy, Leçons préliminaires, (New York, 1953), p. iii.

of conversation.²⁴

In this textbook the French phrase or sentence is lined up at the left side of the page and the English translation is on the right side of the page in an equivalent column. The teacher and students read the lessons and take turns in speaking to each other with the sentences from the daily lesson. Following this are some questions for the student to answer. Masculine nouns and feminine nouns are given separately to distinguish them. There is some activity connected with the lessons with the montrez-moi and allez à la porte type of exercise. An effort is made to relate the vocabulary to the pupil's real life experience as, Que prenez-vous pour le déjeuner? There is a vocabulaire at the back of the book for the use of the student. There are tests at the end of each récapitulation with so many points allotted for each question. Songs, poems and games are included in the text. The preface states "There is nothing 'experimental' in the method, however, for the lessons have been developed and used repeatedly in the classroom with excellent results..."²⁵

Le français par le méthode directe is a French publication which seems to have found its way to the United States and Canada.²⁶ There are two books in the series to be used with age groups from twelve to fifteen years. The book is completely in French. The material is elementary and the vocabulary similar to that of the American and Canadian elementary school textbooks. The introduction states that three factors enter into the acquisition of a language, intuition which helps one to understand the meaning of words and new expressions,

²⁴Ibid., iv.

²⁵Ibid., iii.

²⁶C. Robin and C. Bergeaud, Le français par la méthode directe (Paris, 1941)

imitation which inspires the student to model himself on his teacher, and repetition which enables the student to pass from the state of comprehension to the state of being able to speak the language.²⁷

The authors recommend that translation should be avoided if at all possible. To study a new language is to penetrate into a new world and it is important to habituate the mind, the ear and the organs of the voice to the new forms. In learning the language, the authors of this method feel, the vocabulary is less important than the "turn" of the phrases. They claim it is of no avail to learn many words when one does not know how to use them. To learn long lists of words is to encumber the mind with material without organization and without life.²⁸

In this book, each group of lessons is illustrated by a picture which represents objects and persons which are mentioned in the text of the reading. The study of the picture is to precede the reading of the text. The teacher is to show and discuss the objects, the persons and all of their movements and actions. This is a principle of the direct method. It is a matter of establishing associations, spontaneous and immediate, between the pictures and the words. There are certain difficulties of grammar in each lesson which are solved by appropriate exercises before the principle itself is formulated. The idea being that they learn how the expression goes before they learn the rules.²⁹

²⁷Ibid., i.

²⁸Ibid., i.

²⁹Ibid., ii.

They recommend that the students write their lessons on the blackboard before writing them in their notebooks so the other students in the class can help them correct the sentences. Another basic rule they make is that the teacher should not dictate anything which the student has not met many times in the lessons first. The teacher is to vary the lessons given in the book by changing from singular to plural, from masculine to feminine and thus avoid simple mechanical repetition on the part of the student. As good as any method may be it can only be as good as the teacher who must be ingenious and alert to the needs of the students and must devise methods of keeping them interested. When a written lesson is assigned the student should be given at the same time a short recitation to do as four or five lines of the lesson to recite or a short poem that may be memorized. This gives the teacher a chance to help the student with pronunciation.³⁰

The devoirs are part of the lesson. They are to be prepared orally before the class before they are assigned as written lessons for homework or study period. However, the lesson should be written because it not only enables the student to integrate his learning but enables the teacher to check on how his teaching is being understood. At the end of some months when the pupil has acquired a certain vocabulary the teacher should leave the strict confines of the textbook and teach, day by day, the names of objects and beings which surround the child in his natural environment. He should be questioned as to what he hears, what he does, and what is being done around him. The student should make up simple stories on the life around him and the best ones should

³⁰ Ibid., iii.

be written on the blackboard for the other students to copy and learn.³¹

In teaching the first lesson the students do not begin to speak as yet. The method is for the teacher to show an article as a book or a pen or an eraser and articulate clearly the name of the article then write it on the board so the students learn at the same time the pronunciation and the graphic form of the word. The students begin to speak by the next lesson and they express themselves orally thenceforth before they write their lesson.³²

In their second book of the series, Le français par la méthode directe, Deuxième Livre, the authors are inspired by the same principles as in the first book. Each page offers only a limited number of words that are new. The difficulties are absorbed one by one and are presented gradually. A large part of the book is devoted to the verb in all its tenses and to the preposition. The authors say they have maintained in this second edition, as in the first, what is of importance in the words of Anatole France, "On n'apprend qu'en s'amusant. L'art d'enseigner n'est que l'art d'éveiller la curiosité des jeunes âmes pour la satisfaire ensuite."³³

The Cleveland schools course of study in French³⁴ is intended for young children from six to eleven years of age. It is a structure for the teacher to build on with inspiration from experiences in the classroom. This method

³¹ Ibid., iii.

³² Ibid., 3.

³³ Ibid., i.

³⁴ Cleveland Public Schools Course of Study for French in the Elementary School: Grades 1-6: A Report by the Major Work French Teachers of Cleveland (Cleveland, 1958), pp. 1-112.

presupposes that the experiences of the child in French should be enjoyable and that at this age he should use the language as he uses his own, to converse with, to sing and play in. It would be a mistake to impose grammar upon the child at this age. His ability to imitate and to act out dramatic play is made the most of. Therefore the course seeks to have him acquire a new way of expressing himself in terms of his own experiences. The teacher is warned against going too fast and the first few weeks the only verbs he is to work with (with some slight exception) are the verbs être and avoir. The teacher is to use the small vocabulary presented at first to the greatest extent and is to keep the lessons interesting by using questions, by allowing the child to move around the room fulfilling commands to the tune of - allez, placez, or où est. Games and songs at the beginning of the course help the teacher to keep the class interested until more complex lessons can be introduced.³⁵

The method is aural-oral with no writing for the pupils until the ninth lesson when fifth and sixth grade pupils begin to draw in their notebooks. They draw objects of which they have learned the names, using the names in phrases as Voici le livre and Il est rouge.³⁶ They do not use a textbook until the first semester of French on either the junior high or senior high level.

The material for the teacher to use is carefully given in the guide. The treatment of methods is left to be acquired in special demonstration courses and workshops. The teachers are specialists and have studied the methods course

³⁵Ibid., 1-213.

³⁶Ibid., 16.

given according to the Cleveland Plan³⁷ if they teach French in the elementary school.

The Teaching Guide for French in the elementary schools of Chicago³⁸ presents a program which may be used with two types of organizational structure kindergarten through eighth grade or the course may be begun in the seventh grade and continued through the eighth. The manuals are set up with the first book covering the work from kindergarten through the sixth grade and the second book presents the seventh and eighth grade materials.

The program is aural-oral and the guide gives abundant practice in aural-oral exercises that encourage the child to hear and to speak before he begins to read and write French. The direct method of instruction is used and French is the only language spoken during the French period. Intermediary translation into English is to be avoided. To facilitate practice in speaking French the children are to use choral repetition extensively, they are to be given opportunity to speak the language on subjects which interest them. The language patterns that have been learned are used as basic structure from which to evolve other patterns. Reading is not introduced until the pupils have had a thorough grounding through aural-oral activities in French speech patterns. Schools which begin the teaching of French in the kindergarten will not introduce reading until the third grade. When the program is begun at a higher level the progress and ability of the class determine when they read. The

³⁷ Ibid., 2.

³⁸ Teaching Guide for French, The Elementary School, K-6: A Report by the Curriculum Council Committee on Foreign Languages, Elementary Level (Chicago, 1959), p. iii.

method of teaching reading should aim at direct comprehension from the French without translation into English. This guide states that oral reading in French should follow vocabulary development and reading silently to understand the material.³⁹

In the middle and upper grades the teacher is to give dictation consisting of three or four sentences and these are to be corrected immediately to establish correct patterns. The sentences would come from the lessons studied. Language structure is introduced inductively in situations which function in the lives of the pupils. At the upper grade levels the class will analyse language patterns and formulate rules to follow from this study.⁴⁰

As with other courses which use the direct method of instruction meanings of words are to be taught through the use of objects, pictures, gesticulation and dramatization rather than by giving the English meaning of the word after the French. Repeated practice and much repetition of phrases is necessary to inculcate the patterns of speech. Throughout the day opportunities for using French phrases in meaningful situations are to be utilized. For example, the pledge to the flag;⁴¹

Je promets ma fidélité...au drapeau...des États-Unis d'Amérique...
et à la République...qu'il représente...une nation...sous Dieu...
indivisible...qui assure la liberté...et la justice...à tous.

³⁹Ibid., 2-3-4-5-

⁴⁰Ibid., 5-6.

⁴¹Ibid., 13-14-179.

One pupil is chosen to lead each day, a pupil who has good pronunciation, and the class repeats the pledge after the pupil.

Vocabulary is never to be taught in isolation but is always to be presented in context. For correct pronunciation the procedure is to have the children listen, then imitate, then repeat, listen again, imitate and repeat. They are to take turns playing teacher and to conduct conversations with the class. Cultural understanding of the French people is to be taught and many of the materials used in class can further this understanding, as books, films, and outside news reports.⁴²

The guide for the seventh and eighth grades has a three track approach, to meet the abilities of the gifted, the average and the less able pupil. The less able pupils are given a French course which concentrates on oral proficiency and cultural understandings. The average pupil is given in addition to this a limited amount of work on understanding French structural patterns. The gifted pupil is given a program which enables him to complete the first semester of high school French in the seventh grade and the second semester in the eighth grade. These students are given proficiency tests which determine if they can be placed in the second year French program when they reach high school.⁴³

The three track program has a carefully spelled out section on teaching methods for each type of learner. There are methods indicated for the aural-

⁴² Ibid., 250-251.

⁴³ Teaching Guide for French, The Elementary School, 7-8: A Report by the Curriculum Council Committee on Foreign Languages, Elementary Level (Chicago, 1959), pp. 11-12.

oral program in 7B, 7A, 8B, and 8A. The approach to language structure, with a study of pronouns, verbs, adjectives, prepositions, adverbs, imperative, interrogative and negative forms is presented in the course for the able and very able learner. Reading methods, utilizing flash cards, chalkboard, mimeographed material for sentences learned through the aural-oral approach and simple French readers are also scaled to the three track plan. In seventh grade the less able learner does not do the written composition the other two groups do on familiar reading experiences, writing is also done from dictation. In the eighth grade all groups do written exercises and the gifted group writes compositions on their interests; they write descriptions, short stories, letters, book reports, and interviews.⁴⁴

The study of French is integrated with the other subjects in a unit used in the eighth grade Getting to Know Paris. A unit vocabulary is developed, and the subject areas of related language arts, arithmetic, art, music, and social studies are all developed in relation to this unit.⁴⁵

Kolbert and Goldby have written A First French Handbook for Teachers in Elementary Schools.⁴⁶ Their program is entirely aural-oral, the pupils are given no written French at all. They believe that eventually the program can be enlarged to include written French. The method is direct and the teacher is to supply objects and pictures to illustrate it. A conversational, dialogue type of lesson is given with the teacher asking questions and the children

⁴⁴Ibid., 32-35.

⁴⁵Ibid., 46-47.

⁴⁶Jack Kolbert and Harry Goldby, A First French Handbook for Teachers in Elementary Schools (Pittsburgh, 1958), p. 2.

replying. There is integration with art and music. For example, art projects are used to introduce the words associated with the sky as Le ciel, le nuage, l'étoile, le soleil, la lune, and le clair de lune. The song Au Clair de la Lune is taught at this time.⁴⁷

The public schools of the district of Columbia have a Guide for the Teaching of French in the Elementary Schools.⁴⁸ The method provides for hearing and speaking but no reading or writing. New vocabulary is introduced with objects, pictures and actions but never with the English equivalent. Use is made of experiences meaningful to children, creative dialogues, courtesy expressions, and imitation of correct sentences but grammatical facts are not discussed.⁴⁹ The course is conversational also and situations are set up for the children to go through various real-life experiences and carry on related conversations as at the grocery, at school, at home, and at the park. Dialogue patterns are given in the guide and the teacher is to enlarge on these. There is an indicated vocabulary for each grade but this may be expanded and that of the next grade may be gone into at the teacher's discretion.⁵⁰

The Programme d'Études des Écoles Élémentaires⁵¹ is the course of study for the province of Quebec, in the French language, Catholic Public schools.

⁴⁷ Ibid., 124.

⁴⁸ District of Columbia Guide for the Teaching of French in the Elementary Schools, Public Schools of the District of Columbia: A Report by the French Curriculum Committee for Elementary Schools (Washington, 1952), p. iv.

⁴⁹ Ibid., iv.

⁵⁰ Ibid., iv.

⁵¹ Programme d'Études des Écoles Élémentaires: A Report by the Commission des Programmes et des Manuels for the Comité catholique du Conseil de l'Instruction publique (Quebec, 1959), pp. 513-514.

It is published in French and French is the mother tongue to be taught in the schools, English is the second language. It is of interest to this study to note the method of teaching this second language.

Teaching of a second language is to begin in the sixth year of school, but according to local circumstances it is permissible to begin it two years earlier or later. The teaching is to employ the method of conversation on those subjects which touch the child's own life. In lieu of being able to reproduce scenes from real life they are reproduced by pictures. Each word should correspond to a picture in his mind the memory of which is registered with precision. Also, English being a language with variations in pronunciation, it is essential that it is taught orally from the beginning. Teaching the language orally from the start also helps to fight timidity in children and enables them to speak before their comrades and with them. The teacher only refers to the use of the mother tongue to help the class understand a word or explanation which cannot be conveyed by gesture or pictures. The method is above all direct, it should not utilize translation except in cases of extreme necessity.⁵²

Twenty-four scenes from daily life are presented to the pupils in colored pictures. Then conversations are carried on concerning these scenes. The pupils have a book of these pictures to discuss and in addition there is another little text which contains the vocabulary that has been presented so far and discussed in relation to the pictures. The vocabulary taught is about 400 words for each of the first two years, usually this is in the fifth and

⁵²Ibid., 514-515.

sixth grades. During these two years the teaching of grammar is occasional, dependant upon the need for it in the current lesson. The program of the third year of English, usually seventh grade, consists of a review of twenty-four scenes with a new vocabulary of 400 to 500 words and a sequential study of the principal grammatical rules.⁵³

In the Elementary Programme of Studies for New Brunswick Schools⁵⁴ instruction in French is optional for students below seventh grade. The approval of the Board is required and the teacher must be shown to be competent in the language. The teacher below seventh grade where the formal program begins carries out a simple program of instruction to the children on the names of objects around the classroom and school and then develops sentences concerning these objects. The program consists of introductory conversational French without any written work until the second or third year.⁵⁵

In grade VII most of the work is still conversational. The French Storybook Grammar⁵⁶ is used if the class have had French from grade V on. In teaching pronunciation the teacher does not use the International Phonetic Alphabet as yet but does break down words into their component syllables and

⁵³Ibid., 515.

⁵⁴The Government of the Province of New Brunswick, Elementary Programme of Studies for New Brunswick Schools, Grades I to VI: Language. Booklet No. 2 (Saint John, P.N.B., 1959), p. 34.

⁵⁵Ibid.

⁵⁶Josette Eugenie Spink and Violet Millis, French Storybook Grammar (Boston, 1956) cited in Intermediate Programme of Studies for New Brunswick Schools, Grades VII to IX: English, French, Permanship. Booklet No. 2 (Saint John, P.N.B., 1958).

then rebuilds them. Reading is done from the blackboard on forms that have been learned previously in conversation. The pupils are to write from dictation and spelling should be done using the French names of the letters. Grammar will be simple at first, involving number, gender, and usage derived from the problem which occurs in the topic being studied. At first composition is oral, written composition with at least the writing of one paragraph by the end of the seventh year is expected.⁵⁷

Conversation continues to be the principle exercise in the eighth grade. French should be used almost exclusively as the medium of conversation. However English is not completely banished as some explanations may have to be given in English and the "cultural readings" in the book are in English. The first fifteen lessons of Colette et ses frères⁵⁸ are read in free reading periods, not as translation exercises. Short stories from the reader form topics for composition. Grammar and dictation are continued as in grade VII.⁵⁹

The Handbook for Teachers in the Protestant Schools of the Province of Quebec⁶⁰ requires the use of the textbooks Jouons I and II and Avançons

⁵⁷The Government of the Province of New Brunswick, Elementary Programme of Studies for New Brunswick Schools, Grades VII to IX: English, French, Permanship. Booklet No. 2 (Saint John, P.N.B. 1958), pp. 13-14.

⁵⁸Josette Eugenie Spink and Violet Millis, Colette et ses Freres (Boston, 1954) cited in Intermediate Programme of Studies for New Brunswick Schools, Grades VII to IX: English, French, Permanship. Booklet No. 2 (Saint John, P.N.B., 1958), p. 15.

⁵⁹New Brunswick Elementary Programme, Grades VII to IX: English, French, Permanship, p. 14.

⁶⁰Quebec Department of Education, Handbook for Teachers in the Protestant Schools of the Province of Quebec (Quebec, 1957), p. 61.

previously discussed. In addition the handbook states that the work in grades III, IV, and V be oral. There is conjugation of regular verbs, families of verbs, and irregular verbs in the following tenses: présent, passé composé, futur, imparfait, in the affirmative in the sixth grade with increasingly difficult conjugations in the seventh and eighth grades. Extensive reading is required of supplementary materials. *Petits Contes Humoristiques* by Macy and Grubbs (Brett-Macmillan) offers teachers stories to tell the class to provide practice in aural comprehension. Newspapers and magazines are also to be used for this purpose.⁶¹

The Province of Manitoba published a fairly comprehensive manual for instruction in French in grades VII-IX.⁶² The French Story Book Grammar is used again, also Colette et ses Frères. The method is to include the oral as well as the visual approach. They are to make associations between the French noun and its object and the French verb and its action. The direct method is used, no interpretation into English. Words are to be presented in context, as to teach the word for book, say Je pose le livre sur la table, without translating the French into English, but be sure it is understood. The teacher should use more French than the students are capable of using. Emphasis should always be placed on the concept rather than on individual words. Written work is not neglected although the method is oral. After each expression is learned fully it is written. Examples of written exercises are given as, Je-----
le chat. (regarde) and changing to plural, Voilà un chien sous l'arbre, to

⁶¹ Ibid., p. 63 and p. 68.

⁶² Manitoba Minister of Education, French, German, Latin: Grades VII-IX (Winnipeg, 1954), p. 3.

(Voilà des chiens sous les arbres.) The relationship between French and English is to be studied frequently. Sometimes where there is a similarity in spelling there is a difference in pronunciation. Families of words are presented as, porter, apporter, emporter. Notebooks are kept with three divisions; a section for daily assignments to fix the point just studied, a section for French vocabulary not always included in the text as numbers, and colours, and a section for "scrap book" collection of French advertisements, post cards, fashions and the like. The pupils are to collect French sounds. A page is kept in the notebook for each symbol, as merci, aussi and Marie for the (i) sound with the letters which spell the sound being underlined. Each new word learned is to be entered upon the appropriate symbol.⁶³

Three methods are outlined for teaching the reading lesson. One is to promote better comprehension, the second is for vocabulary development and the third for pronunciation, intonation and fluency. In teaching for comprehension pupils read the story silently for meaning, look up unknown words, reread, are then questioned by the teacher in English and answer in English, then write a summary of the story in English. When reading for vocabulary development and incidental grammar the teacher reads the entire story aloud, pupils make notes of what they do not understand and these expressions or words are listed on the blackboard. Each expression is then illustrated in context both in writing and orally. The pupils read the story to themselves and the teacher questions them on the story in French with the pupils answering in French using the newly acquired phrases or words. The teacher then rereads the story and points out the important principles of grammar involved. The method requires the pupil to

⁶³Ibid., 7-8, 11.

substitute definite articles for indefinite, to substitute pronouns for nouns, to pluralize nouns and to change verb forms, in the study of grammar. The third type of reading requires the teacher to read the full text of the lesson aloud, then reread part of it to explain any strange aspects of pronunciation. The class reads this particular section with her then in chorus without her. Groups or individuals then read it while the teacher gives constructive help. Other peculiar passages are read this way. Questions are asked in French and the children reply in French. If the story is such that it may be dramatized pupils are assigned parts to act out.⁶⁴

Homework for this course of study includes composition of French sentences which use new expressions learned, verb forms, new words to be learned that were found in the day's reading lesson, and writing out in class, to hand in later, the exercise which has been written on the blackboard and corrected.⁶⁵

The Report Concerning Oral French Instruction in the Oakville Public Schools⁶⁶ indicates that the purpose of the first year's program in French is to attune the ear of the pupil to French sounds and enable him to understand fluent French speaking. The same sounds and expressions are repeated in a variety of different situations until the child comprehends what is being said. Subconsciously the speech patterns make their impression on the child and the

⁶⁴Ibid., 12-13.

⁶⁵Ibid., 12.

⁶⁶Raymond Duplantie, Report Concerning Oral French Instruction in the Oakville Public Schools, Oakville Public School System (Oakville, Ontario, 1960), pp. 7-8.

time comes when he can express himself in French. Until then he participates in the lesson in English. The pupils receiving their second year of French in the Oakville program are in their seventh or eighth year of school. These children are ready to express themselves in French as they have stored up many speech patterns in the first year of listening. By the January of the second year the transition is made from oral to written comprehension. The teacher questions the pupils in French and their answers are written on the blackboard to form a short paragraph. The teacher reads this aloud while the children study it and absorb the sounds associating them with the symbols. Then a few individuals read the paragraph aloud and soon the whole class is reading. However even in a reading lesson the emphasis is on conversational French.

B. Dramatization

Dramatic play is of great interest to children in the elementary school as they seem to love to "act our roles." The memorization of a part and repetition of all the parts in the play gives the child a meaningful, vivid, dramatic way of learning stock phrases and idiomatic turns of speech. It is not enough to have memorized words, the child must know how to use the words. Because the play is practiced intensively the children will memorize all the parts and should be encouraged to do so. Since in one sense all language learning involves memorization, any method of promoting this should be exploited. The children see the reason for repetition, since the play is really going to be used, and are highly motivated to practice.

In the Canadian series of textbooks, Jouons, Books I⁶⁷ and II,⁶⁸ each entire lesson, is based on a play. There are six plays in Book I and five plays in Book II. Book I includes the plays Au Magasin, Le Petit Chaperon Rouge, Dans un Grand Magasin, Les Trois Ours, and Boum Boum. Book II presents La Famille Leduc au Cirque, Un Matin Chez Les Leduc, Cendrillon, La Vie à la Ferme, and Aladin et sa Lampe Merveilleuse.

The teacher introduces the play usually with a resumé of the play in French; the class has had some French by this time. However, if the play chosen is simple enough, as for example, The Three Bears, it is not necessary for them to have had any French to understand it; the expressiveness of the teacher and repetition of phrases is sufficient for them to understand the story.

After the reading the teacher questions the class in English to be sure they have understood it. Then she reads the play to the class in French and they discuss the presentation of it, as to the props, who will play each part, who will paint scenery and so forth.

The method of teaching the play is to have the teacher give the first sentence in French, try to get the children to give an English translation of this sentence and then she and the children repeat it in French. It will be noted that this translation into English differs from some courses which have no English or almost none in the lesson.

⁶⁷ Evelyn M. Eaton and S. J. MacGowan, Jouons: Book One (Canada, 1954), pp. 3-70.

⁶⁸ Evelyn M. Eaton and S. J. MacGowan, Jouons: Book Two (Canada, 1954), pp. 3-63.

When the class has repeated the sentence just studied in French, individuals repeat it. Then anyone who has memorized it is asked to repeat it.

"Voulez-vous répéter la phrase par coeur?"

Another method presented in the Jouons series, in teaching the play-unit is to put two columns on the blackboard, one in French and the other in English. Under the French column the teacher has the French sentences that can be translated, then she elicits the English translation from the class and writes this in the proper column. The teacher and the class then repeat the French until all have learned the sentences. It will be seen this type of translation method is approved by some authorities, not by others.

The work of the class is based on phrases and sentences from the plays. Each play-unit is supposed to take about six weeks of school time, about thirty days. Grammar units are introduced as study material with each play, as for example, in the division of verb work for Grade V, the play unit "La Famille Leduc au Cirque" teaches recognition of the infinitive. Play-unit II, Un matin chez les Leduc, they study the rules for the formation of the present tense. In play-unit III, Cendrillon, they study rules for the formation of the passé composé in donner, chercher, monter, rentrer, etc. Just a short period of time is devoted to verb study each day.

In this series "Stories for Comprehension" are given. These stories are told by the teacher and also are based on the play. The children are questioned on the stories. There are exercises for reading, in which the children read parts in the play and then ask questions about it with their book open. Additional material is given in "Petites Conversations" for the brighter children to work on while the slower ones are still working on the play.

In evaluating learning from each play-unit the teacher is to put down in her notebook from time to time, her estimation of each child's progress in the play. There are sample tests based on a play-unit. These include general questions as "Nommez un légume vert," or "Nommez quelques fruits." Other questions ask for English translations from the French.

Each day's lesson is spelled out and there are numerous work materials and test exercises for each play-unit.

This series, published by Macmillan Company of Canada encompasses the work for grades III through VII. The first book of the series for grade three, Commençons⁶⁹ gives graded lessons teaching the child to do a number of actions and say what he is doing automatically. It has some simple dialogue but no plays as yet. Jouons I⁷⁰ and Jouons II,⁷¹ previously discussed are for grades IV and V respectively and all lessons are based on play-units as are the two following books Avançons I⁷² and Avançons II⁷³ for the grades VI and VII.

This series is used in the Protestant Schools of the Province of Quebec, as the authorized textbooks. The Handbook⁷⁴ for teachers of the province,

⁶⁹Eaton and MacGowan, Commençons, pp. 1-83.

⁷⁰Eaton and MacGowan, Jouons I, pp. 3-70.

⁷¹Eaton and MacGowan, Jouons II, pp. 2-63.

⁷²Evelyn Eaton and S. J. MacGowan, Avançons I (Canada, 1954).

⁷³Evelyn Eaton and S. J. MacGowan, Avançons II (Canada, 1954).

⁷⁴Handbook for Teachers, Protestant Schools, Quebec, p. 62.

(Protestant Schools) states, "It cannot be stated too emphatically that the plays are intended to be presented as plays. Pupils are expected to learn the parts and to act them out with simple but suitable costumes and properties. Furthermore, the plays of any one grade once learned should be kept alive. Pupils should be given an opportunity of presenting them throughout the year. They enjoy giving their whole repertoire and benefit greatly by doing so." In addition to keeping the plays of one special grade alive it is required to keep the plays of the series alive as far as possible.

Seatwork assignments are supposed to consist largely of a study of the plays, verb series and the general questions.

In the elementary school French textbook Mes Premieres Lecons de Français,⁷⁵ published by D. C. Heath and Company, four plays are given at the end of the book to read or to present or both. It is not intended that they should be used at the end of the book, but rather whenever the interest of the class lags and needs to be stimulated. Dramatizations have the effect of reviving flagging spirits.

There is no English printed in the text the children hold, except in the vocabulary list at the back of the book. In this publication there are no exercises in translation of sentences from English to French rather the answers to any questions and the understanding of the content is achieved through deriving meanings from pictures and conversations with the teacher. This seems to be a preferred method of teaching as in this way the child builds up the correct patterns of speech, not the stilted, unnatural French which result from

⁷⁵Patterson, pp. 119-142.

trying to force English word patterns into French sentences.

The manual for this text indicates that there are various ways of changing pace when reading the plays so as to provide variety. All the boys may read in unison the parts for the male characters while the girls do the same with the female parts. Oral skills can be improved by reading plays, having different children read parts and making changes so that all children will have had an opportunity to read all the parts. By the time all children have had a turn to read many of the parts, the play will be partially memorized and they will know their cues without very much conscious effort.

Reading the parts together in concert is a good method of leading children to develop self-confidence in their pronunciation and interpretation of the roles. If the class is composed of all girls or all boys, plays may still be produced as the boys seem to enjoy taking the parts of female characters, as Le Petit Chaperon Rouge, or Boucles d'Or. There are staging suggestions at the end of each play, in the teachers' manual and a translation of the plays is also in the teachers' manual.

The four plays given in Mes Premières Leçons de Français are Un Dîner au Restaurant le Coq, Les Trois Ours, Le Petit Chaperon Rouge and Cendrillon.

The last three are so familiar to children that they may be presented to an assembly of children who have not studied French. They will understand anyway because of the dramatization and situations.

All plays should be a class project with all children sharing in the presentation whether or not they will take a part in the final presentation to an audience. The narrator's part must be learned orally at first, just as the characters in the play learn their parts. It should not be read from script.

Another suggestion is for the class to say the play in chorus while someone gets up and pantomimes the action.

The children are introduced to French in this text by the aural-oral method and are expected to have had a little instruction before beginning the plays but it is left to the teacher's judgement as to where to insert them in the course.

Allyn and Bacon's elementary French series⁷⁶ Bonjour Book I, Venez Voir Book II, Je Sais Lire Book III, and Je Lis avec Joie, Book IV, is an interesting collection that relies on pictures alone in the first two books, which are completely aural-oral. The teachers' manual has instructions for the teacher in English; and the sentence material to accompany the pictures the children have in their book, in French. We find plays in this series as well as an approach to French. In addition to the plays there are many lessons which are worked out through dramatizations using the dialogues presented.

Bonjour does not have any plays but does have many little dialogues and dramatizations. In Venez Voir, which is intended for pupils in the primary grades, one of the chief concerns is the provision of numerous dramatic sketches for the presentation and repetition of the vocabulary to be learned. They feel it is not necessary for the child to know the meaning of each word, as long as they get the general idea in context.

Venez Voir presents several plays. La nuit de Noël is a Christmas play. The children do not read the words to it at any time, it is learned by rote. The teachers' manual gives the words for the teacher to use and there are

⁷⁶Raymond and Bourcier.

pictures which represent the scenes of the Christmas play. The teacher has the children talk about the pictures, she teaches them the phrases with which they are not as yet familiar and they learn the play through imitation and repetition. They have Le Petit Chaperon Rouge in this series also. This is a very popular playlet because of its simplicity and repetition as is also Les Trois Ours. The play Une Visite au Cirque is included and achieves its purpose of repetition by using the vocabulary of animal names as l'éléphant; le singe; l'ours; le lion; le tigre; le renard, repeatedly. Pictures of these circus animals are given for the teacher to discuss with the children, in French of course.

In Je Sais Lire a Christmas play Le premier Noël the same method of presentation is still followed, although in this third book the children are introduced to the written French word. The Christmas songs to be sung with the play are written out for the children to follow along. There is also a Christmas greeting card which the children may read;

Joyeux Noël,
et bonne Année
a mes petits amis Americains!

but the lines to the play itself are still learned by rote from the teacher after discussion of the illustrations.

The Allyn and Bacon Elementary French series and that of C. D. Heath and Company are both used in the Chicago Public Schools.

The Cleveland Public Schools have the pioneer FLES program in French, dating from 1922. They have two large books entitled Course of Study- French - In the Elementary School- Grades I-VI, Part I and Part II, published by the Cleveland Board of Education. Part II contains sixteen plays, including

Cendrillon, Pinochio, Aladin et La Lampe Merveilleuse, Lafayette, Pierre Lapin among others.⁷⁷

C. Audio-visual methods

The National Audio-Visual Association at their convention in August, 1960, exhibited thirty different language laboratories for the use of students in learning a foreign language. John B. Medaris, retired major general and former director of the Army missile program stated to the convention, "The application of technology to the teaching process holds tremendous promise for increasing the productivity of education. We must increase it if we are to survive."⁷⁸ Too many students in the language courses to receive individual attention from the teacher necessitates some such solution as the language laboratory. The student sits in his own booth and can hear the voice of the teacher or some professional speaking the language. He can tape his own voice, play it back and compare it with that of the teacher. The NDEA Title III (National Defense Education Act) of 1958 gave a decided impetus to the use of electronic devices in the classroom because of the additional funds it donated to school systems having a foreign language program. More than 4000 schools had been given equipment through this act, to date of the convention.

The mobile foreign-language laboratory is another version and is designed to be used in rural consolidated school districts. One type of laboratory has ten recorders which simultaneously feed different groups of students French,

⁷⁷Cleveland Course of Study, pp. 1-112.

⁷⁸Chicago Sun-Times, August 9, 1960, p. 16.

Latin, Spanish, German, music appreciation and poetry depending on the channel turned on by the teacher at the controls.

There are three methods of grouping that may be used in the laboratory.⁷⁹ With the group study method all students work on the same program at the same rate of speed. The selective groups study method has two or more groups of students working at different programs and the individualized study plan allows individual students to work alone on whatever problem concerns them at their own rate of speed. They are alone in their booth or at their table with earphones and are not given time to translate but must think in French and respond with no help from other students. The teacher may grade the tapes made by the pupil. The final goal of all laboratories is to give practice in listening, speaking, repetitive practice, self evaluation and individual activity on the part of the pupil so that each child can make progress at his own rate of learning and according to the amount of time he wishes to spend with the laboratory. This is ideally suited to the slow learner and the fast learner.

The amount of equipment varies with the size of the membership in the foreign language classes, with the amount of time scheduled to this subject, both class and individual periods, and the financial resources of the school. A phonograph, two tape recorders, a listening post with earphones, and for advanced pupils a short wave radio seem essential. Standard prerecorded foreign language records and actual foreign broadcasts by native speakers give excellent training for those students who have had some French.

⁷⁹Robert W. Schaerer and Robert W. Devoss, "Foreign Language in the High School," Illinois Educational Press, Bulletin L-7 (December 1959), 15.

"C'est par l'oreille que l'enfant apprend la langue maternelle, c'est par l'oreille qu'il doit commencer, l'étude d'une langue étrangère."⁸⁰ The listening post is plugged into the speaker outlet of the tape recorder and the pupils can listen to the tape while the other children in the class are working on their own projects, and no one is disturbed. The tape recorder is a very valuable aid to the language teacher, as materials suited to the special needs of the class may be taped and there are also commercial materials in French which may be used. A library of tape recordings to use with the course of study should be developed and added to as the occasion demands.

In the Protestant schools of the province of Quebec the tape recorder is recommended for use by the teachers' guide.⁸¹ Play-units which are a part of their course of study in French are to be recorded during the period they are being learned. Pupils can hear mistakes in their pronunciation and expression when listening to themselves on the tape recorder. They are motivated to improve and can hear themselves at different periods and evaluate their progress. Pupils may also make recordings based on the material they have in their classroom work. Answers to questionnaires and conversations on subjects familiar to them, the length of which will depend on their proficiency, may be taped by the children. The teacher may supervise the recordings and help the child with problems of pronunciation or the child may make the recording and

⁸⁰N. Braunshausen, Le bilinguisme et les méthodes d'enseignement des langues étrangères (Luxembourg, Belgium, 1933), p. 67.

⁸¹Quebec Handbook for Teachers, p. 73.

the teacher may check it when time permits.

Audio-visual aids were used intensively in the A.S.T.P. programs during World War II. Thus an impetus was given to improvement of these kinds of equipment. Foreign language records were made on subjects of practical interest and some records were made with pauses to allow the listener to repeat the expressions of the recorder. Several of our textbooks in elementary French have recordings to accompany them which make it possible for both the teacher and the student to perfect their pronunciation. There are new recordings being made constantly of both dialogues and French songs which offer patterns for the children to absorb and retain. Speech patterns formed through songs which have been learned seem to be retained more easily and longer than other ways.

Mes Premières Leçons de Français⁸² has recordings made by native French persons which are planned to be of help through the repetition they allow for. They are to be used after the pupils have studied the text somewhat. The recommended procedure is to 1st- Play and listen--2nd-Play and follow text--3rd-Play and repeat aloud while watching text-- 4th Play and repeat aloud without watching the text.

Petites Conversations⁸³ has been recorded on a twelve inch long playing record. The record contains the dialogues with pauses for repetition, it has most of the songs and stories. The text of Leçons Préliminaires⁸⁴ has also

⁸² Patterson, p. ii.

⁸³ Harris and Monod-Cassidy, p. 91.

⁸⁴ Ernst and Levy, p. iv.

been recorded on two twelve inch LP records. The records are to be used during study periods or language laboratory periods to supplement the classroom drill with individual work. The pupil is to listen and repeat until he understands the material thoroughly and can pronounce it perfectly.

If radio or T.V. broadcasts are combined with classroom instruction the results can be extremely gratifying. The school systems that report on this type of program for teaching French find it a highly motivating factor. The children look forward to the programs. The Atlantic School Broadcasts present Parlez-Vous Francais?⁸⁵ This program is a contribution of the province of New Brunswick. It is conducted by Violette Comeau Leger from Station CFNB Fredericton, N.B. Parlez-Vous Français? supplements the classroom work with ear-training and classroom drill. A phonograph record Les Sons Français goes along with the broadcast and the sounds taught on the record are studied on this French radio program. The record is available to classroom teachers.

The general pattern of the broadcast is a drill on French sounds as indicated by the record, Les Sons Français, then the previous lesson is reviewed. This is followed by new words, then a new lesson with translation, followed by the new lesson without translation, to finish with numbers and letters. The class is to be divided into two sections and during the broadcast the teacher stands in front of the class and repeats the broadcast with both

⁸⁵Canadian Broadcasting Corporation and Affiliated Private Stations, Department of Education: Atlantic School Broadcasts for the Provinces of New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland: 1959-60 (Fredericton, 1959), pp. 14-15.

sections. Each child has an illustrated supplement prepared for these broadcasts on his desk and follows along with it. There is a signal given for the children to repeat what they have heard. Follow-up after the broadcast includes memorization of sentence patterns, intensive ear-training and drill on pronunciation with the French record, and the carrying on of French conversation with the pupils as outlined in the broadcast. The program is given once a week.

The Cleveland Public Schools have a radio broadcast weekly over station WBOE in elementary school French. Children in special classes listen to them for twenty minutes per week. The programs are planned to stimulate interest in the French language and to help with pronunciation and everyday expressions.

The Chicago Public Schools have a weekly television program, Voici Mimi which is broadcast once a week and which emphasizes the acquisition of meaning through direct association, not translation.

The 21-inch Classroom presents a television program in teaching French to elementary school children under the auspices of the Eastern Massachusetts Council for School Television. Two 15-minute programs a week are televised for the children and one 30-minute television program is given for the classroom teachers to enable them to make the most of the programs with their children. A comprehensive Guide for Teachers⁸⁶ is used in connection with the television programs. The television programs are planned to be used with third or fourth grade classes. With modifications as to the length of language

⁸⁶Modern Language Project of the Massachusetts Council for Public Schools, Parlons Français: First Year: Weeks 1-15 (Boston, 1959), pp. 1-9.

patterns and conversations, and simplification of the games and activities the program may be used in the primary grades. With the use of additional material presented it may be used in the fifth grade. The entire French program of these grades centers around the television program and the Guide for Teachers that accompanies it. There are two tracks of material supplied, one labeled "Standard" for teachers who have had some previous experience with French or who are strongly motivated to teach it. The other is labeled supplementary and provides additional material for the teacher who is fairly adept with French although she may not have had any previous experience teaching it. There is a third level assumed, the teacher who knows nothing of French but who is to learn along with the children and supply the proper physical setting and enthusiasm for the program. As the program continues it is hoped that many teachers who are participating at this third level will find their ability growing and take an active part at the "Standard" level.⁸⁷

The basic procedure dictates that; there is no written French ever shown to the pupils, that no grammar is taught as such, only explanations that are given in the guide are presented, that there is no English translation of French, that teachers should use the French lessons in French and not bring English into the lesson content, and that the sections on specific "points" are for the teacher and not to be taught to the children. The quality of French is the important objective and not the quantity, in this course.⁸⁸

⁸⁷Ibid., 2,3,5,6.

⁸⁸Ibid., 4.

One advantage of television over radio broadcasts seems to be the fact that the children can imitate the TV teacher and they may study close-ups of the teacher's face which indicate lip position and facial expressions. In this guide there is advance preparation for the TV lessons provided for the teacher, containing an orientation to the lesson that is to be seen. As, for example, "Props needed for class follow-up: A rubber eraser, a marble, a ball (small, like a tennis ball or a rubber ball), a book, a pencil, a notebook, a box, and a piece of chalk." Further along the guide instructs; "Explain to class: We are going to learn some more things to say about the weather and we are going to learn the names of some things that we all have and use, like pencils, erasers and books."⁸⁹

A second section of the guide for each broadcast is given over to "Lesson Contents." Here the language content, such as the language patterns, the dialogues, the songs and games and skits, are included for each weeks lesson. French words that may be used with the lesson, that have been introduced previously, are listed with the lesson, so they may be reviewed again through association with the new lesson. The English translation of the lesson content is given at the end of the guide, however, this method does not approve teaching English translations of French. There is a third general heading of "Points" which gives tips for the teacher and a fourth section in each lesson called "Follow-up," which gives the material the teacher may use the remainder of the week. The method throughout is conversational, with teacher and

⁸⁹Ibid., 7, 27.

children carrying on dialogues as;⁹⁰

Teacher: Qui a un chien?
 Jacques: Moi, j'ai un chien.
 Teacher: Qui a un poisson?
 Alain: Moi, j'ai un poisson, etc.

Much use is made of props which are shown to the children with their name indicated, and then sentences and questions are propounded on the basis of the objects exhibited. The guide is planned to be used only with the television programs for the children and teachers, and is not to be used without this audio-visual part of the program.

Some pupils in the Oakville Public Schools⁹¹ are taught French through television programs daily, for a fifteen minute period. All pupils from grade V through VIII are taught French, a selected group are participating in the TV French program, on an experimental basis. At present, five classes are in the TV group, three grade III classes, one grade IV class and one grade V class. The other classes in the school system are taught French by a teacher. The TV program, Chez Hélène is taught by the Tan Gau method, (see section on Tan-Gau). In addition to the TV program the classes are visited weekly by a special French supervisor who assesses the progress of the youngsters. The fifteen minutes a day devoted to the TV program is eagerly looked forward to by the children. They watch Hélène and their lips move like hers do. They hear songs and learn to sing them after they have heard several repetitions of them, without the songs having been translated into English. They listen to stories

⁹⁰Ibid., 7, 44.

⁹¹Duplantie, pp. 1, 2, 7, 8, 10.

and understand them, as they are questioned on them during a conversation period. They use expressions as Bonjour, Au revoir, S'il vous plaît, Merci, freely and they count aloud with Hélène. Tests are being devised and given to assess the value of the TV programs in relation to the purely classroom approach to elementary French.

D. Pictures and Realia

The skillful use of props and pictures can help the student to make a direct association with the concept being taught and hold down translation from English to French. The facial expressions of the teacher, the way her lips move, are a type of visual aid. The felt-board, flannel board, and bulletin boards can all be used to advantage. The atmosphere of France can be projected by the use of pictures, travel posters, menus, maps, the French flag, post cards, costumes, theatre programs, pottery, models of places of interest, and materials that may be obtained from travel agencies and cultural organizations.

The textbooks in elementary school French make use of pictures to help in the teaching of concepts. Robin and Bergeaud's Le Français⁹² uses the direct method of teaching and relies on the pictures that accompany each lesson to inform of the meanings being taught. Mes Premières Leçons de Français⁹³ does the same. The teachers' manual to Jouons I&II⁹⁴ calls for French realia as

⁹²C. Robin and C. Bergeaud, Le français par la méthode directe (Paris, 1941), p. ii.

⁹³Patterson, p. i.

⁹⁴Eaton and MacGowan, Manual, p. 110.

large coloured posters, signs as PrenezGarde, film-strips, games, puppets, and the Flannelgraph.

Children can use the flannelgraph to act out plays with the aid of cardboard figures, which may be moved around on it while easily conversing.

Puppetry is appealing to children and can be a strong motivating force in the study of French. The manual for Jouons I&II provides detailed instructions for the construction of puppets, those with asbestos flour heads, potato puppet heads, paper bag puppets, rubber ball puppets, and stick puppets. This manual indicates that the use of puppets is excellent for motivating good pronunciation and clear speech. The pupil is hidden behind a screen when he speaks so he has to enunciate clearly to be understood. Also the pupil is not as apt to be self-conscious when he is behind a curtain. A puppet theatre can be placed on the teacher's desk and the show is on.⁹⁵

The French program of Kolbert and Goldby⁹⁶ is object-centered and the teacher is to supply herself in advance with the teaching visual aids that are part of each unit. For example the first day of the eleventh week, the teacher introduces the BOÎTE FRANÇAISE which is a large box in the COIN FRANÇAIS containing many objects which are to be learned by the children. Doll's clothing could be used for this lesson that follows: The teacher pointing to an object she is holding says, Voici la robe, then Voici la jupe, and Voici la chemise, Voici le pantalon, etc. follow. She uses also the phrases

⁹⁵Ibid., lll.

⁹⁶Kolbert and Goldby, p. vii.

Qu' est-ce que c'est que ça, as well as Est-ce, in teaching these concepts. She uses also le drapeau, le livre, le crayon, le cahier, le papier, la gomme, la craie, les fruits et le goûter, les animaux domestiques, (for which the teacher uses stuffed animals, a live animal in a cage and pictures,) in addition to a shovel, sand, toy boats, and pictures of the beach and the seashore. All these objects are brought to the classroom. Wax fruits may be used for les fruits. She also uses the furnishings of the classroom, the walls, windows, lights, etc., and other convenient objects. Pictures and the blackboard are used plentifully. Wooden, plastic or cardboard figures of the family and community helpers, a cardboard clock face, toy furniture, dishes, plastic construction sets, a bingo or lotto game and flannel board are all required to go with the French lessons in the manual.⁹⁷

The guide for the public schools of the District of Columbia⁹⁸ calls for a doll house and the furniture for it as does the Cleveland course of study⁹⁹ and the report of the Oakville Public Schools.¹⁰⁰ Dolls or the human body are used to teach the parts of the body and a table is set for the enactment of a scene in a restaurant in the District of Columbia manual. The teacher takes the part of the waiter and then of the customer to introduce the vocabulary. Soon the children are taking these parts and enlarging upon them with vocabulary learned

⁹⁷Ibid., 192-193.

⁹⁸District of Columbia Guide, p. 58.

⁹⁹Cleveland Course of Study, pp. 44-48.

¹⁰⁰Duplantie, pp. 60-61.

previously in connection with foods.

E. Songs and Choral Recitations.

O CANADA!

O Canada! Terre de nos aïeux,
 Ton front est ceint de fleurons glorieux!
 Car ton bras sait porter l'épée,
 Il sait porter la croix!
 Ton histoire est une épopée
 Des plus brillants exploits.
 Et ta valeur, de foi trempée,
 Protégera nos foyers et nos droits.

The sound of music brings joy to the hearts of those who listen and to those who are participating in its creation as well. Group singing activities are one way of getting the children to forget individual reticence and inhibition and to work to perfect accent and intonation for the good of the whole effect. There is a distinct pleasure derived from the achievement of producing good music and children who have learned a French song have something they can perform for parents and friends as well in the group singing situation.

Pronunciation and vocabulary are improved with the memorizing of songs and speech patterns characteristic of the language are more easily assimilated and retained when learned to music than in any other way. The cultural background of France is absorbed with her folk tunes, an appreciation of the way of life of her people is gained, of the "joie de vivre" as well as the pathos of life. Songs may be learned as soon as the study of French is begun, they offer an easy way to get the children pronouncing French even though they have had no previous experience with it. A brief explanation by the teacher of the background of the song is all that is necessary to get started.

The use of songs in the French program seems to be common to every course of study examined. The method of teaching the song varies with the philosophy

of the course. Songs may be taught completely from rote, with the teacher singing a line and the children repeating it, or the printed copy of the song may be in the hands of the children, and they read it as they learn to sing it. Phonograph recordings of the songs are also brought into use to facilitate the learning of them.

Petites Conversations¹⁰¹ includes action-songs and jingles to develop a feeling for French pronunciation. There is an exact translation in the book of every song so the children will understand what they are saying or singing. The guide for the public schools of the District of Columbia¹⁰² suggests that the children, when the song is appropriate to it, draw scenes illustrating the song and showing one picture at a time across the opening of a box, movie-style, sing the song to "movies." Kolbert and Goldby¹⁰³ integrate the song with the lesson being studied, as Qui a peur du méchant loup? being sung with the presentation of the unit on Les Animaux Sauvages. Mes Premières Leçons de Français¹⁰⁴ also uses this song in connection with the dramatization of the play Le Petit Chaperon Rouge. Leçons Préliminaires¹⁰⁵ uses Savez-vous Planter Les Choux? to teach names of parts of the body, as On les plante avec le nez, On les plante avec le pied, etc. The District of Columbia guide¹⁰⁶ teaches

¹⁰¹Harris and Monod-Cassidy, pp. 113-116.

¹⁰²District of Columbia Guide, p. 71.

¹⁰³Kolbert and Goldby, p. 112.

¹⁰⁴Patterson, p. 80.

¹⁰⁵Ernst and Levy, p. 45.

¹⁰⁶District of Columbia Guide, pp. 54-55.

parts of the body with the song Alouette, je te plumerai la tête, je te plumerai le cou, et la patte, et le bec, etc. The Oakville Report¹⁰⁷ indicates that songs with the following characteristics have the most appeal to children. Songs that use gesture to illustrate the meaning the meanings as: Frère Jacques, Le Cordonnier, and Le petit chasseur Les rondes, or Sur le pont d'Avignon, songs with the sounds repeated as La petite bergère, ... et ron ron ron petit patapon, Le petit chasseur, ...Et ti ton taine, Et ti ton ton, and songs that are very short as Tintin, Le petit lapin de Jules.

Poems and choral readings fit in the same category as songs, that is the rhythm of the selection stays with the child and serves to help maintain the speech pattern being studied, Robin et Bergeaud¹⁰⁸ integrate a song, Berceuse Bretonne, and a poem, Choses du Soir, with the lesson La Chambre à Coucher. Bonjour¹⁰⁹ uses the song Courons à la fete with a Christmas play La belle fête de Noël, this is on the primary level.

The songs Alouette, Frère Jacques, Noël! Noël! Savez-vous planter les choux? Sur le Pont d'Avignon, Il etait un' Bergère, Au Clair de la Lune, Bonjour, Belle Rosine, Les Petites Marionnettes, Promenons-nous dans le bois, Ah! Vous Dirai-Je Maman?, are given in the majority of textbooks and courses of study and seem to be well known. Some songs for children not as well known are

¹⁰⁷Duplantie, pp. 11-12.

¹⁰⁸Robin and Bergeaud, pp. 106-108.

¹⁰⁹Raymond and Bourcier, Book 1, p. T-19.

À La Claire Fontaine from Jouons Bk I; ¹¹⁰ II Pleut Bergère, D'on Vien-tu Bergère? Cocorico' (Canon à cinq voix), Trois Poules, Un, Deux, Trois., from the District of Columbia Guide, ¹¹¹ Une Cigale, Fais Dodo Pierrot, from the Chicago Teaching Guide, ¹¹² Cueillons la Rose, Le furet du bois joli, Les Anges et les bergères, from Je Sais Lire, ¹¹³ Meunier, tu dors, Berceuse bretonne, from Robin & Bergeaud, ¹¹⁴ Le Coucou, Picoti, Picota, from Parlons Français, ¹¹⁵ La Belle au Bois Dormant, En passant par la Lorraine, Vive l'eau, from Petites Conversations, ¹¹⁶ Les Canards, from the Louisiana State Bulletin, ¹¹⁷ Dansons la Capucine, Bien mange, bien bu, from Bonjour, ¹¹⁸ J'ai Perdu Le Do De Ma Clarinette, Jamais On Ne Vit, from Kolbert and Goldby, ¹¹⁹ La Petite Cendrillon, Berceuse, Dans Les Ombres de la Nuit, from Mes Premières Leçons de Français, ¹²⁰ and Le petit chasseur, and Le chasseur, and Le cordonnier, from the Oakville Public Schools. ¹²¹

¹¹⁰ Eaton and MacGowan, Jouons, p. 61.

¹¹¹ District of Columbia Guide, pp. 91, 77, 36, 35, 21.

¹¹² Chicago Guide, K-6, pp. 70, 43.

¹¹³ Raymond and Bourcier, Je Sais Lire, pp. 82, 89, 34.

¹¹⁴ Robin and Bergeaud, Book I, pp. 103, 107.

¹¹⁵ Parlons Français, pp. 72, 73.

¹¹⁶ Harris and Monod-Cassidy, pp. 1145- 1144.

¹¹⁷ Collette and Landry, p. 24.

¹¹⁸ Raymond and Bourcier, Bonjour, p. T-40.

¹¹⁹ Kolbert and Goldby, pp. 182, 183.

¹²⁰ Patterson, pp. 84, 79, 72.

¹²¹ Duplantie, p. 11.

Christmas songs fairly common to all number among them Entre Le Boeuf et L'âne Gris, IL est Né Le Divin Enfant, and Un Flambeau, Jeanette, Isabelle.

O Canada! and Dieu Protège la Reine! are required songs in Quebec.

Dieu Protege la Reine!

Dieu protège la Reine!
 En elle nous avons foi.
 Vive la reine!
 Qu'elle soit victorieuse,
 Et que son peuple heureux
 La comble de ses vœux
 Vive la reine!

F. Games

Rousseau said, "There is nothing one can teach children that cannot be made into a game." Playing a game can inspire children to put forth effort and to give their undivided attention to the disguised drill that is being given. The games should be fun and dividing the class into two opposing teams is one way of stimulating team spirit and giving added incentive to the game. The children should have some familiarity with the material they are to use, but it should not be that which has ceased to interest them from too much previous repetition. Since repetition in a meaningful manner is the heart of the language program the games must be based on the material that is being studied at the time. In playing games the children are given the opportunity to hear and repeat French, to increase their vocabulary, to think in French and to enjoy themselves with the language.

To be of value the game must have an element of suspense or competition and allow most of the pupils to participate actively or passively. The game should be easy enough to play that it moves and be easy enough to score and to organize so it will not take too much of the time allotted to the language

J'ai des cerises à vendre, des noires et des blanches,

quatre quatre ... pour un sou. Mademoiselle, tournez-vous.

UN FLAMBEAU, JEANNETTE ISABELLE.

Un flam-beau, Jean-nette I-sa-bel-le! Un flam-beau, Cou-

rs au ber-ceau. C'est Jé-sus, bon-nes gens du ha-meau; Le Christe

né Ma-rie ap-pel-le. Ah! Ah! Ah! que la mère est bel-le!

Ah! Ah! Ah! que l'En-fant est beau!

period, and the game must be fun.

Games are found in connection with several courses of study and in elementary French textbooks. Bonjour¹²² tells us about the games Fishpond, Pantomine, Making stories, several Number games, Treasure Hunt, Animal Hospital, a Vocabulary game, a game called And, Petit et Grand, Story Game, Color Game and the Ladder. Venez Voir¹²³ presents games called Playing Mailman, Post Office Game, Television Quiz Program, Toll Bridge Game, Schoolbag Relay Game, Ladder Game, Playing Store, Jacques a Dit, Question and Answer Relay Game, Filling a Basket for a Sick Friend, Savings Bank Game, Weather Pantomine, and at the end of the book the pupils are allowed to take their choice as to the game they will play. Je Sais Lire¹²⁴ suggests games that should be played outdoors or in a large gameroom. They are games involving jumping as in Hop-scotch with the pupils saying certain French phrases when they toss the pebble into the squares and a game of jump-rope in French.

The element they share in common is the repetition involved of certain French patterns of speech. Examples of some games may be seen in the guide for French of the District of Columbia.¹²⁵

Identification match: Have the children divided into two teams. The teacher or a leader holds up a picture of an object whose name the children have learned or the object itself or points to a place on the map or a date on the

¹²³Raymond and Bourcier, Book II, p. T36.

¹²⁴Raymond and Bourcier, Book III, pp. T2-T3.

¹²⁵District of Columbia, French Guide, p. 86.

calendar, and going from team to team as in a spelling match the child whose turn it is makes an identifying statement about it, e.g.: "Le lit est grand," "Le lit est blanc," "Le lit est dans la chambre," "Paris est une ville," "La Maison Blanch est à Washington." ...A child missing sits down, and the team with the larger number standing at the end wins. The following game, from the same course of study uses a play house and its movable furniture. Play House:¹²⁶ Using pictures or a doll house with movable furniture, a child says: "Donnez-moi un lit, s'il vous plaît." Another picks up the object or a picture of it and says: "Voici un lit." This child then may say: "Montrez-moi une chaise longue." Continue in this way until all children have taken part in the dialogues about the house.

Kolbert and Goldby¹²⁷ list some vocabulary games as follows: Teacher: "Je choisis Pierre et Marie comme Capitaines." Pierre and Marie then take their places on either side of the room and choose their "sides."

Pierre: "Je choisis Françoise, Robert, etc."

Marie: "Je choisis etc., etc."

Game 1: The teacher asks each side in turn "Qu'est-ce que c'est?" as she designates different objects. If a child misses a word he must sit down. The teacher may say "asseyez-vous" to the child. The side having the greater number of pupils standing at the end of the game is, of course, declared the winner.

Game 3: After the sides have been chosen, the teacher informs Captain One that he is a member of the IE Family. Captain Two becomes a member of the LA Family.

¹²⁶Ibid., 86-87.

¹²⁷Kolbert and Goldby, pp. 144-145.

Now the pupils must, each side in turn, name a word belonging to their family. For each word correctly identified, the side receives a point. If a pupil names a word not belonging to his family he must sit down. The other side then receives an additional point.

There is caution to be observed in teaching games. Too much of the language period may be given to repetition which may become tedious to the children. Games may be played the last few minutes of the period and care taken that the same children do not monopolize the game.

Dialogues

Dialogues may take place between the teacher and child or between two children. They will usually follow a set pattern of question and reply. They are useful to establish "speech units" or idiomatic phrases as they occur in French. The way the dialogue patterns are developed will hinge on the grade level of the class, the unit in French which they are studying at the time and class interests.

The Chicago course of study makes use of numbers of dialogues as:¹²⁸

T. De quelle couleur est le camion?

P. Le camion est rouge.

T. Aimez-vous le camion?

P. Qui, j'aime le camion?

T. Le camion, est-il grand?

P. Qui, le camion est grand.

¹²⁸Chicago Teaching Guide for French, The Elementary School, K-6: A Report by the Curriculum Council Committee on Foreign Languages, Elementary Level (Chicago, 1959), p. 146.

Dialogues range from the simple asking of personal questions as "Quelle age avez-vous?" or greetings "Bon jour Comment allez-vous?" to long questionnaires developed on a unit of study.

G. Story Telling

Story-telling may be used at the very beginning of the elementary school French course even when the children have had no previous experience with French. The teacher must choose a story which is quite familiar to the children and she must have suitable props and the flair for the dramatic which will enable her to bring the story to life before their eyes. Telling a story before they have had much experience in French follows the principle of immersing the children in a sea of French sounds which they absorb as they become more and more absorbed in the story.

The stories chosen for the initial experience with this media may be Le Petit Chaperon Rouge, Les Trois Ours, Le Corbeau et le Renard, La Belle au Bois Dormant, or perhaps Cendrillon. The story must not be too long and must be of the type that can be dramatized. It should have repetition of phrases. Perhaps some of the children will remember some phrase and be able to repeat it. Some of the action words may be remembered and objects which have been used in the story will have been used in context, these names may also be remembered. Parts of the story, certain phrases may be transferred to other situations and be repeated in another context.

Another method of story-telling is to make up stories on every day classroom situations or outside experiences. As for example in the MLA Teachers

Guide, French in Grade Four¹²⁹ the teacher points to a picture or a model room and makes this exposition: Regardez, mes enfants. Aujourd'hui nous allons décrire la cuisine. Voici le frigidaire. Il est grand, n'est-ce pas? A côté, voici la cuisinière (électrique, à gaz). Ici vous voyez l'évier avec deux robinets: l'un pour l'eau chaude, l'autre pour l'eau froide. Il y a aussi un (deux, trois, plusieurs) placard (s) dans la cuisine. Dans le(s) placard(s), il y a des casseroles, des verres, des assiettes et des tasses.

When the children have become familiar with this exposition the teacher tells a story which is designed to call forth answers based on the exposition, as

Marie ouvre le frigidaire et regarde la glace au chocolat;

Qu'est-ce que Marie regarde dans le frigidaire?

Simple stories which contain a large number of words which the child already knows are suitable material provided the subject matter interests the child. They should be stories which have a great deal of action or interpretation through pictures and objects.

The Cleveland Course of Study¹³⁰ lists seven stories to be told the children. A resume of their names will indicate the type of material covered.

1. Le Petit Poulet, 2. Suzanne et sa mère, 3. Le Corbeau et le Renard,
4. Le Renard et les Raisins, 5. Le Petit Chaperon Rouge, 6. Robert Chez Lui, and 7. Toto et le Bonhomme de Neige.

¹²⁹French in Grade Four: A Report by the Working Committee of the Modern Language Association of America (New York, 1956), p. 17.

¹³⁰Cleveland Course of Study, pp. 38-83.

Several of the elementary school French textbooks have stories for the children to read with the teacher, and questions based on these stories. However, the art of story-telling lies in the teacher so presenting a story in French that it is a meaningful listening experience for the children and that they learn to understand the language through "living" it in rapport with the teacher.

The story of Le Corbeau et le Renard could be told soon after the class had had some experience with French. The book of little stories Colette et ses Frères, by Spink and Millis¹³¹ has this story, the teacher might use it in the following manner:

Le Corbeau et le Renard

Le corbeau est un oiseau. (Teacher shows picture of a bird.) Il est grand. (Teacher gesticulates Grand-bigness.) Il est noir. (Teacher indicates colour.) Il est perché sur la branche d'un arbre. (Teacher shows in picture how he is perched on the branch of the tree.) Il a un fromage dans son bec. (Teacher indicates piece of cheese in the beak of the bird.)

Le renard est un animal. (Shows picture of a fox.) Il aime le fromage. (Indicates liking the piece of cheese.) Il desire le fromage qui est dans le bec du corbeau. (Teacher acts out how the fox would like to eat the cheese.) Il dit au corbeau: "M. du Corbeau, vous êtes joli. Vous êtes beau. etc. This

¹³¹ Josette Eugenie Spink and Violet Millis, French Storybook Grammar (Boston, 1956), p. 26.

should serve to indicate how a story may be dramatized by the teacher even though much of the vocabulary is new. This particular story ends with the words "Le renard saisit le fromage. Il est heureux. Il va sous un arbre et mange le fromage. Le corbeaux n'est pas heureux. Il est triste. Il pleure."

Certainly easy enough for the teacher to dramatize the joy of the fox and the sadness of the blackbird or crow. Then various expressions from the story may be incorporated into the learning patterns of the class work. As, "Il est heureux," may be used at any time to indicate joy on the part of one of the students, as well as "Il est triste," "Vous etes joli" or "Vous chantez bien." Likewise it will be found that stories the teacher chooses wisely, will have many worthwhile phrases and expressions that will be found useful.

In the story of the three bears the episode of counting and the expressions for hot and cold "Mais comme la soupe est chaude" or "J'ai faim" or "Cette chaise n'est pas confortable," or "La petite fille est joli," or even some phrase such as "Qu'est-ce que tu as fait là?" may be repeated often in the classroom. From the story of Le Petit Chaperon Rouge such expressions as "Grandmère, que vous avez de grands bras," or "Où allez-vous ce beau jour," From Cendrillon we get expressions as "Pourquoi tu ne travaille pas?" and "Oh que je suis fatiguée," or "J'y vais tout de suite," which the children will recognize and make part of their everyday language.

The MLA Teachers Guide makes much use of the exposition of a story with the use of props. The teacher then bases questions on the story. The stories included in the units are mainly for comprehension. They do not expect the children to remember all of the material included in them but wish to have some

oral reproduction of the stories encouraged.¹³²

This course follows a design which they call the "molecule of speech," in which someone talks with someone else about a subject or theme. They do not want the isolated work or sentence to be considered significant. Rather they wish a series of connected sentences that relate the speakers to each other or to this situation in which they are found to be the basis of learning. They present always a living situation in which the pupil may identify himself, and adopt the verbal patterns of speech as his own. This approach is the closest to the "story-telling approach" that has been used widely through a course of study. There is some similarity of method in "Mes Premières Leçons de

Français."¹³³ In this text the teacher reads the paragraphs of the stories at a normal rate of speed, then slowly, and then again at a normal rate of speed. The lesson is not translated for the children. They are to read the story in French several times, imitating the pronunciation of the teacher. The class is to try to figure out the meaning without help from the teacher. Some of the words have been learned and the pictures are to help in further understanding.

There is a French word list but it is only to be used as a last resort. The teacher uses questionnaires that follow most of these story-type lessons.

¹³²French in Grade Four, Modern Language Association, p. iii.

¹³³Frances H. Patterson, Mes premières leçons de français: Teacher's Manual and Key (Boston, 1960), p. 15.

Varying degrees of teacher help will be found in the story-telling method. The materials used may range from short stories found in the textbooks and teaching guides, which are designed to be read by the teacher and children to storybooks containing old folk tales and favorites which the teacher reads aloud with appropriate gestures.

CHAPTER IV

FRENCH VOCABULARY IN THE GRADES

The vocabulary presented here has been determined by the examination of the textbooks and teaching guides of the ten Canadian and American cities studied in this paper. The textbook French Through Pictures (pocketbook)¹ was used for Toronto, French Conversation with the Aid of Pictures² used for the Montreal Catholic Schools, Commençons, Jouons, and Avançons,³ for the Montreal Protestant Schools, the Filteau and Villeneuve textbook⁴ again for the Catholic Schools of Quebec, Mes Premières Leçons de Français⁵ and Petites Conversations⁶ and French for Grade Three⁷ were used for Detroit, Beginning French in Grade

¹A. Richards, Ruth C. Metcalf, and Christine Gibson, French through Pictures (New York, 1950), pp. 1-

²Albert Filteau and Charles Villeneuve, French Conversation with the Aid of Pictures (Montreal, 1953), pp. 2-112.

³Evelyn Eaton and S. J. MacGowan, Avançons (Canada, 1954), pp. 1-70.

⁴Filteau and Villeneuve, pp. 2-112.

⁵Frances H. Patterson, Mes premières leçons de français (Boston, 1960), pp. 1-88.

⁶Julian Harris and Helene Monod-Cassidy, Petites Conversations (Boston, 1956), pp. 3-116.

⁷Detroit Public Schools, Department of Language Education and Department of Radio-TV Education in cooperation with The Fund for the Advancement of Education, Bonjour (Detroit, 1959), pp. 2-27.

Three⁸ and French in Grade Four,⁹ the Modern Language Association's Course of Study, Petites Conversations,¹⁰ were used for Fairfield, Connecticut, French Course of Study in the Elementary School,¹¹ the Cleveland course was used for this city, Teaching Guide for French,¹² the Chicago course in Elementary school French was used for Chicago, and the reading texts Totor et Tristan Deux Soldats de Bois,¹³ Coquerico¹⁴ and French for the Modern World¹⁵ were the texts considered as representing the Lake Forest Public Schools French program. Since Lake Forest has a type of conversation program to begin with, does not use a textbook in the initial stages, in grades three and four no beginning textbook was studied for this vocabulary list. Oakville and Ottawa in Canada,

⁸Beginning French in Grade Three: A Report by a Committee of the Modern Language Association of America (New York, 1959), pp. 1-39.

⁹French in Grade Four: A Report by the Working Committee of the Modern Language Association of America (New York, 1956), pp. 1-66.

¹⁰Harris and Monod-Cassidy, pp. 3-146.

¹¹Cleveland Public Schools Course of Study for French in the Elementary School: Grades 1-6: A Report by the Major Work French Teachers of Cleveland (Cleveland, 1958), pp. 10-126.

¹²Chicago Teaching Guide for French, The Elementary School, K-6: A Report by the Curriculum Council Committee on Foreign Languages, Elementary Level (Chicago, 1959), pp. 11-258.

¹³Josette Eugenie Spink and Violet Millis, Totor et Tristan Deux Soldats de Bois (Boston, 1938), pp. 1-179.

¹⁴E. Saxelby, Coquerico (London, 1959), pp. 7-154.

¹⁵Dondo and Breman, French for the Modern World (New York,), pp.

with the Tan-Gau program also do not use a textbook in the beginning stages of their course, therefore French,¹⁶ District of Columbia was substituted to provide a wider sampling of material.

From the material considered the words used most frequently, were chosen for the grade level indicated and were listed as being important at that level. There was far from unanimous agreement as to when some of the words and phrases should be taught, some courses putting them sooner than others. However, the list presented here may be thought of as representative of the vocabulary being taught in the elementary school French courses of these cities and as being fairly widely used in most elementary school French programs. In cases of disagreement as to placement of some word or phrase the writer took the liberty of using a consensus of opinion or personal judgement as a guide to their placement.

The vocabulary that is taught depends to a great extent on the textbook or course of study used by the teacher. However, the resourceful teacher will bring in words that have significance in the lives of the children and which are brought to their attention. The methods of teaching vocabulary vary with the course. In the direct method, in the beginning stages the teacher shows the object or picture of the object to the child and there is a direct association of word and what it is. There are limitations to the number of articles and pictures that may be brought into the classroom however and some-

¹⁶District of Columbia Guide for the Teaching of French in the Elementary Schools, Public Schools of the District of Columbia: A Report by the French Curriculum Committee for Elementary Schools (Washington, 1952), pp. 1-91.

where along in the course other methods have to be employed. Most textbooks and courses of study provide for much meaningful repetition of the words that have been introduced. Vocabulary games motivate the children to remember new words.¹⁷

Teaching words as cognates is considered to be a dangerous practice if followed to any considerable extent. It may be of use at some time to perceive the relationship between some French word and its English equivalent, but not all French words that are spelled the same as English words mean the same thing and a vocabulary learned in this way tends to produce a stilted, awkward type of speech. It does not have the same nuance as learning the French as French.¹⁸

Teaching words in families is a productive method if too many words are not taught that are not too useful, taught just because they are in the family. By examining the structure of a word and finding the words that are derived from it, all in the same language, a fruitful means of increasing vocabulary is found. Learning words with their opposites, in meaningful context, word games in which several small words are formed from one large word or vice versa, keeping a personal dictionary of words the pupil feels he wants to remember, and games with crossword puzzles, flash cards and other word games will all help to build vocabulary once the student has a basic acquaintance with the language but should not be used until the pronunciation and contextual meanings have been established.

¹⁷Edmond A. Meras, A Language Teacher's Guide (New York, 1954), pp. 125-130.

¹⁸Ibid., 126.

A. Toys, Plants and Animals

Elementary School French Vocabulary

Beginning Level

Balle, f.
Chat, m.
Chien, m.
Éléphant, m.
Glissoire, f.
Jardin Zoologique, m.
Lion, m.
Oiseau, m.
Ours, m.
Patte, f.
Singe, m.
Tigre, m.
Animal, m.
Cheval, m.
Vache, f.
Poule, f.
Chèvre, f.
Cochon, m.
Queue, d.

Intermediate Level

Cerf-volant, m.
Joujou, m.
Maison de poupée, f.
Patin, m.
Agneau, m.
Âne, m.
Bêche, f.
Brébis, f.
Canard, m.
Coq, m.
Crête, f.
Dindon, m.
Etable, f.
Grain, m.
Lapin, m.
Moisson, f.
Oie, f.
Poney, m.
Poule, f.
Poussin, m.
Veau, m.
Nid, m.
Arbre, m.
Fleur, f.
Rose, f.
Tulipe, f.
Violette, f.
Lilas, m.
Fleur, de lis, f.

Advanced Level

Forêt, f.
Glace, f.
Plan, f.
Cadeau, m.
Joujou, m.
Train électrique, m.
Tambour, m.
Clavier, m.
Polichinelle, m.
Foyer, m.
Pétrole, m.
Jacinthe, f.
Jonquille, f.

B. Geographical Concepts
Weather

Elementary School French Vocabulary

Beginning Level

Intermediate Level

Advanced Level

Calendrier,m.
Carte,f.
Date,f.
Il fait beau
Il fait Chaud
Il fait du soleil
Il fait du vent
Il fait froid
Il fait mauvais
Il fait nuageux
Il neige
Il pleut
Quel temps fait-il?
Nord,m.
Quest,m.
Sud,m.
Est,m.
La neige
Saison,f.
Printemps,m.
Été,m.
Automne,m.
Hiver,m.
dehors

Étas-Unis,m.
Pats,m.
État,m.
Nation,f.
Capitale,f.
Congrès,m.
France,f.
Nouvelle Orléans,f.
Canada,m.
Afrique,f.
Amérique du Nord,f.
Amérique du Sud,f.
Antartique,f.
Artique,f.
Asie,f.
(Canadien(ne)
Continent,m.
Désert,m.
Europe,f.
Île,f.
Atlantique,m.
Pacifique,m.
Torrède
Tropique
Zone,f.
Montagne,f.
Lac,m.
Ciel,m.
Industrie,f.

C. Transportation
Communication

Elementary School French Vocabulary

Beginning Level

Auto, f.
Bicyclette, f.
Autobus, m.
Route, f.
Rue, f.

Intermediate Level

Train, m
Bateau, m.
Avion, m.
Tramway, m.
Tram, m.
Camion, m.

Advanced Level

Pont, m.
Terre, f.
Océan, m.
Télégramme, m.
Téléphone, m.
Fleuve, m.
Rivière, f.
Répondez, s'il vous plaît.
Métro, m.
Chaloupe, f.
Aviron, m.
Canot, m.
Chaloupe à voile, f.

D. Health and Recreation

Elementary School French Vocabulary

Beginning Level

Cour de récréation, f.
Gymnase, m.
Promenade, f.
Attention

Intermediate Level

Corps, m.
Tête, f.
Bouche, f.
Coude, m.
Dos, m.
Pied, m.
Bras, m.
Jambe, f.
Nez, m.
Cou, m.
Vacances, f.
Tennis, m.
Traîne, f.
Bonhomme de neige, m.
Oreilles, f.
Cheveux, m.

Advanced Level

Visage, m.
Dent, f.
Acteur, m.
Actrice, f.
Vedette de Hollywood, f.
Concert, m.
Opéra, m.
Mal à la Tête, (etc.
Estomac, f.
Avez-vous faim?
J'ai faim, soif, chaud,
chaud, sommeil, .

E. Clothing

Elementary School French Vocabulary

Beginning Level

Robe, f.
Costume, m.
Chapeau, m.
Manteau, m.
Soulier, m.
Chemise, f.
Pantalon, m.
Chausette, f.
Jupe, f.

Intermediate Level

Casquette, f.
Béret, m.
Blouse, f.
Mouchoir, m.
Cravate, f.
Cardigan, m.
Écharpe, f.
Gant, m.
Linge, m.
Pardessus, m.
Sweater, m.
Tricot, m.
Veston, m.
Paire de gants, f.
Tablier, m.
Parapluie, m.
Caoutchouc, m.
Sac à main, f.
Bas, m.
Chandail, m.
Peloton de laine, m.

Advanced Level

Cordonnerie, f.
Jaquette, f.
Modiste, f.
Uniforme, m.
Garde-robe, f.
Soie, f.
Ruban, m.
Sabot, m.

Elementary School French VocabularyBeginning Level

Lait, m. Frommage, m. /
 Eau, f. Dessert, m. /
 Pain, m. Glâce, m. /
 Beurre, m. Gâteau, m. /
 Pomme, f. Confiture, f. /
 Pomme de terre, f.
 Orange, f.
 Poire, f.
 Banane, f.
 Tomate, f.
 Laitue, f.
 Viande, f.
 Bacon, m.
 Carotte, f.
 Couteau, m.
 Cuiller, f.
 Fourchette, f.
 Fruit, m.
 Fruiterie, f.
 Jus d'orange, m.
 Legume, f.
 Nappe, f.
 Oeuf, m.
 Pain grillé, m.
 Petit déjeuner
 Poisson, m.
 Service de table, m.
 Serviette, f.
 Tasse, f.
 Verre, m.
 Gôter, m.
 Dîner, m.
 Café, m.
 Thé, m.
 Chocolat, m.
 Salade, f.

Intermediate Level

Assiette, f.
 Oignon, m.
 Chou, m.
 Bifteck, m.
 Bol de fruit, m.
 Cafetière, f.
 Delicieux (euse)
 Glâce à la vanille, f.
 Glâce au chocolat, f.
 Poivre, m.
 Sel, m.
 Potage, m.
 Pouding, m.
 Poulet rôti, m.
 Soupe, f.
 Sucrier, m.
 Thié, f.
 Marmelade, f.
 Melon, m.
 Miel, m.
 Pêche, f.
 Pois, m.
 Porc, m.
 Radis, m.
 Veau, m.
 Soucoupe, f.
 Nappe, f.
 Buffet, m.
 Gâteau de fête, m.

Advanced Level

Restaurant, m.
 Menu, m.
 Café, m.
 Garçon, m.
 Boeuf, rôti, m.
 Carte, f.
 Filet, mignon, m.
 Bon apétit
 Boucher, m.
 Boulanger, m.
 Boucherie, f.
 Boulangerie, f.
 Tarte, f.
 Jambon, m.
 Tranche de pain, f.
 Fèves, f.
 Four, m.
 Pointe de tarte, f.
 Cuisinière, f.
 Pâté, f.
 Coquille d'oeuf, f.
 Moussoir, m.
 Saindoux, m.
 Tamis, m.
 Tasse à mesurer, f.
 Rouleau à pâté, m.
 Cuiller à mélanger, f.
 Pot de fèves, m.
 Tôle à biscuits, f.

Elementary School French VocabularyBeginning Level

Maître^hse, f.
 Professeur, m.
 Papier, m.
 Craie, f.
 Crayon, m.
 Gomme, f.
 Tableau-noir, m.
 Fenê^htre, f.
 Porte, f.
 Livre, f.
 Bureau, m.
 E^lve, m, or f.
 Image, f.
 Balancoire, f.
 Salle de réuⁿion, f.
 Cercle, m.
 Plume, f.
 Pendule, f.
 Tampon, m.
 Cahier, m.
 Classe, f.

Intermediate Level

Drapeau, m
 Brosse a tableau, f.
 Plafond, m.
 Plancher, m.
 Pupitre, m.
 Taille-crayon, m.
 Somme, f.
 Violon, m.
 Trompette, f.
 Buvard, m.
 Encrier, m.
 Devoir, m.
 Lecon, f.
 Ligne, f.
 Facile,
 Difficile,
 Quand,
 Dictionnaire, m.
 Etudiant, m or f.
 Stylo, m.
 Salle d'^etude, f.
 Carte géographique, f.
 Crucifix, m.
 Règle, f.
 Gauche,
 Droite,
 M^ême

Advanced Level

Porte-plume, m.
 Football, m.
 Basketball, m.
 Baseball, m.
 Soccer, m.
 Alphabet, m.
 Anglais, m, or f.
 Américain, m. or f.
 Français, m. or f.
 Musée, f.
 Travail, m.

Elementary School French Vocabulary

Beginning Level

Maman, f.
 Papa, m.
 enfant, m
 Madame, f
 Monsieur, m
 Mademoiselle, f
 Mère, f
 Père, m
 Femme, f
 Homme, m
 Soeur, f
 Frère, m
 Garçon, m
 Fille, f
 Bébé, m
 Famille, f
 Grandpère, m
 Grandmère, f
 Oncle, m
 Tante, f
 Cousin, m
 Agent de police, m
 Client, m
 Ecole, f
 Directrice, f
 Marchand, m
 Maison, f
 Poupée, f
 Fils, m
 Docteur, m
 Ami, amie
 Balle, f
 Bibliothèque, f
 Gymnase, m
 Magasin, m
 Parc, m
 Maîtresse, f
 L'Amérique, f

Intermediate Level

Ville, f
 Facteur, m
 Laitier, m.
 Pompier, m
 Salon, m
 Salle à manger, f
 Chambre à coucher, f
 Salle de bain, f
 Bonne, f
 Corbeille, f
 Pique-nique m,
 Plage, f
 Eglise, f
 Cinéma, m
 Fermier, m
 Cuisine, f
 Boîte aux lettres
 Piano, m
 Fauteuil, m
 Lampe, f
 Table, f
 Cendrier, m
 Journal, m
 Campagne, f
 Epicerie, f
 Vitrine, f

Advanced Level

Radio, f
 Télévision, f
 Fourneau, m-à gaz-électrique
 Canape, m
 Lit, m
 Commode, f
 Garage, m
 Douche, f
 Lavabo, m
 Cabinet, m
 Gare, f
 Gratte-ciel, m
 Hotel de ville, m
 President, m
 Route, f
 Serveuse, f
 Theatre, m,
 Université, f
 Quai, m
 Pont, m
 Propriétaire

I. Greetings
Courtesy
Directions

Elementary School French Vocabulary

Beginning Level

Bonjour
Au revoir
Comment vous appelez-vous?
Comment allez-vous?
Très bien
Merci
Il n'y a pas de quoi!
Et vous
Donnez-moi
Voici
Voilà
Je m'appelle
C'est moi
Chantons!
Comptons!
Chantez!
Comptez!
Asseyez-vous
Comment s'appelle-t-il (elle)
Je me lève
Lévez-vous
Répétez, s'il vous plaît
Montrez-moi
Venez-ici
Mettez le couvert
Pardon!
Pardonnez-moi!
Certainement
Entrez!
Vous mangez
Pouvez-vous
Alors!
À bientôt
À demain
Comment ça va?
Où est
Permettez-moi de vous présenter__

Intermediate Level

Comment vous portez-vous?
Le voilà
Le voici
Ne courez pas
Que faites-vous aujourd'hui?
Quel temps fait-il?
Arrangez -----
Placez -----
Jouez -----
Racontez-moi
Prenez -----
Nous prenons
Ouvrez -----
Nous ouvrons
Regardez -----
Écrivez -----
Allez -----
Nous allons
Nommez -----
Écoutez -----

Advanced Level

Ici on parle français
L'addition, s'il vous plaît
En quoi puis-je vous servir?
Joyeuses Pâques!
Joyeux Pâques!
Bonne et heureuse Année
Joyeux Anniversaire
Tournez-----
Quel dommage!
Dépêchez-vous
Marchez-----
Courez-----
Rangez-----

Beginning Level

C'est
 Est
 Voici
 Est-ce-que?
 Je mange
 Prenez-vous?
 Je prends
 Qui est-ce
 Avez-vous
 Vous êtes
 Elles sont
 Ils sont
 Je suis
 Je m'assieds
 Je me leve
 Je ne sais pas
 Je suis debout
 Nous allons compter
 A-t-il
 acheter
 J'aime
 Aimez-vous
 aimer
 Elle compte(il)
 Je compte
 Vouz comptez
 Comptons
 Il coûte
 Je déjeune
 Déjeunez-vous?
 Etudier
 Lire
 Vous mangez
 Elle nage(il)
 Je nage
 Nagez-vous?
 Elle(il) peut
 Je peux

Pouvez-vous?
 Je vais
 Elle va(il)
 Il vend
 Vendez-vous?
 Il(elle) veut
 Il(elle) vole
 Je vole
 Volez-vous?
 J'ai
 Parlez-vous?
 Je parle
 Elle(il) parle

Intermediate Level

Je vois
 Vovez-vous?
 Y-a-t-il?
 Il y a
 Voulez-vous
 Je veux
 Portez-vous?
 Je port
 Elle(il) porte
 Achetez-vous?
 J'achète
 Elle(il) achète
 Jouez-vous?
 Je joue
 Elle (il) joue
 Bêcher
 Chanter
 Courrir
 Cultiver
 Dire
 Galoper
 Habiter
 Marcher
 Nourrir
 S'amuser
 Sautiller
 Semer
 Travailler
 Traverser
 Trotter
 Valser

Advanced Level

Demeurez-vous?
 Je demeure
 Il demeure(elle)
 Arrivez-vous?
 J'arrive
 Mettez-vous?
 Je mets
 Dansez-vous?
 Je danse
 Chantez-vous?
 Je chante
 Il a (elle)
 Ecrivez-vous?
 J'écris
 Célébrer
 Comprendre
 Comprennez-vous?
 Continuez-vous?
 Faire des emplettes
 Combattre
 Essayer
 Gagner
 Payer
 Se brosser les dents
 Se laver
 Se lever
 Se coucher
 SE baigner
 SE peigner
 Trouver

Elementary School French VocabularyBeginning Level

Un
Deux
Trois
Quatre
Cinq
Six
Sept
Huit
Neuf
Dix
Onze
Douze
Treize
Quatorze
Quinze
Seize
Dix-sept
Dix-huit
Dix-neuf
Vingt

Intermediate Level

Vingt et un
Vingt-deux
Vingt-trois
Vingt-quatre
Vingt-cinq
Vingt-six
Vingt-sept
Vingt-huit
Vingt-neuf
Trente
Trente et un, etc
Quarante
Quarante et un, etc
Dollar, m.
Sou, ,m.
Addition, f.
Premier, ère.
Deuxième,
Troisième
Quatrième
Cinquième
Sixième
Septième
Huitième
Neuvième
Dixième
Treizième
Quatorzième
Quinzième
Seizième
Dix-septième
Dix-huitième
Dix-neuvième
Font

Cinquante
Cinquante
et, un, etc.
Soixante, etc.

Advanced Level

Soixante-dix
Soixante et onze
Soixante-douze
Soixante-treize
Soixante-quatorze
Soixante-quinze
Soixante-seize
Soixante-dix-sept
Soixante-dix-huit
Soixante-dix-neuf
Quatre-vingts
Quatre-vingt-un
Quatre-vingt-deux, etc.
Quatre-vingt-dix
Quatre-vingt-onze
Quatre-vingt-douze
Quatre-vingt-treize
Quatre-vingt-quatorze
Quatre-vingt-quinze
Quatre-vingt-seize
Quatre-vingt-dix-sept
Quatre-vingt-dix-huit
Quatre-vingt-dix-neuf
Cent
Mille
Minuit, m
Minute, f.
Quart d'heure
Mille francs
Multiplication, f.
Soustraire, f.
À meilleur marché
Bon marché
Moins
Fois
Divise par

L. Miscellaneous

Elementary School French Vocabulary

Beginning Level

Lundi
Mardi
Mercredi
Jeudi
Vendredi
Samedi
Dimanche
Rouge
Jaune
Vert
Bleu
Orange
Pourpre
Brun
Noir
Blanc
Comment?
Petit
Court
Long
Gros
Grand
Joli
Oui
Non
Combien de
Où
A[^] bientôt
A[^] demain
Au revoir
Qu'est-ce que c'est?
De quelle---
Que---

Intermediate Level

Quelle jour sommes nous?
C'est aujourd'hui
Combien de fois?
Faire une promenade
Jouer au baseball
N'est-ce pas
Ne courez pas
Que fait-il?
Quel temps fait-il?
Que faites-vous aujourd'hui?
Après moi
Il faut
Mettez-vous en rang
Tout de suite
D'abord
Puis
Tout le monde
À tous
Bon appétit
Pourquoi
Gauche
Droit
Jour de congé
Contente

Advanced Level

Quelle heure est-il?
De bonne heure
Devant
Derrière
Sous
Pour
Vite
Lentement
Cher
Entre
Gentil
Laid
Intéressant
Plaire à
Sale
Soigneux
Souvent
Tragique
Trop
Faire la monnaie de
Plus tard
Monter à cheval(etc.)

CHAPTER V

VISITATION AND PERSONAL INTERVIEW, PHASES OF THE PROGRAM IN THE UNITED STATES AND CANADA

- A. Writer visits eleven school systems in the U. S. and Canada to interview persons in the field of Education.

During these eleven interviews on the teaching of methods in elementary school French in the United States and Canada, the writer was particularly impressed by the interest expressed in the problem, by the sincerity and conviction with which each person expounded his views and by the helpfulness and cooperation with which she was met at every turn. Each person interviewed was generous with materials, information and time. The interviews which were originally structured to take about forty-five minutes invariably went on from one to three hours. Many new ideas were gleaned from these conferences which could never have been found in a perusal of the course of study of the particular school system.

The range of methods found in these eleven representative school systems went from what would be regarded as a conservative, traditional approach to methodology at the other extreme of the scale. However, all school systems concurred in a conversational, audio-lingual method as the initial treatment of the elementary school French course.

Canada is, at present, particularly interested in teaching French in the elementary school because of the duality of cultures within her borders, and her desire to eradicate prejudice, as Albert Levesque tells us of the English

Canadians (Anglophone du Canada) in his recent book on this subject:¹

"Elle manifeste de plus en plus son appréciation envers la culture franco-canadienne: postes de radio-télévision française, dans les provinces où la majorité de la population est cependant anglaise; usage plus ostensible des deux langues anglaise et française dans la bouche des chefs politiques du pays, voire même dans la bouche royale; acceptation plus générale de l'hymne 'O Canada' à travers tout le pays; bilinguisme officiel mieux accepté; tendance des éducateurs anglo-canadiens à favoriser l'enseignement du français dans les provinces anglophones du pays, etc....."

Where there was an experimental program in French taking place in a school system along with a traditional program which offered nothing new in methods, the traditional program has been mentioned but the experimental program was the one explored and reported upon for this investigation. This was the case in Toronto, in Oakville and in Ottawa, Ontario.

B. Ottawa--Dr. Gauthier

The Tan-Gau Method

In an interview with Dr. Gauthier,² Director of French Instruction for the Ontario Department of Education, the Tan-Gau method of teaching a second language was discussed. Dr. Gauthier said that he was happy the method was called Tan-Gau, pronounced like Tango the Latin-American dance, as it provides for a period of hesitation. In the case of the language learning, a period of incubation or "speaking readiness" is provided by this method. The natural method of learning the mother tongue is followed. There is a hesitation in

¹Albert Levesque, La Dualité Culturelle au Canada (Montreal, 1959), p. 192.

²Information from a personal interview of the author with Robert Gauthier.

expression. It takes two to Tango and in this method of instruction we see another analogy between the dance and Tan-Gau, there is a relationship between the teacher and the pupil as between the mother and the child, in learning language.

One of the basic characteristics of the Tan-Gau method is the partition of the instructional process into two periods which follow normally, comprehension and expression. This method is an aural-oral approach but does not endeavor to teach both understanding and speaking at the same time. One step is taken at a time, first comprehension and then expression.

The idea for this Tan-Gau method was first expressed by Dr. Tan Gwan E. Leong, Director of Curriculum for the Burmese Department of Education. Dr. Robert Gauthier, while in Burma picked up the idea, brought it to Canada, developed its use there and to complete the circle, the Burmese are now beginning to use this method themselves, having seen its success in Canada. Tan-Gau is a combination of the two names, Tan- from Tan Gwan Leong and Gau from Robert Gauthier.

The aims of the method are to be able to understand the second language, spoken and written first, and then to speak and write the language. There are thus two distinct and progressive stages. The first stage of understanding the language may be the terminal stage for a great many children. That may be all they ever need to acquire. The second stage, speaking and writing the language will be attained by those children who have a need for it and they will have been prepared for it adequately by the learnings of the first stage.

A second language has been taught for many years in many parts of the world but unfortunately after many years of study a large proportion of

students are unable to express themselves in the language or even to follow a simple conversation. Tan-Gau remembers the principle that governs the learning of the mother tongue. The child listens to his mothers' speech for almost two years before he expresses himself. Tan-Gau provides a similar period of incubation, varying with the individual differences of the children. The incubation period is usually two months, but may range from two or three weeks to a year. Tan-Gau presents the language units to the ear. The teacher uses only the second language, in our case only the French language. Using large colored pictures or objects the teacher tells a short story by means of the props. Then the conversation begins and the teacher asks questions based on the story, always speaking French. The children respond in the mother tongue. Thus a two way conversation is established between the teacher and pupil. As they say, it takes two to Tan-Gau. The teacher speaking French, the pupil comprehending and replying in English.

When the pupil has attuned his oral and vocal faculties to the sounds of the new language he begins to express himself. The slow learner has an advantage in that he does not have to express himself in the second language at the very beginning of its study and thus he attains self confidence. The powers of subconscious comprehension are brought into focus and language patterns are stored in the mind. There is no tension or strain in learning but an atmosphere of fun and happiness which is conducive to learning a second language.

During this speaking readiness period the pupils are submerged in a river of second language sounds. The teacher's voice is supplemented by recordings, films, radio and television to augment the pupils auditory

experience. Singing exercises are part of the lessons which help the children to acquire language patterns and which train their vocal organs to adapt physically and psychologically and develop correct expression and intonation.

The principle may be used either with children or adults and is basically listening to the sounds of the language from as many sources as possible. Thought interpretation precedes oral and written expression in the second language.

As Dr. Gauthier said very convincingly when we were discussing this in his study, "Children should have the mother tongue firmly established before beginning the study of a second language. Children need the safeguard of the mother tongue or their thinking may become confused. They need the anchor of their own language."

Dr. Gauthier told the story of his daughter, at the age of four who spoke French as her mother tongue and was learning English from the neighbors children. He asked her, "Francine, Do you speak English," she replied that she did not. He said, "Francine, Do you speak French?" she replied in the negative again, he then said "Francine, What do you speak?" and Francine said "I speak words."

Dr. Gauthier tells this story to emphasize the idea that when speaking English the child should stick to English and when speaking French he should speak only French so as not to have his language become a confused polyglot sort of communication resulting in bad structural patterns of speech and poor pronunciation. French has its own speech patterns and English also. When the child is made to speak French before he is aware of the phraseology of the language, he flounders; however with the Tan-Gau method he may reply in English

and thus avoid the pitfall.

Dr. Gauthier feels that the administration of the Seashore Measures of Musical Talents³ would be a good method of determining auditory discrimination which would be necessary to a good pronunciation and inflection in speaking French. Children with poor auditory discrimination would be screened out of the program.

No textbooks are used in the first year of the program. The child hears phonograph records, tape recordings, radio and TV programs in abundance so as to become accustomed to other voices speaking French rather than the teacher's alone. He hears records of childrens' voices as well as those of adults.

Dr. Gauthier states that in a discussion on second language learning held with Dr. Wilder Penfield the well-known neurologist at Montreal, Dr. Penfield affirmed that second language learning may start in the child's early years and proceed along with the learning of the mother tongue. However, Dr. Gauthier believes the second language should be presented when the child is eight or nine years old and has the mother tongue clearly established in his mind.

One of the most widely discussed statements of the 1958 Canadian Conference on Education was the resolution that all provincial educational authorities should introduce the study of French (or English in French language schools) in elementary grades at as early an age as possible.⁴

³Carl E. Seashore, Don Lewis, and Joseph G. Saetveit, Seashore Measures of Musical Talents (New York, 1939).

⁴Raymond Duplantie, "Tan-Gau!" Food for Thought, 19 No. 2 (November 1958), 63.

On the other hand the traditional approach of forcing the child to speak French before he has had a sufficient period of time to assimilate its thought units and inflection has resulted in bad French or even a dislike of the language.

At the present time some 1500 pupils in the Ottawa Public Schools being taught by the Tan-Gau method in an experimental program show encouraging results. Slow learners as well as the average and bright children are in the program. The experiment was initiated in September of 1955 with a small group of children and is now being continued on a larger scale. In Quebec city there are two schools, Saint-Sauveur and Limoilou, where French is the mother tongue and English is the second language being taught by Tan-Gau. Thus the experiment is a two way affair with French as the second language in Ottawa and English the second language in Quebec City. Before launching the experiment Dr. Gauthier thoroughly discussed it with the educational research committees of the Ontario College of Education and also Laval University, Quebec.

It is felt that the improvement of method in teaching a second language in Canada is of great significance since Canada has its two main ethnic groups, French and English, and a better understanding of the other groups language and customs will serve to bring the groups together, banishing old prejudices and bringing about even greater rapprochement than they have now. Much has been done in this direction and much is still being done; second language learning is a big step in the right direction and Tan-Gau may serve to contribute to Canadian national unity.⁵

⁵Ibid.

C. Toronto--Dr. MacKinnon

Dr. MacKinnon,⁶ Director of Research for the public schools of Toronto stated that the important objective of their French program was that the students understand how the language works and why. It is the unusual quality of French that is stressed rather than getting the student to speak for the purpose of communication with French Canadians. The French heard in the province of Quebec, states Dr. MacKinnon, is based more on the pattern of French which has come down from the 16th and 17th centuries, rather than on modern Parisian French. In Toronto almost every language except French is heard on the streets, says Dr. MacKinnon, and the need for teaching French in the elementary school, if it be at the expense of other subjects, is yet to be established.

In view of this the research department is conducting a study the results of which will be known in September 1960, to determine what method of instruction should be used in teaching elementary school French and also if it should be taught at all in the elementary school, in terms of its effects on the other subject areas. This department feels that as yet there is little unanimity on the aims, methods or the standards for such programs, that there is no unanimity as yet as to how programs in French are to be carried out and almost a complete lack of valid research studies on the problem.

The experimental program that has been set up consists of three groups, two experimental and one control group of one hundred children each. Children from grade seven were selected on the basis of intelligence, aptitude and

⁶Information from a personal interview of the author with Dr. MacKinnon.

achievement. The tests used were the Pintner-Cunningham, the Otis and the Wechsler in addition to other aptitude and achievement tests. The seventh grade was chosen because at this point the pupils have mastered English to the stage where they do not experience conflict if another language is presented to them. The program of French instruction correlates with their social studies and with their increased interest in expanding cultural horizons at this age. They are interested in exploring further avenues to French as newspapers, magazines, broadcasts and so on. The groups were equated on the basis of the tests given.

The first group was taught the aural-oral method by Mr. Suite who is in charge of the experimental program. This group received oral instruction for the first few months and then was taught to recognize French words by means of flash cards. Use was made of mechanical teaching aids as records, tape recorders and work books presenting visual clues to the meanings.

The second experimental group receive instruction through a series of films "French through Pictures" produced by Language Research Incorporated, Harvard University. These children view stick figures in the films which demonstrate conversations, leaving pauses in the films during which the children are encouraged to reply in French. The film presentation is near thirty minutes. In both experimental groups the children speak French from the inception of the program. The pocket book French Through Pictures is used in connection with the films.

The third group is the control group which has been equated with the other two groups in terms of the tests mentioned, in addition to socio-economic and sex factors. This control group is not taught French. The children will

be tested to determine whether the 120 minutes a week devoted to French instruction affects learning in other areas. Time is taken from each subject field proportionately to provide the 120 minutes a week. The schools sent 263 letters to parents requesting their consent for the child to participate in this program and 262 of the parents gladly gave their consent. The other parent withheld consent because it was felt the child was too slow to be able to afford to lose time from other subjects.

Mr. Robert J. Suite who is in charge of both experimental groups, each of which has been divided into three classes, evaluates the program by administering tests. Each child is given a set of pictures and is required to label objects on it corresponding to sentences spoken by the teacher. Cumulative records are kept on material presented and quantity and type of errors made by the students. Another form of evaluation employs the use of tapes in which the children record sentences in French on one tape record in response to questions in French recorded by the teacher on another tape record. A sampling of eighty children out of the 200 were tested in this way. Day by day records are kept of the childrens' progress not only in French instruction but also in the fundamental school subjects.

The pupils taught with "French through Pictures" are called the film group. When they view the films the room is darkened and they can reply to the conversation without distractions or inhibition. The other experimental group is designated the teacher group since it is being taught by the more conventional methods usually employed in elementary school French.

This program may be extended into the secondary school. The grade seven pupils can be followed up the next year in grade eight before they enter the

high school which will provide more time for planning a continuous program with the high school.

At this time there were 68,626 children in the elementary schools of Toronto. In the past there have been classes of elementary school French offered to gifted children as enrichment. These classes were offered where there was a principal or teacher interested in the program. Depending upon the results of the experimental program other classes will be offered in elementary school French leading to advanced placement in high school French. Other experimental programs will be carried through, however, to determine methods, materials and scope of the future French programs of the elementary schools of Toronto.

D. Oakville--M. Raymond Duplantie

M. Duplantie,⁷ teacher of the Tan-Gau method in Oakville, Ontario recommends that the formal French program be started in the fifth grade, although there may be some introductory work in the third and fourth grades, with songs, pantomime and informal conversation but not a formal teaching lesson.

In the Oakville schools, (Oakville is a suburb of Toronto), they have three fourth grades watching CBS television broadcasts every day for fifteen minutes. Chez Hélène is a creation of M. Duplantie who wrote the first sixty-five programs to give the broadcasting company a conception of what the programs should be like. This TV lesson offers content as it should be presented to the third and fourth grades. Children learn many expressions, singing and the inflection and intonation of the French language. M. Duplantie would like to see the television programs supplemented with two or three classroom lessons a week. At present they have one lesson a week.

In Oakville all students from the fifth to the eighth grades receive French instruction. At present they are working on establishing a correlation between ear perception, as tested by the Seashore Tests and ability to acquire good French pronunciation. They are also working on correlations between IQ and achievement in French. They have some material with which they are working but do not have completely an objective test just yet. M. Duplantie is in his third year at Oakville and has taught elementary school French for six years.

⁷Information from a personal interview of the author with Raymond Duplantie.

He is carrying on several research programs currently in the field. M. Duplantie also initiated the French program in Oakville.

Slower children ordinarily do well in oral work but are often failures when it comes to written work. They are not as able to express themselves well in writing so they fail in written examinations but if these examinations are given orally, said M. Duplantie, their grades may be higher. Many slow learners find satisfaction in oral French and do better with it than they do with their other subjects. The formation of French sounds helps to train the muscles of the lip and tongue and helps stutterers to speak better in their mother tongue as well as to speak French without stuttering. M. Duplantie feels that every student should study French as learning the language and the culture of another people is helpful in eradicating prejudices and the slow learner needs this type of education as well as any other student. Thus they teach French to all students in Oakville above the required grade level.

As M. Duplantie explained Tan-Gau it is a direct method of teaching French by the aural-oral method. Oral expression is postponed on the part of the child. Whereas the traditional direct method builds up oral expression and comprehension at the same time Tan-Gau requires only comprehension at first, not oral expression.

There is a period of incubation when the ear becomes attuned to French sounds. Thoughts are expressed through patterns of sound, the ear does not grasp patterns of sound at first. This method takes into account individual differences of children. There may be a one year span in the same family between the ages of siblings when they learn to talk. Among older children there are even greater differences. The principle of when the child should

begin to express himself in French is not rigid in Tan-Gau, the child begins to speak when he feels like it. The method is explained to the children. They are told that, when they were babies, some started to talk early and some started later. They are not tempted to repeat because they are made to understand that in the beginning ears are not attuned and vocal organs cannot reproduce sounds properly. There are very few exceptions to this. Isolated words are taught to be retained as such. Words are always taught in groups as speech patterns or speech units. They are taught as a "thought" not a word. Some children start speaking in the second or third week, then others join in. They are not given a textbook until the second semester of the second year. Some groups, depending on IQ, ear perception and interest, will start speaking in sentences, not words. The child must be trained to understand the language through language units.

The children are introduced to French by the teacher showing them toys, small plastic animals, cars, planes or something different from the classroom environment. The teacher talks about the size, colour, and location of the animals. The child is taught phrases such as sur le plancher, not just le plancher. Even with a direct method that associates an object with the French word the child is focusing his attention on words not on the entire pattern of speech. He may then put words together in English order. Attention when he is listening, is focused on words, and he does not grasp the thought. M. Duplantie says they do not see the forest for the trees. They do not grasp the thought for the words. They are given units of language in Tan-Gau and the intonation and rhythm of language is lined to these language units. The words per se lose their individuality through the flow of speech. Children enjoy

listening and participating. As to participation, they average thirty-two children in their classes; this number is manageable but it would be better if the classes were smaller.

There is a stage of audio-comprehension that is preparatory to oral expression. At first the teacher is talking and gesticulating and understanding on the part of the children is intuitive. The first lesson the teacher has to project his thoughts so he does not start with complicated things but rather objects and concepts known to the children. Then he builds many sentences around the same idea so there is meaningful repetition and soon the children get the idea he is expressing. The children never tell each other the meanings. The teacher usually speaks at a normal pace but will slow down when the children begin to speak themselves.

The first lesson things may sound confused but by the second lesson on the same unit, with slightly different expressions on the same material, the ear begins to grasp and understanding follows automatically. The children build up reflexes, the teacher reduces the amount of gesticulation, the ear grasps the sound and interpretation is spontaneous. When the speech patterns are firmly embedded in the mind and they have built up sufficient reflexes the quicker ones begin to talk and the others join in soon after.

Usually they speak French at home before they begin to speak at school. They have to build confidence in themselves to speak French. It should come from the child spontaneously rather than from the teacher pressing the child. The teacher never speaks English but the children do. Above all the children must not dislike French through being forced to speak it prematurely and perhaps not finding success with it.

As M. Duplantie emphasized, "The ear loosens the tongue. The ear is the master organ. The eyes are used to interpret action, not a written symbol."

When the children do start talking they are given exercises in "phonation," or the production of French sounds. They have to distinguish between vowel letters and vowel sounds. They listen and watch the teacher as he produces the following sounds:

i	i as <u>in</u>
ai	e as <u>gay</u>
eh	e as <u>let</u>
ah	a as <u>classe</u>
oh	a as
oh	o as <u>rose</u>
ou	o as <u>ou</u>

Three or four minutes a day are devoted to this drill called phonation.

(See chart p. 124) Children at this age have receptive ears and they are acute at imitating sounds. The drill helps them to develop the muscular coordination needed to speak French but first they must be able to hear the sound.

The first reading is based on those language units they have assimilated through the ear and found they can say. Through questioning they build up four or five sentences they speak. Then a paragraph is put on the board and they are asked "Would anyone like to read it." Now they associate the sounds with the written symbols. With the sounds well established in their subconscious their ear becomes a checking device. In the second year the ear is well attuned. At the beginning of each new subject unit the teacher speaks a few minutes to establish certain speech patterns, then he goes through a questioning period and the children answer. Units of language that have been presented have a verb nucleus, contrasting verbs are used as descendre, monter. They do

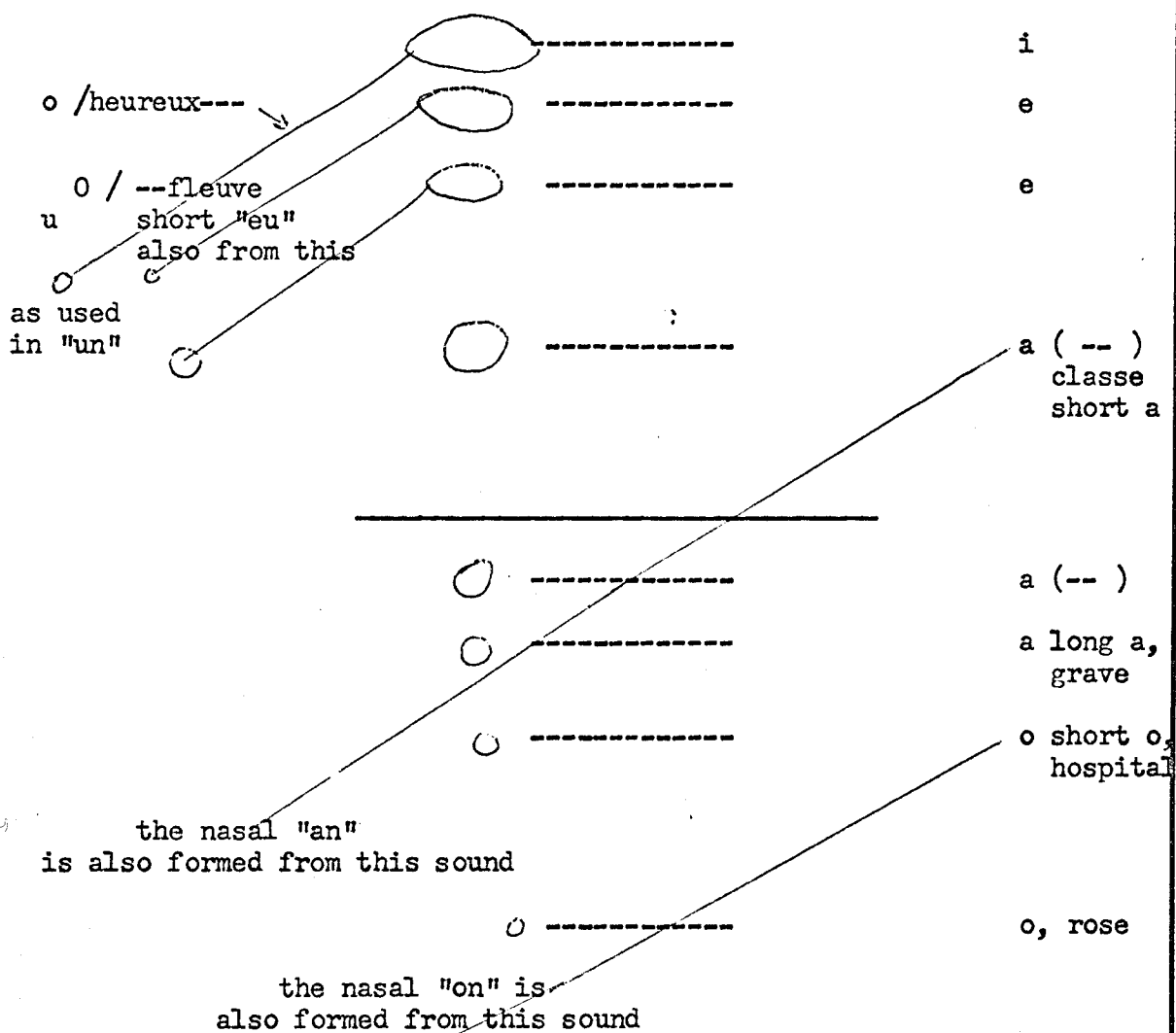
not want the classes to write as they consider this a waste of time that should be devoted to oral work. To write correctly one must be very careful. They are not opposed to copying from the board but this too can be a waste of time as it is not creative.

The testing program is approached in two ways. The children may be shown pictures and be questioned about them. Or they may be simply asked questions in French and they write the answers in English. The teacher may tell a short story without pictures and ask questions on the story. The children are tested after a couple of months in the French program. Towards the end of November or the beginning of December they are tested and although they are not given a grade in French a letter is written to the parents on the general progress of the program. Before they leave the grade school a letter is written to parents on how the child has been doing. If the child does not cooperate a conference is held with the parents and the child and the parents are asked to show more interest in the child's French instruction in order to stimulate the child to further progress. When children have had written French they are given multiple choice tests consisting of drawings. The choices do not have to be of objects, there may be a sentence for example, showing a man running and the child checks the sentence in French which says "The man is running," the other choices might be "The man is walking," or "The man is skipping."

M. Duplantie has a series of pictures (see appendix) on which he is working at present that are given to the child. These he uses to teach stories and language thought units in the stories. (See pictures No. 1, 2, 3, 4, 5.) These pictures might be compared to those of the Filteau charts (See picture No. 6,7,8,9, 10) but that some of the Filteau charts are more detailed and also

Shape of mouth
while forming sound

Phonetic
equivalent
of sound



Phonation Chart of M. Duplantie

have a religious context. M. Duplantie uses these charts in teaching his classes in Oakville. He also teaches a methods course for the University of Western Ontario, Summer School at Trois-Pistoles, Quebec, on the lower St. Lawrence, and uses these materials discussed. His series of pictures or charts will be published soon.

E. Montreal Protestant Schools--Mr. Teakle

Mr. Charles Teakle⁸ is the inspector of schools for the Protestant School Board of Greater Montreal, although he is assuming a new position as of September, 1960. He has found that children who are taught French in the elementary school have as good achievement in other subjects as the children who are deprived of this special instruction. He has classes where the children are taught in French all morning and in English all the afternoon. Geography and arithmetic may very well be taught in French as soon as the children have some familiarity with it. Word problems employ a basic French vocabulary and with a small class and competent teacher children may well be taught arithmetic in French. The direct method of instruction is followed, although he feels that one must use judgement and common sense as to how much English explanation can be excluded. Mr. Teakle feels that we tend to underrate the pupils' ability to comprehend and to apply rules.

There is a justification for teaching the rules as they teach the child very quickly what he understands in his own language and can apply to French. A short cut is good as long as it is meaningful. Memorization is valuable as long as it is not parroting.

The children are taught to reply to questions orally. Since the series of elementary school French textbooks of the Macmillan Company of Canada, Commençons and Avaçons is used their method of "Questionnaires" is followed.

⁸Information from a personal interview of the author with Charles Teakle.

This French program makes use of a series of Grammar Wall Charts. Each chart has its specific place in the classroom according to the grade level and achievement of the pupils. One chart is required to be in the front of the room, another at the side to the right, another at the side to the left and so on according to its function and importance. The charts are provided by the Department of Education, Quebec. The method of using the verb charts aims at teaching verbs in a minimum of time. The children are taught that verbs are not isolated but that they belong to families. Verbs are not taught in the old traditional way which classified them according to their endings, er, ir and re. Rather they are taught as belonging to one of three groups 1, regular verbs like parler, 2. families of verbs and 3. irregular verbs. Wall Chart I treats of the

Verbes Reguliars

Groupe I	Verbes Reguliars	
	Translation	Formation
Présent		
Imperatif		
Imparfait		
Futur		
Passé Composé		

The teacher uses the blackboard and the pupils are to visualize how the chart would look when filled in with the proper forms of the verb. This method is for the sixth and seventh grades. The teacher proceeds to teach a definite lesson in French grammar on verbs. About ten minutes of each lesson period is

devoted to this, each series day, which is twice a week. Short drills and constant revision are important. This method is correlated with grammar lessons as presented in the Macmillan Series which begin specific grammar lessons with verbs in Jouons I and II for the fourth and fifth grades and continues then with Avançons I and II for the sixth and seventh grades. There are verb wall charts provided for the fourth and fifth grades also. Great care is taken to teach the regular verbs Group I thoroughly, as this is the basis for formation of all the verbs as well as for understanding the other two groups of words.

Group II "The Families of Verbs" Wall Chart 2 is as seen here:

FAMILLES DE VERBES

- | | |
|--------------|-----------|
| 1. manger | 7. finir |
| 2. commencer | choisir |
| | blanchir |
| 3. payer | 8. partir |
| 4. se lever | dormir |
| 5A. jeter | 9. vendre |
| 5B. acheter | entendre |
| | descendre |
| 6. préférer | |

Families 1 -3 are "er" verbs and only certain peculiarities of spelling have to be learned with them. In other families they teach how to form the present, the participe passé and characteristics of the family.

For example: Teacher- What is the name of family 9?

Class: The vendre family

Teacher: How do you form the present?

Class: Infinitive drop dre and add:
ds, ds, d, dons, dez, dent.

Teacher: What is the ending of the participe passe?

Class: It ends in du.

Wall Chart III gives Groupe 3 "The Irregular Verbs"

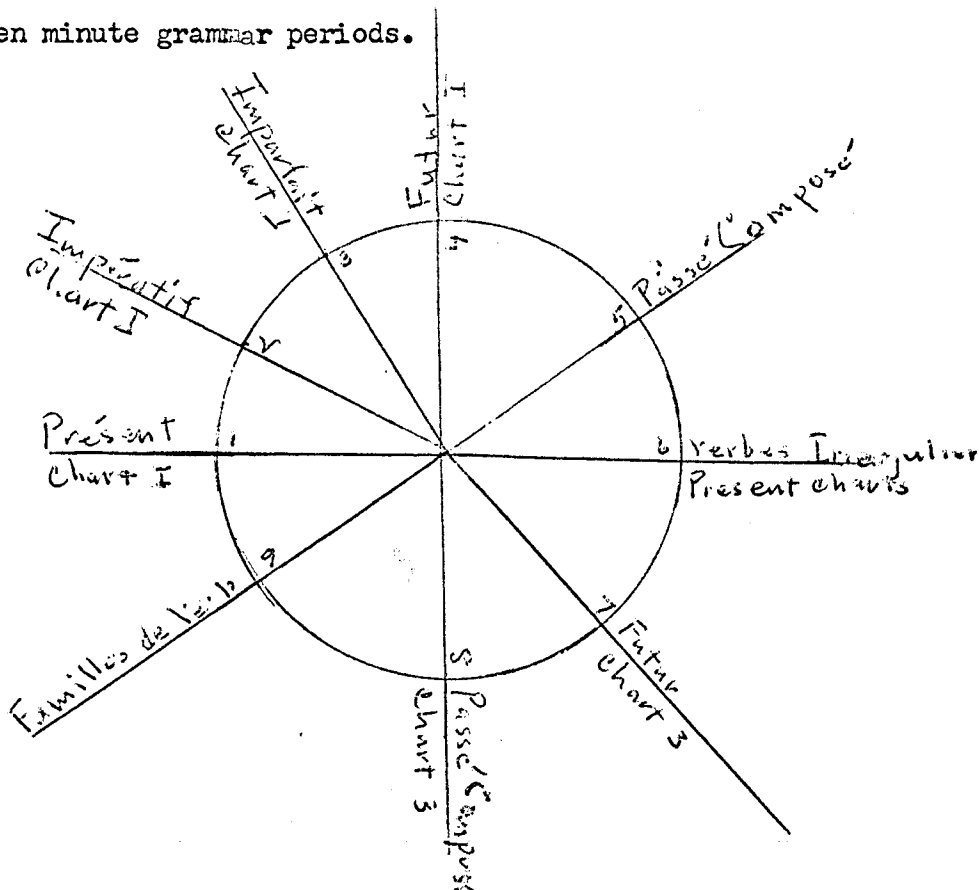
Groupe 3	Verbes Irreguliers			
	Infinitif	Présent	Futur	Passe Composé
1.	aller			
2.	s'asseoir			
3.	mettre			
4.	prendre			
5.	écrire			
6.	dire			
7.	faire			
8.	être			
9.	avoir			
10.	venir			

The pupils have learned to conjugate several of these irregular verbs in the fifth grade and these may all be reviewed together as a game. The method of

⁹Evelyn M. Eaton, Supplement to Teacher's Manual for "Avançons" French, Grades VI and VII. (Montreal, n.d.), p. 55.

using this wall chart is also spelled out for the teacher and the children are taught step by step to know these verb forms.

In addition to the Wall Charts for the fourth to seventh grades there is a "Round-the-Circle Review" Chart. This is to be taught from Easter on in the sixth grade and all the way through the seventh grade. It is used in the bi-weekly ten minute grammar periods.



The teacher starts at point 1 and drills all the way around the chart, always in order. The pupils are taught to know what to expect in the way of drill since it is all review work and they prepare for it by studying the lesson in Avançons at home.

It must be kept in mind that this grammar study of verbs is in addition to the regular play units as presented in the Macmillan Series of elementary school French textbooks discussed in previous chapters.

The teacher is expected to evaluate the pupil's work at intervals and whether the evaluation is formal or informal to keep a record of it and include it in the grade sent out on reports. The work done on the plays is evaluated on the basis of pronunciation, fluency, verb correctness, participation in play and response to questions based on the play. The test usually given at the end of a play unit serves not only as evaluation but also as an integrating force for the pupil, who in his preparation for it will see this unit as a whole. It also serves to help the teacher evaluate her own work and make possible changes for the future. There is a definite testing program but not too much time is to be spent in testing as the emphasis is rather to be placed on teaching.

Most of the teachers of French in the English Language Schools are English but there are some French and also some few foreign teachers have come into the program. The qualifications include at least one year of normal school training. The school system has its own methods course for qualifying French teachers and they may go summers to become French specialists. However, they get methods of teaching French in the normal school too. There seems to be no problem of accent as they feel that it does not harm the pupil to be exposed to different accents, as for example all the degrees between the Canadian and Parisien accent. There is a society which has been formed. "Société de Bon Parlaⁿt Français" which is striving to have certain standards of French maintained. They are pushing the standards up.

Audio-visual materials are used in the French program and they recommend the series of phonograph records "Circling the Globe," which gives conversations about various places of interest in France and the customs and culture of the people. Tape recorders are used by the children, they record little talks of

their own. Where there is time the classes visit each other and perform little plays.

The children and the parents are enthusiastic about learning French as Montreal is 70% French, also they are enthusiastic from the cultural standpoint. It is considered an important part of the curriculum.

Mr. Teakle has carried on experiments in several of the schools with gifted children in the study of French and found that they are well able to absorb rules of grammar and to apply them in their thinking. The important thing, he believes is to get them thinking.

The appendix of this dissertation has examples of games that were submitted by teachers of Grades III-IV of the Protestant Schools of the Province of Quebec, to be used with the French classes.

F. Catholic Schools of Montreal and Quebec

M. Albert Filteau

M. Filteau¹⁰ is in charge of second language instruction for the Catholic schools of Montreal. The same method of instruction is used to teach the French language speaking children English and the English language speaking children French. M. Filteau has a series of twenty-four pictures which depict different activities of the child in his daily life. The lessons are based on these pictures and six pictures or charts are used a year. They use six charts in the fourth grade, six in the fifth grade, six in sixth grade and six in the seventh grade. M. Filteau as supervisor of the second language program has 360 schools at which he visits, lectures and instructs teachers. The same charts are used for instruction in both languages but the textbooks are different in that one series teaches English and the other series teaches French. A reproduction of the large chart is in the textbook. In his work with teachers M. Filteau has certain basic principles which he tries to have them follow.

The direct method of teaching is used which is essentially a conversational method. The language being taught is to be used in the instructional process however, if an explanation is necessary that requires the use of the mother tongue it is allowed. To learn with the direct method the children are to speak French as much as possible (if this is the second language) at home, at play and at school. The charts are made to show real life experiences, they are quite large, attractive and suggest topics on which the teacher can

¹⁰Information from a personal interview of the author with M. Albert Filteau.

converse with the children. The vocabulary they are to learn is in the textbook. The method consists essentially of a conversation directly bearing on the scene illustrated. The teacher has the children actively responding to her questions on the topic. The material used may be adapted to the level of the pupil as the same picture may be used with more or less vocabulary. The teacher uses a pointer and indicates an object in the picture; he slowly pronounces the word in French, he repeats it two or three times then he has the class repeat the word together. Following this small groups will repeat the word and then individuals.

When the word is known, the teacher adds a new element, a verb, an article or a substantive. The pupil is then able to form a short phrase. They reply either in groups or in chorus. To teach them how to put questions and to reply to them they are to take turns playing the role of the teacher. Another method used is to form teams and play at asking questions of the teams to see which team is ahead. As soon as the word is known they are to use it in a phrase or sentence. From the first lesson the child is to express himself in complete phrases.

After the oral lesson the pupil learns to read that which he has learned to speak. The lesson begins with the vocabulary and is followed by a short reading composed of words used in the oral lesson and of words learned in preceding lessons. The child never reads any words but those he has already learned. The textbook is intended to be used for his review work at home. He looks at the small reproduction in his book of the large picture he has conversed about at school and then studies the words and phrases he has learned orally in school.

In the sixth grade they start writing very short sentences from dictation. In the seventh grade they do original writing. One or two sentences of dictation per day and a very few spelling words, two or three, comprise the daily written work in school. French is taught four or five times a week for thirty minute periods.

M. Filteau stresses the importance of constant review. The review should be different than the regular lesson. The child learns to play with words, grammar is easily included as a natural part of the lesson. Pictures that amuse the children help them to memorize rules of grammar. "Mes Devoirs" are lessons calculated to review and emphasize the lesson. The book is kept closed during the school lesson and is kept for use at home. They do not use records, tapes, filmstrips or movies for the French program in the elementary school but do have a language laboratory in the high school. They have other charts around the room however, and they are to teach verb forms, and specific points of usage.

The teachers have good training in French as they are required to study French in the normal school course and in addition to this they have in-service meetings on Saturday mornings which the teachers attend on a voluntary basis.

All children are taught French in these schools, even the subnormal. They may not learn to read or write it but they do learn to speak it. The skills are stressed in this order, comprehension, expression, reading and writing. All parents are in favor of the French program M. Filteau says.

There are no written tests given for evaluation by M. Filteau, although the teachers themselves may give some. They are tested orally however. The elementary school consists of grades to seven, the high school begins with

grade eight and goes to grade eleven. An extra year is added for engineering courses in the high school.

M. Filteau has worked with adults too, he has 17,000 adults in an evening school program. He is a book publisher and has a publication which he wrote to teach adults English. He is the co-author of the elementary school textbook and the charts described. M. Charles Villeneuve is the other author of the series.

M. Filteau feels that children pick up the second language more easily than adults and agrees with Dr. Penfield that language should be taught at an early age. He has found that the time taken for French does not adversely affect achievement in other areas.

An example of a Modèle de Conversation¹¹ based on one of the pictures is as follows:

1. Que voyez-vous autour cette image?

Je vois un chapeau, une paire de gants, un mouchoir, un tablier, une robe, un parapluie, un crochet, un cintre, un soulier, un caoutchouc, un costume de bain, une valise, une écharpe, une sacoche, une paire de bas, un manteau, une jupe et un chandail.

Comment s'appelle cette fille?

Qui est Madame Martin? etc.....

Grammar is brought in incidentally then with the following;

The 's (apostrophe S) is not used to show possession in French.

Le chapeau de Marie
La robe de Marie

Mary's hat
Mary's dress

¹¹Albert Filteau and Charles Villeneuve, French Conversation with the Aid of Pictures (Montreal, 1953), p. 17.

In French the adjectives agree in number and gender with the nouns they modify.

This is followed by conjugations of the verbs être and avoir in meaningful sentences, as

Je ne suis pas malade. etc.

The pictures or charts herein discussed are called Tableaux and the subjects treated are objects and activities found in the salle de jeu, le chambre à coucher, à l'église, à l'école, dans le neige, à la salle à manger, au salon, à la campagne, à la cuisine, le ferme, a l'épicerie, Noël, une joute de hockey, à la menagère, la construction d'une niche à chien, la fabrication du sucre d'érable, une joute de baseball and la pêche. A great deal of conversation may be constructed upon each picture as they are quite comprehensive of the subject treated and each picture tells a story itself.

G. Quebec---Mr. James M. Hewitt
English Language Catholic Schools

Mr. Hewitt¹² is Director of Studies for English Catholic Schools in Quebec City, Quebec. He is in charge of English language teaching to French language students as well as French language teaching to English language students. In these schools the student must pass the French course in order to get a high school certificate. French is a requirement both in the elementary schools and the high schools.

M. Filteau's textbooks and Tableaux¹³ are used in their course of study. They do not use audio-visual equipment with the exception of the charts. The same method and exactly the same charts are used in both the English and French language schools. There is a supervisor for English in the French schools but none for the French in English schools. A weakness is that the teachers in the French schools do not know enough English so they have been bringing in teachers from the United States to strengthen the English language program. There is a problem connected with this in that they have different accents depending on which part of the United States these teachers are native to.

French is taught in the fourth to seventh grades of the elementary school. At the end of the seventh grade an oral exam is given the students. They are shown pictures and answer questions based on the pictures. The children speak

¹²Information from a personal interview of the author with James H. Hewitt.

¹³Filteau and Villeneuve, pp. 2-111.

French very well, they are surrounded by it in Quebec as 90% of the population of Quebec is French. They have to be taught to write French and sometimes they write it phonetically in English which creates a problem. Theoretically they start to write in the high school but actually they start earlier as they are quite eager to learn. It is of prime importance though, that they speak it and their objectives in teaching elementary school French are understanding, speaking, reading and writing in this order of importance. They emphasize practice in conversation to give the pupils the opportunity to use the French they have learned in the course and the French they have acquired themselves from living in a French province. The teachers are bilingual, a diploma in French is not required from the teacher but she must speak it fluently. Generally it is taught by the classroom teacher but they departmentalize sometimes if necessary.

The approved course of study M. Filteau's "French Conversation with the Aid of Pictures," is based on the direct method. When the teacher is instructing the class in vocabulary she is to avoid using the English equivalents if possible. She is to associate the French name with the object on the chart by showing the children the object while repeating the word. When presenting a noun the article le, la, un, une, des, is always to be used with it so the children become accustomed to the gender of the word and are able to think it automatically and not experience the difficulty English children usually have with gender of French nouns. French expressions are to be associated with their meanings rather than a translation so the children acquire French patterns of expression instinctively.

They teach verbs in context in relation to the activities illustrated in

the chart. The teacher then poses questions which the children answer in a personal context so as to gain facility in the use of verbs in their different personal inflections. They also learn how to use personal pronouns and possessive adjectives spontaneously. They recommend to the teachers that the French form of interrogation "est-ce que" should be used in the question periods as well as the other forms as for example "a-t-il."

The teachers are urged to give a great deal of practice and review of a lesson to enable the children to respond automatically rather than to have to stop and translate into French when they are conversing. Good intonation is stressed as well as good pronunciation. Singing French songs is suggested as one way of acquiring this. By the time the children reach grade seven the teacher is to speak French during the entire class period and directions to the class are all given in French.

The children in grades four and five are not given textbooks as an aural-oral approach is to be emphasized. The lessons are made simple and interesting an atmosphere of happiness is to pervade the lesson and motivate the children to achievement. When they become older they realize the utilitarian value of French in the province of Quebec. In grades four and five charts 1-6 inclusive are used and each chart forms the basis for a series of lessons. A few difficult words are omitted as un haltère, une massue, le cheveu, "les principales parties de votre corps", toucher and lever, but they do teach levez-vous and asseyez-vous. They teach the verbs brosser, cirer, jouer, porter, and avoir in the present tense affirmative and also interrogative with est-ce que. They use the interrogative form using a noun as subject as Jean va-t-il à l'école? They begin to use the passé composé but not with reflexive

verbs.

In grade six exercises are still done orally only. In grade five they review the first six charts and do charts seven to twelve and in grade six use thirteen to eighteen. They use the future tense in grade six and the imperfect indicative. In grade seven they review the sixth grade charts and finish the series still doing the exercises orally. They introduce the sequential use of the conditional and the perfect however.

The students go to the secondary school after grade seven and continue to receive French instruction there. In the secondary school they receive an initiation to grammar, do public readings in class, study vocabulary, write dictation and make translations in the traditional manner.

They do not use supplementary readers in the elementary school but they do have them in the high school.

Because of the separate school systems in the province of Quebec we find the English Language Catholic Schools and the English Language Protestant Schools both of which have been reviewed in this paper. Care must be taken not to confuse the methodology of each, lest it seem this study contradict itself.

H. Detroit-- Mr. Clarence Wachner

Mr. Clarence Wachner,¹⁴ Divisional Director of the Detroit, Michigan Public Schools' Language Department, stressed the fact that the program of elementary school French is on an aural-oral basis. No printed materials are given to the children until the fifth grade level. The aural-oral conversational French is begun on the third grade level and this program was first initiated in 1959 for Detroit. French is taught from the third grade through sixth grade at which time the student is graduated to the Junior High School. The basis of the French program is the television program "Bonjour" which is offered twenty minutes a day, five days a week. Mr. Zelik Zeff, the "on-camera teacher" of this TV teaching project presents the program to groups of children numbering approximately 150 who are seated in an assembly hall with a "viewing teacher", who furnishes further guidance. The viewing teacher works with the children on material presented in the television program for ten or fifteen minutes immediately following it. During the "follow-up" period the viewing teacher holds conversation with the children and elicits choral responses from them. She will select groups of three or four children, have them come up and act out the conversations they have heard on the TV program, employing patterns such as "Bonjour, Comment vous appelez- vous?" "Je m'appelle Jean" "Comment allez- vous?" "Très bien, merci, et vous?"

A teaching guide that is integrated with the television program, which presents all the lessons covered in the program, is provided for the viewing teacher. There are suggested enrichment activities and the viewing teacher is

¹⁴Information from a personal interview of the author with Clarence Wachner.

to mimeograph copies of some of the lessons presented for the regular classroom teacher to use in connection with the days lessons. In some classes French and Spanish have been used even in teaching the arithmetic lesson. Integration with other classroom subjects, encompasses the teaching of the history of France in social studies classes and French folk songs in music classes.

Once a week from 8:00 to 8:30 a.m. a TV program is presented for teachers interested in the methodology of this subject, and for those teachers involved in the program. Teachers are encouraged to phone or write in their comments, pro or con the television programs and suggestions they may have that they feel will prove of value. Meetings are held once a month in which the programs are discussed and methods of teaching elementary school French are explored. A projected plan for the coming year is a workshop to be held on Saturdays which will offer teacher training in this subject. Participation in this workshop is by invitation and will include viewing teachers and interested classroom teachers. Mr. Zeff and other personnel of the Detroit Public Schools will supervise these workshops. In addition to this other resource persons will enrich the program. Teachers attending will be paid \$15.00 per meeting. Mr. Zeff is employed full time as the TV instructor and consultant.

About three to ten days are devoted to each new lesson depending on the importance of the material and the difficulty of the subject. The viewing teacher is an active participant in the TV program and her enthusiasm is a large factor in motivating the class.

The program in elementary school foreign languages is initiated at the third grade level. In the year 1958, Spanish was first presented to all the children in the third grade of the Detroit Public Schools and these children

will now begin their third year of Spanish, September of 1960. The year 1959 marked the beginning of French for all third grade students in these schools. September 1960 will inaugurate the teaching of German through the medium of this television series. Children through the third and fourth grades all study the foreign language being presented at their grade level. At the fifth grade a screening process eliminates those who are not profiting from the instruction.

Teachers for the program are selected on the basis of interest in foreign language teaching, extent of preparation in the language, and background in the language that would contribute to successful participation. The enrollment in the French and Spanish courses numbers 11,500 students, which will be increased in the year 1960, September semester. A consultant in the teaching of French will contribute to the Supervision of the program and will visit the various schools to assist in the teaching and evaluation of the French program. A committee of teachers devised the bulletin described previously which is a course of study for third grade French. It is a general outline of material presented in the television instructional program. This bulletin was written in the summer and completed before September by the committee.

Children are not exposed to written material before the fifth grade because, as Mr. Wachner explained, there is the danger of mispronunciation of words according to the English phonetic elements. For the French course this year a small set of elementary school French textbooks will be provided which will be used to supplement the course. "Mes Premières Leçons de Français" and "Petites Conversations" will be provided to the teachers in sets of ten to the classroom to obviate the possibility of the book being used as the principal teaching method of the course. The emphasis is always on the aural-oral

conversational method. By the sixth grade, however, a textbook for the entire class will be used. Mr. Wachner was of the opinion that there was a need for a more comprehensive type of elementary school textbook.

A radio program called "Voici Mimi" which is presented twice a week supplements the elementary school French course. This too is based on the conversational approach.

Evaluation is carried on through the use of tests administered by the viewing teacher. Children are shown a series of pictures, the teacher gives them sentences in French and the children check off objects corresponding to a word in the sentence. The possibility of using the tape recorder as a means of evaluation is being explored but seems impractical at present due to the large number of students enrolled in the program.

When children reach the junior high school level French will be continued as the foreign language two or three times a week. Advanced placement will be given to those students who show through examination, a proficiency in the subject. In the senior high school emphasis is now placed upon comprehension and speaking rather than a strict adherence to the traditional grammatical approach. Parents of students who are being taught French in the elementary school are delighted with the program.

In the French course while the children are acquiring the second language they are learning about France, its people and customs, their culture and their way of life. Through the milieu of television the children are transported to France, a French atmosphere is provided and of course in France, "Nous parlons français."

I. Fairfield, Connecticut--Miss Eleanor H. Dimick¹⁵Coordinator of Foreign Language Program

Fairfield, Connecticut is a suburban community near New York City, which has had a foreign language program since October 1952. Three schools began it in an experimental study with two schools offering French and one school Spanish at the third grade level. At the end of its first year parents requested that the program be expanded and many visitors from near-by states and universities observed the program with great interest. The second year found the program expanded to seventeen third grades and the original three also were continued. At present all children study either French or Spanish. There are 2700 children in the elementary foreign language program now. Some of them drop the foreign language at the end of grade six, recommendations are made by the teacher as to the advisability of this.

When the course is begun with the third grade the procedure is someone speaking and someone listening. The next step is reading, then writing; reading may be begun in the end of the fifth grade or beginning of the sixth grade. This will depend on the factor of pupil readiness. At first, however, the child brings his thoughts to the printed word, and he does not read anything which he has not learned first through conversation. The subject matter for conversation is provided by things in his everyday environment, the classroom, family, animals, toys, the home and going to the store. The objective is to make a direct association between the object and the expression of it.

¹⁵Information from a personal interview of the author with Eleanor H. Dimick.

Through imitation and repetition the correct patterns of speech are established. Much use is made of songs, games, rhymes and pictures but these materials are considered secondary in the program, the motto being to quote Miss Dimick "let's keep our class time to honest teaching."

Miss Dimick deplors the lack of sufficient ready-made materials and states that much ingenuity is required of their teachers to fill this gap. They use the Modern Language Association's teaching guides for grades three and four, all through grades three to six, as a basis for their course. In the seventh and eighth grades they find more material they can use and some resourceful teachers make books of stories for the class use. An exchange and duplicating service benefits Fairfield as the teachers work together and share ideas. Representatives from other school systems are constantly calling upon them for guidance in establishing elementary school foreign language programs.

Fifteen minutes a day, every day, are scheduled for foreign language instruction in grades three and four and all children receive this instruction. Analysis of grammar waits until the seventh grade. Forms are introduced gradually but grammar as such is not mentioned. They do not insist on grammatical accuracy at the beginning, rather they trust to imitation and repetition to provide correct habits. Association is never made from words of one language to the other, no translation is ever allowed. Materials are presented in units or linguistic patterns. A series of concentric circles each being a little wider than the one before represent the language sequence. This should not be considered as a certain number of words to be learned, rather a pattern of learning.

Much work is done in chorus or with groups. It is believed that the

children should have self confidence before they are made to speak alone. Conversations between two or three children in the class are good technique. The tempo of the language class should be fast and there should be a change of tempo every so often. Bring out contrasts between old and new phrases, use questions and explanations, class response and individual response, speech and song, let the children take turns in answering. The pupils should have turns at being the teacher and leading songs and games. No English is used unless it is to keep the pace going, but not more than incidentally. Attention is not drawn to cognates or similarities in language. Rather French is approached as a language with its own typical patterns of speech. The familiar "tu" form is used with the children in the third and fourth grades and the plural when speaking to the whole group, there is no explanation made of this however. There is a general outline of units to be covered but each teacher is to feel free to make adjustments to the nature of his group and to use his imagination in teaching.

Most of the French classes are taught by specialists that visit the rooms but there are some few classroom teachers who teach their own class either all or part of the time and may also take one or two other classes in the school. Buzz sessions between language teachers benefit all in exchange of ideas. Curriculum workshop notes suggest ideas such as preparation and use of some large flash cards with magic marker and pictures, used for drill and to develop accuracy in the use of le and la, or flash cards with stick figures signifying activities as j'entre, je sors, je m'assieds. (see appendix.)

Teachers are urged to memorize the guide but not to hold it in their hands while teaching. Each day is supposed to include some review work,

something new and some individual work. Where possible the lesson should integrate with school activities or regular class work. Where the class is learning a dramatic play all the children are to memorize all the roles.

In grade six Petites Conversations by Harris and Monod-Cassidy is used by the teacher. The accompanying phonograph record is also used. Grades seven and eight use the Otto Bond Series, Sept d'un Coup and Aucassin et Nicolette. Grade seven also uses Cinq Années de Français by Shoket, Premier Livre. Grade eight uses Premières Lectures Culturelles by Selvi and Cörteau, American Book Company.

There is a tape recorder and a record player in every school. They have just purchased instructional pictures under Title III of the NDEA, the "Images de la Vie" series. They are building a film, records and tape library now. The records are also used in the social studies program.

The evaluation program is specific. Mrs. Margaret Moore in 1957-58 worked out a pictorial test for the use of grade three with the Modern Language Teacher's Guide as a basis for the material. The test is composed of a title page, an example sheet and ten items, each on a separate page. The children look at the example sheet while the teacher reads: "Pierre est à sa place," an x is marked in the square that belongs to the picture indicated. There are ten sentences for the teacher to read and an alternate set for comparison purposes. This is an objective test but there is plenty of time allowed for each page. Other sample sentences would be

1. Le garçon lève la main.
2. La petite fille ferme les yeux.
3. Voilà une grosse balle et un petit chien.

Another objective test on the seventh grade level used pictures also for the children to identify and has a true-false section with "Repondez oui ou non."

1. Est-ce tu parles avec ton nez? -----
2. Est-ce que vous marchez avec les jambes?-----
3. Est-ce que vous regardez avec les mains?-----

This test is put out by the Department of Education, Fairfield, Connecticut, September, 1960.

They have rapid-fire question and answer drills and a thorough testing program is followed.

J. Cleveland, Ohio--Mr. Eugene K. Dawson
Director of Language Arts, Cleveland Public Schools

Mr. Dawson¹⁶ when interviewed stated that the pupils of the Cleveland Elementary Public Schools did not use a textbook in their study of French. However, Cleveland has published a course of study in elementary school French which is very comprehensive, it runs to two volumes. This course of study has been so desired by other persons studying the Cleveland system of teaching French that no copies of it are available, at present. The writer was able to obtain a copy of Book I which has the French course. Book II contains many plays on an elementary school level which are ideal for these French classes.

Cleveland began their program in 1922 with their major work program which offered French for the gifted elementary school child. Their program is aural-oral. In 1958 a group of teachers revised their course of study.

Children with IQ's from 115 to 124 have an enrichment program in their own school district which they attend. About two and one-half percent of the children who are above this IQ level go to centers for an enriched major work program. They will go to schools out of their district. Both of these groups of children have the same course in French, basically, however, one might go further than the other if the learning of the children warrants it.

In the junior high school the classes begin to use "Nouveau Cours Pratique de Français" published by Holt, Reinhardt and Winston in 1918 and revised in 1946.

¹⁶Information from a personal interview of the author with Eugene K. Dawson.

No reading or writing is done until the seventh grade with the exception of pictures which are labeled by the children. On these they use only words with which they are familiar. This is done at the discretion of the teacher.

Tapes are made on the tape recorder to go with the materials the children are using. They have tapes for the textbooks and tapes for the dramatic materials such as plays and dialogues. Phonograph records are used for songs. The teachers prepare most of the audio-visual materials themselves. Pupils also tape themselves for purposes of self-evaluation. Quite an extensive film strip library had been developed but unfortunately it was immersed in a flood and is now in the process of being reorganized. They have used the radio for over twenty years for the French program. Station WBOE transmits a radio broadcast "Meet Our Schools" and teachers are invited to perform for it with their classes. They have an FM Board of Education radio station on the sixth floor of the building housing their offices.

Other audio-visual materials prepared by the teachers include picture libraries and flash cards for vocabulary, nouns and action verbs. These flash cards are always used in sentences. Not many charts are used, however children draw pictures on the blackboard and write phrases under them. Bulletin boards are also used in this way.

The teachers of French in the elementary school are specialists in French. They use no English during the French lesson. In teaching the Major Work programs French is departmentalized and the session for French is one half hour per day. The membership of the classes in the major work program is thirty. Half a group is taken at one time for French, which makes fifteen per French class, however this may vary. No other foreign language is taught in the

elementary grades. In a few of the junior high schools they are beginning to offer German.

Mr. Dawson says they can always spot the children who have had French in the elementary school, when they reach the junior high level. They have better pronunciation and fluency, they feel at home in the language and have a basic foundation in structural patterns of the French language.

Cleveland offers its own methods course in teaching elementary school French at Western Reserve University, Cleveland, Ohio. Mr. Dawson acts as principal of the Demonstration School of Foreign Languages and in addition teaches the methods class. This is a six weeks training course with language classes from grades 1-6, and grades 7-12 in French-German-Latin-Spanish. Forty teachers enrolled the summer of 1960 and observed these classes being taught.

The course is all spelled out in the teaching guide FRENCH Course of Study in the Elementary School, Cleveland Public Schools. This is completely oral until the seventh grade. Originally it was drawn up as a series of French lessons by Dr. Emile B. de Sauzé for the use of the Major Work French Classes. It was then worked on by a committee and assumed something like its present form. It has been in use for over thirty years and was recently revised, in 1958. Dr. de Sauzé is the progenitor of the French program in Cleveland, has written textbooks on the subject, taught at Laval University, Quebec, the summer of 1960, and although he retired from active service in Cleveland in 1949 his methods and spirit carry on there.

The Cours Pratique used in the seventh and eighth grades was adopted by the United Nations in 1953 as an official text for teaching French. Dr. de Sauzé's readers are also used in these schools.

The evaluation program is carried on by the teachers. There are seventy-five teachers in foreign language. Special supervisors and consultants go around to the schools as part of the evaluation program. Children reply to questions and tell stories in French.

The French program has been in operation since 1922 and parents have been consistently enthusiastic about it. Advanced placement is given the student in high school when his achievement merits it. Further discussion of the methods used appears in the survey of the course of study in chapters three and four of this paper.

K. Chicago--Mrs. Mary Shapiro
French Language Consultant

Mrs. Shapiro¹⁷ declares that the elementary school conversational method of instruction in French is no longer referred to as an aural-oral program but rather as an audio-lingual program. The concept is the same, it is merely a matter of semantics, audio-lingual is more easily understood. She related that the flow of language will come to one's comprehension in three bands, the gestural-visual, which is making oneself understood through gesticulation, the audio-lingual with which we are familiar as speech, and the graphic method which is the written language.

The student receives a different impression when he hears certain words in French than when he sees them. For example the word for man in French is "homme" however it will be pronounced differently in the following situations:

l'homme
 un homme
 deux hommes
 trois hommes
 un grand homme
 pauvre homme
 beaucoup d'hommes

as a different sound is heard on homme in each case.

Each new lesson will inevitably take in some review and should do so. To teach the concepts of speech that are used in telling about breakfast the teacher may bring plastic bowls, spoons, cups, etc. to the class and act out the role of someone eating breakfast. She may use pictures of the foods. While pantomining she says "Je prends de la céréale" "Je prends du pain avec du

¹⁷Information from a personal interview of the author with Mrs. Mary Shapiro.

beurre."

Another method she employs of acting out an experience is to use hand puppets and carry on the conversation between them, or allow the children to do so. As to the breakfast scene with puppets "Bonjour Jeanette, Que prenez-vous pour le petit déjeuner?" "Je prends le pain grillé, le jus d'orange, et une tasse de chocolate." "Ou, la la, vous avez faim!"

The Chicago course of study in French for kindergarten to sixth grade, previously discussed in this paper, has been taped for the use of French classes. They used a native speaker for this recording. Other audio-visual materials suggested by Mrs. Shapiro include Sonorama, which is a series of small French records which are included in a magazine on France, for the teachers use, French flash cards, pictures out of magazines with a bit of sand-paper glued to the back, to be used on the flannelboard, and filmstrips which have been purchased under the NDEA.

A "pattern drill" was suggested which is a series of questions requiring part of the question in the answer. For example: ¹ Voici une phrase, Montrez-moi la carte. Remplacez les mots la carte par les mots suivants.

1. un océan
Pupil answer: _____
Model answer: Montrez-moi un océan.
2. une mer
Pupil answer: _____
Model answer: Montrez-moi une mer.

Exercise VIII- Change to Negative

Directions: Mettez les phrases suivants à la negative.

1. Nous avons des livres.
Pupil answer: _____
Model answer: Nous n'avons pas de livres.

Grammar is learned through this type of pattern practice rather than by analysis. Words are used in meaningful sentences and they are introduced in context. Choral responses are encouraged. When new patterns of speech are to be taught they should be based on words which the children have already learned.

Mrs. Shapiro recommends that the classroom be kept a "cultural island." On a trip to France the summer of 1960 she took slides of various scenes in the park and built a story around them. The slides show scenes such as the family giving the children donkey rides, sailing boats on the pond, and eating a "Glâce". Appropriate French explanations go with each picture.

It is recommended that the children have much listening to the second language to be followed by speaking, before they do any reading or writing. Each lesson is to begin with a review of the previous lesson. It is well for the children to hear a variety of native voices, including those of children rather than just the teacher. Sixteen broadcasts were taped in the radio studios of La Radiodiffusion in Paris for the use of high school and college students, to be broadcast over WBEZ, the Chicago Public Schools Station, these are recommended for the use of teachers in the elementary school program.

L. Lake Forest, Illinois

Dr. John C. Pearson- Miss Willoughby

Dr. John C. Pearson, Principal, Deer Path School

Dr. John C. Pearson¹⁸ was interviewed in Lake Forest as to the elementary school French program and Miss Willoughby, teacher of the program at the Deerpath School, Lake Forest, was observed teaching a sixth grade French class.

In Lake Forest every child from third through the eighth grade is taught French. In the sixth, seventh and eighth grades which are contained in the Deerpath Junior High School, there are ability groupings on six levels for each grade. Every nine weeks the child may be moved up or down in the ability groups according to the grades he has on his report card. French is taught to these groups on their achievement levels which allows the more gifted children an academic study of the language. This allows these children to begin second year French when they begin high school as freshman. Out of twenty-four children taking the test for advance placement in 1960 only one was a borderline case and did not make the grade.

They have taught French for nine years in the elementary school in Lake Forest. In grades three and four an informal kind of French program is given, in which the child learns French as he does English, through oral repetition. The vocabulary is made up from his daily activities, his experiences and every day environment. He is taught songs and poems. In grade four the reading text is a short story (mimeographed.)

¹⁸Information from a personal interview of the author with John C. Pearson.

In the fifth grade reading for pleasure is first instigated. The teacher will tell the class the difficult words. The children then recognize words which they have used previously in various contexts. "Round Table" days allow the children to ask questions and speak French under teacher guidance. The story of France, its legends, feast days, fashions, customs, and way of life are discussed informally. The children often play games in French to stimulate them to think in the language, and to allow for repetition. The reading text for grade five is "Totor et Tristan," Deux Soldats de Bois, by E. Spink, Ginn and Company.

In the sixth grade the questions and answers become more complex and some are taken from the textbooks used. The children make their own French books using the expressions they have used the previous years when learning through the oral conversations. They make a product map of France and a physical map also of France, with the flour and salt mixture technique. "Coquerico" by G. Saxelby, Ginn and Company is their reading text. In Lake Forest they feel that having spoken the language and heard it children will not have difficulty with the printed word and will not have to be taught phonics.

In the seventh and eighth grades the children are placed in ability groupings with the top groups of seventh and eighth grade students studying French four times a week for fifty minutes, the next highest seventh and eighth grade groups having French two times a week for fifty minutes and the two lower groups of seventh and eighth grade each receiving French instruction one time a week for fifty minutes. The textbook of the high group in seventh grade, designated 7-1, studies half of the high school textbook used in the first year. At first he does his written work in class so as to learn how to

do it, then it is given as homework. The textbook is French for the Modern World by Dondo and Bremen. These children read Contes dramatiques by Hills and Dondo. The class designated 7-2 follows the same type of program but they are not pushed to finish the half of the textbook. They read mimeographed stories. The next classes in seventh grade which are working on a lower level read simplified stories using cognates as much as possible.

The high group in the eighth grade studies a high school text, as they would in the high school. Every nine weeks three tests are given. These children take the high school entrance tests which may enable them to enter second year French. The group 8-2 has pretty much the same course but reads "Commençons à lire" by de Sauzé-Dureau. The remaining eighth grade groups use a simplified version of La Fontaine's Fables and mimeographed stories for recognition.

All French students make notebooks on cultural material, and give reports to the class on research work on topics which have been chosen by the teacher.

Movies which are shown to the children are discussed in French in the upper classes. French is spoken at all times in the French classroom.

The French classroom had informative bulletins and displays around it such as a chart of the colors, a chart of the months and the days, and pictures showing children returning to school in September with appropriate captions, as "On retourne à l'école." Miss Willoughby greeted the children as they came in the door, "Bonjour, mademoiselle."

"Comment allez-vous
"Très bien, et vous."

"Comment vous appelez-vous?
"Je m'appelle Mademoiselle Willoughby."

The French lesson proceeded with:

Répétez classe- Comment allez -vous?"

"Ça va mieux" or else "C'est terrible." or then

"Avec un peu plus de force!" "Vous avez l'air fatigué!"

She kept up a running stream of conversation in French even though the children had not had all the idioms she spoke after a time they would understand.

A lesson followed on "De quelle couleur est ce livre?"

"Ce n'est pas exactement rose." "La règle est jaune."

"De quelle couleur est la règle?" "Levez-vous. Venez-ici."

"Montrez-moi le livre." "Vous avez une soeur Suzanne, et un frère Brick?"

"Voici le livre rouge." "Bien fait."

The teacher made a quick, soft, translation when it was necessary. At the end of the period the teacher bid them "Au revoir" and to some "Soyez-sage."

Miss Willoughby said that the seventh grade class the previous year read "Sept d'un coup" and enjoyed it immensely. All through the French period it was obvious to the observer that the teacher was trying to give each pupil a chance to speak and a chance to speak with success. This was a class that had had previous experience with French.

CHAPTER VI

A STATEMENT OF A COMPOSITE ELEMENTARY

SCHOOL FRENCH PROGRAM

A. Important Principles in Teaching French.

In devising a course of study, in working with methods or curriculum the readiness of the learner has to be taken into consideration. Cronbach¹ tells us, "The teacher will need to evaluate and take into account the readiness of each individual for the classwork, readiness which depends on equipment, motivation, and learned skills." With out understanding of the importance of readiness it would seem that the principle of having the child hear and comprehend the speaking of French before having him articulate in the language would be reasonable.

The Tan-Gau method would have a period in which the pupil listens to French and replies in English, before he begins to speak French. Here the value of being aware of individual differences in readiness comes to the fore. Some children are ready to articulate in French within a week, others might take months to reach this point.

A second principle promulgated by the Tan-Gau method is that of learning French in meaningful "language units." The pupils do not have to know the meaning of all the words they hear. It is part of the learning situation that

¹Lee J. Cronbach, Educational Psychology (New York, 1954), p. 117.

they guess at the meaning of words they do not understand from words they do understand. They get the comprehension of what it all means from the teacher's presentation. Other courses stress the importance of teaching words in context. It is more than teaching words in context with Tan-Gau, it is hearing them in thought concepts and "absorbing" them as a pattern of speech in a vibrant, emotional experience.

However, when the child has begun to speak, when he has absorbed French intonation to the extent that he can articulate successfully the knowledge of the printed word should not be withheld from him. Some children are "visual-minded", they may have some degree of photographic memory, these children benefit from seeing the written word. Most authorities agree that the child should not see the written word until he has learned it orally and knows how to pronounce it. This is a good rule to follow but let us not withhold the written word until they have had several years experience with the language, as this is a valuable tool in learning. Reading the language may also serve as an incentive and motivation to the child whose appetite for French needs constant stimulation.

Another principle that is not sufficiently stressed is the danger of having teachers of French in the elementary school who are insufficiently versed in the language. Some few educators will claim "better bad French than no French at all." This can be an extremely disastrous point of view. Not only are children given poor pronunciation and impossible speech patterns by an incompetent teacher, their entire orientation to the French language is soured by poor methods of teaching. As a result they do not study French in the high school if it can be avoided. They are vociferous in their

denunciation of the language. Their parents and the community eventually concur in the opinion that foreign language teaching is a waste of the children's time and the taxpayer's money. Let us have French teachers in the elementary school who are fluent in the language at least to the extent that they will need it in their teaching. Let us have teachers who are interested in the language and are studying further with the aim of becoming expert in French.

In the following pages are examples of the type of lesson that would carry out these principles. They are designed with the idea of exposing the children to a stream of French, to "attune" their ears to the language before urging them to speak it. The second principle they follow is that of presenting the material in language units. This presupposes fluency on the part of the teacher, so she may teach these lessons dramatically, with inflection, with verve, and with the love of the language it richly deserves. As M. Montigny says,²

"La chose est possible à une condition, celle d'aimer la langue française. Le premier enseignement, et le meilleur, consiste donc à la faire aimer."

To which M. Levesque would add,

"Et le progrès de la civilisation a toujours été un progrès commun du langage, donc de la pensée et de l'action."³

²Louvigny de Montigny, La langue française au Canada (Ottawa, 1916), p. 55

³Albert Levesque, La Dualité Culturelle au Canada (Montreal, 1959), p. 248.

To summarize the beginning program in French for the elementary school:

- a. Teach the type of lesson illustrated in Première, Deuxième, and Troisième Leçons which follow.
- b. Teach the playlets early in the course for their interest value (fun of acting) and the useful French idiom they supply.
- c. Teach French songs as an aid to pronunciation, to enable the children to absorb patterns of speech and enjoy doing it.
- d. Teach games of the type presented in Chapter IV. The motivation supplied by the game keeps the children alert and eager to reply.
- e. The teacher should tell or read simple folk tales in French, by the aid of dramatization the children understand them, the pictures accompanying the story are an aid to understanding.
- f. Always be ready with courtesy phrases, all children should be familiar with such expressions as "S'il vous plaît." "Pardonnez-moi," "Merçi beaucoup." Classroom routines, the pledge to the flag, attendance, lining up, directions, all should be in French. "Bonjour" and "à bientôt," are stock phrases.
- g. Use the pronunciation practice. The "phonation" drills as used with the Tan-Gau method develop coordination for French sounds. (Chapter V-Tan-Gau.)
- h. Reinforce auditory learning of language units with repetition when a basic vocabulary has been learned. Teach language structure only incidentally as the need arises. Speech patterns should be learned through having heard them repeatedly in meaningful situations.
- i. Use English only when unavoidable, and after some experience with French, only French is used in the lesson.

j. Use the "direct" method of teaching nouns by indicating the object being named, or by bringing in a picture of it if the object cannot be brought in, and be sure to introduce the concept with a phrase, as "derrière la table," or "sous le livre."

k. Audio-visual aids may be used to advantage, as charts and pictures to emphasize vocabulary in context, phonograph records and tape recorder for pronunciation practice and for repetition for maintenance, and filmstrips and movies for pronunciation, concepts, vocabulary and cultural enrichment.

l. Reading, visual learning, reinforces auditory learning. Read mimeographed versions of the teaching units, of the playlets and of childrens experiences after they have been learned through oral expression.

m. Provide for evaluation through; pictures that may be used in objective testing, through having the children tell simple stories in French, through performance in the playlets, and through use of the tape-recorder to check comprehension and pronunciation. Give assembly programs and public presentations.

B. Première Leçon

Il y a une fois un petit garçon et un plus grand garçon. Le petit garçon a un avion. Cet avion est très petit. Le plus grand garçon a aussi un avion. Cet avion est plus grand comme le garçon. Les deux garçons, l'un et l'autre, veulent faire voler les avions. Un garçon, le petit garçon, prend l'avion et puis il dit, "Regardez, regardez, mon avion, regardez comme il vole!" L'autre garçon le plus grand, il dit la même chose, il dit, "Regardez, regardez mon avion comme il vole," et les deux garçons volent les avions. Tout le monde est heureux!

Regardez un petit avion qui vole aussi!

Regardez un avion grand qui vole!

Le petit garçon s'appelle Pierre.

Le garçon le plus grand s'appelle Jacques.

C. Teachers' Guide

The teacher reads the story until she is able to tell it with gesticulation, to dramatize it so thoroughly that she is able to make the children understand what she is saying. She has two airplanes, a small green one and a larger yellow one. She calls up two boys, a small boy and a larger one and goes through the story with these propos, living and otherwise. After acting out the story and getting the meaning across she begins to question the class. She tells them that they should reply to her in English. She asks,

Combien de garçons y a-t-il? Un? Deux? Dites-moi.

Le plus grand garçon, a-t-il un avion de plus grand?

Les garçons, sont-ils heureux?

Le petit garçon, que dit-il?

Est-ce que ce garçon est grand? Est-ce que ce garçon est petit? (Indicating both boys in turn.)

Est-ce que cet avion est grand? Est-ce que cet avion est petit?

Le plus grand garçon, comment s'appelle-t-il?

Le petit garçon, comment s'appelle-t-il?

Comment vous appelez-vous?

Êtes-vous grand ou petit?

Combien d'avions y a-t-il?

Through much flow of conversation and repetition of phrases in a meaningful manner the teacher brings the children to understand what she is saying and they may reply to her without hesitation because they reply in English. Before too long they will reply in French without knowing that they are, it will come so naturally to them after having heard it enough, they will really think in French.

D. Deuxième Leçon

Les deux garçons qui ont les avions, l'un le petit avion, et l'autre, le plus grand avion, ils ont aussi des autos. Le petit garçon a une auto de très petite et le plus grand garçon a une auto de plus grande. Le petit garçon dit, "Regardez, regardez, ma petite auto, comme elle va! Le plus grand garçon dit au petit garçon, "Mon auto va plus vite que la tienne." Le petit garçon dit, "Non ce n'est pas vrai, mon auto va plus vite que la tienne." Et les deux garçons se mettent à combattre. Ce n'est pas bien, les pauvres garçons.

Regardez cette petite auto!

Regardez cette auto plus grande.

Teachers' Guide

E. Deuxième leçon

Teacher tells the story using two toy cars, a larger one colored blue and a small one which is red. She calls up two boys, a small one and a larger one and has them go through the actions indicated by the story. She has them say in English, "My auto goes faster than yours and seem to dispute the question." After the story has been gone over sufficiently, so that the sounds of the story have been absorbed, she questions the children in French and they reply in English.

Qui dit, Regardez mon auto?

Le petit garçon, a-t-il une auto de très petite?

Le plus grand garçon, a-t-il une auto de très petite?

Le petit garçon a-t-il une auto de plus grande?

Qui dit, Mon auto va plus vite que la tienne?

Qu'est-ce que le petit garçon dit?

Est-ce que c'est une bonne chose à se combattre?

F. Troisième Leçon

Les deux amis, les deux garçons, ont des jouets. Ils ont deux autos et deux avions. Il y a une auto de très petite et une autre auto de plus grande. Il y a un avion de très petit et un autre avion de plus grand. La petite auto est rouge, la plus grande auto est bleue. Le petit avion est vert, le plus grand avion est jaune. Les jouets sont de jolies couleurs, n'est-ce pas? Les deux amis (ils ne se combattent pas encore) disent, l'un à l'autre, "Achetez nous d'autres jouets. Peut-être des trains, nous allons acheter un train blanc et un train noir. Eh, bien! "Les deux garçons vont acheter des trains. Ils sont amis!

Un petit avion.
C'est vert.

Un avion de plus grand.
C'est jaune.

Une petite auto.
C'est rouge.

Une auto de plus grande.
C'est bleue.

Un petit train.
C'est blanc.

Un train de plus grand.
C'est noir.

Teachers' Guide
G. Troisieme Lecon

This time the teacher adds to her props two trains, black and white. She tells the story showing "des jouets". She indicates the auto très petite and tells the children it is rouge. To put over the concept of color she has several other objects available of different colors. As she emphasizes the color rouge she shows other objects of this color, and does likewise when teaching the colors bleu, vert and so on. When she has taught the concept of color and also the word for "train" through demonstration of a toy train, when she has told the story enough times that there is comprehension of the material she goes on to the question period. The concept of "friendship," ils sont amis, is illustrated easily by having the two boys embrace or indicate that they are "pals," Dependant upon the amount of time which is devoted to the French class and the level of the children this much material may have been covered in anywhere from one to three weeks. If some child desires to respond to the question period in French he may be allowed to do so.

De quelle couleur est le petit avion?

De quelle couleur est le plus grand auto?

Qu'est-ce que les deux garçons veulent acheter?

Combien de jouets y a-t-il ici?

Avez-vous un ami dans cette classe?

Dites-moi les couleurs de tous les jouets ici?

Avez-vous un train? De quelle couleur est votre train?

H. Teaching the Three Little Pigs
and Cinderella

In teaching the playlet the teacher first determines that the children know the nursery tale of the Three Little Pigs in English. She then reads the playlet to the children in French. Pictures should be available to illustrate the Mother Pig, the man with the armful of straw, etc. Any book of nursery tales containing this story would supply this need. When reading the play in French the teacher so dramatizes the play that comprehension is not difficult. When the children have heard the play three or four times they are ready to begin to act it. There is so much repetition that not much of a problem is presented by the pronunciation. Each child has heard the play several times, he is given a script of the play and proceeds to learn all the parts. Visual stimulation reinforces audio stimulation. He has heard it, now he sees it and pronounces it. Plays are of particular value in that the phrases tend to linger in the mind and actually living the situation being enacted, the child is involved personally and motivation and retention are high. All children having learned all of the parts, they may take turns in presenting the play in different groups, to their classmates.

In teaching Cinderella the method is the same as with the previous playlet. Children are so familiar with the story that they get the meaning without much trouble. When they have heard the teacher read it dramatically several times they are ready to take over.

I. Les Trois Petits Cochons A Playlet

Voici les trois petits cochons et leur mère. (Director)

Scene I

La mère: Vous êtes maintenant grandis. Allez donc dans le grand monde pour gagner la vie.

Les trois petits cochons (ensemble): Oui, maman.

Et il sortent.

Entre un homme et le premier cochon:

L'homme: Bonjour, petit cochon.

Le cochon: Bonjour monsieur. Je vois que vous vous portez un grand quantité de paille. Veuillez, donnez-m'en, je veux me bâtir une maison.

L'homme: Eh bien, petit cochon. Voici de la paille pour la maison.

Puis le premier petit cochon se bâtit une maison. Entre le grand méchant

loup: Laissez-moi entrer, Petit cochon, petit cochon.

Cochon: Pas par le poil de mon menton-ton-ton.

Le Loup: Puis je souffle et j'essoufle et je te cède la maison.

Et il le fait.

Scene II

Entre le deuxième cochon et l'homme.

L'homme: Bonjour, petit cochon.

Deuxieme Cochon: Bonjour monsieur. Je vois que vous vous portez un grand quantité du petit bois. Veuillez, donnez-m'en, je veux me bâtir une maison.

L'homme: Eh bien, petit cochon. Voici du petit bois pour la maison.

Puis le deuxième cochon se bâtit une maison.

Entre le grand méchant loup:

Laissez-moi entrer petit cochon!

Deuxième Cochon:

Pas par le poil de mon menton-ton-ton.

Le Loup:

Puis je souffle et j'essoufle et je te
cède la maison.

Et il le fait.

Scene III

Entre le troisième petit cochon et l'homme.

L'homme: Bonjour, petit cochon.

Cochon III. Bonjour monsieur. Je vois que vous vous portez
une charrette des briques. Veuillez, donnez m'en pour
que je puisse me bâtir une maison.

L'homme: Eh bien, petit cochon. Voici des briques.

Puis le troisième petit cochon se bâtit une maison.

Loup:

Laissez-moi entrer, petit cochon!

Troisième Cochon:

Pas par le poil de mon menton-ton-ton.

Le Loup:

Pous je souffle et j'essoufle et je te
cède la maison.
Mais il ne réussit pas.

Act II

Le matin prochain:

Loup: Recontrez-moi au vieux verger de pommes à six heures dans le matin et nous allons ensemble accueillir les pommes.

Cochon: Eh bien Monsieur loup, j'y vais aller.

Scene II

Au vieux verger

Cochon: Je suis ici depuis cinq heures dans le matin et j'accueille toutes les pommes. Mais voici le loup qui vient. Je vais me sauver.

Le Loup: Petit cochon, petit cochon, attendez-moi, attendez-moi

Scene III

Le Loup: Petit cochon, recontrez-moi au marché à cinq heures dans le matin et nous nous amuserons ensemble.

Cochon: Eh bien Monsieur loup, j'y vais aller.

Scene IV

Au marché

Cochon: Je suis ici depuis quatre heures dans le matin et je m'amuse bien. Mais voici le loup qui vient. Je vais me sauver.

Le Loup: Petit cochon, petit cochon, attendez-moi, attendez-moi.

Scene V

Cochon: Je me mets dans cette baratte de beurre et je vais rouler au fond de la colline dans cette baratte et je vais courir à la maison. Le loup ne m'attrape jamais.

Le loup: Morbleu! Regardez cette chose horrible qui me chase au fond de la colline. Je me sauve!

Scene VI

Le Loup: Je suis allé au marché, petit cochon, mais tu n'es pas là. Mais une chose horrible me chase à la colline et elle m'effraye beaucoup.

Cochon: Mais c'est moi sur la colline.

Le Loup (en colère): Petit cochon, je viens entrer dans la cheminée et je vais te manger.

Cochon(à côté): Je vais mettre un pot d'eau bouillante sous la cheminée et la grand mauvais loup va y tomber.

Le loup: Je viens, petit cochon. Je viens.

Fin

Tous ensemble, en chantant

Qui a peur du méchant loup, du méchant loup, du méchant loup,

Qui a peur du méchant loup, ha ha ha ha ha!

J. Cinderella- A Playlet

Scene I At Home

Un jour il y avait une très belle jeune fille. Sa mère était morte son père se marié à une fem^m exigeant, qui avait deux filles.

Je m'appelle Cinderella. Je suis très malheureuses. Je veux aller à la ball, donné par le prince.

Je m'appelle Anastasia, je vais aller à la bal J' ai une nouvelle robe bleue pour la bal.

Moi aussi. Je m'appelle Drucilla. Je vais à la bal avec une robe rose.

Pauvre Cinderella, elle ne peut aller à la bal. Elle n'a pas de robe pour la bal. Mais elle est très belle.

Enter Step Mother

Cinderella! Pourquoi tu ne travailles-tu pas? Dépêches.

Song

Scene II- Nite of the Ball

À bientôt! Cinderella, Amuse-toi bien. Fais bien les devoirs.

Cinderella- pleurant.

Enter Fairy Godmother

Cinderella! Pourquoi pleut-tu?

Oh, oh! Je veux aller à la bal, mais je n'ai pas de robe.

Voilà! fait- une jolie robe pour toi.

Ah! C'est belle!

Mais il faut que tu sois arrivé chez toi à douze heures-non pas plus tard.

Scene III- At the balle

Qui est cette belle jeune fille avec laquelle le prince danse toujours?

Elle doit être une princesse.

Clock strikes twelve!

La princesse est partie!

Scene IV- Jour prochain

Plus fort, plus fort, je sais bien que c'est à moi!

2nd Sister

Non! Cette soulier me va, je sais qu'il me va.

Tiens, la belle dans la coin.

Regardez, C'est elle! Ça va, ça va.

Qu'elle porte le soulier.

Enter Prince

Princesse, Je t'adore!

Mon prince, mon cher prince!

Finis

CHAPTER VII

CONCLUSION AND RECOMMENDATIONS

A. Areas for further study.

Acquiring a foreign language has far reaching results which should serve to enrich and benefit the student throughout his life. However, with it there is the problem of giving the student enough of the foreign language that it becomes something meaningful in his life. The FLES program should have a profound effect on future study of foreign language provided some of the areas in which there is a lack of definitive information are explored further.

Some areas that need further study are the matter of methods of teaching the language, in terms of vocabulary, pronunciation, reading and spelling. Also the problem of transfer in learning the language which depends to some extent on the similarities between the language being studied and English. How much of the language structure should be given is determined by the objectives of the course, but this too is open to conjecture and needs experimental study. There is the problem of articulation which involves the administration of the school system in addition to availability of teachers and the emphasis that is being made on language study. Then, too, the problem of qualifying teachers for the foreign language program is a salient one.

B. Audio-Lingual Approach

This study has presented methods that are in current use and a comparison has been made between practices that prevail in the United States and Canada. In the United States the five cities studied were in rather close agreement that the beginning French program should be an aural-oral program and that the printed word should be kept from the student until a sound basis for pronunciation had been established. Not much emphasis is to be given grammar, it is to be taught incidentally. The emphasis in the elementary school is on the audio-lingual approach. More research should be made on this problem however, as Emma M. Birkmaier says "West, however found that Bengali children did better work when reading preceded oral study. It is not known whether or not variations in the different language systems have a bearing on this problem."¹

In the Canadian cities studied there was a divergence of opinion as to how much the audio-lingual approach was to be stressed. The Tan-Gau method withheld from allowing the children to pronounce French for a period of from three weeks to one or two years, depending on readiness. The Montreal Protestant Schools not only have the children speaking French from the inception of the program but teach rules, have a solid course in grammar and drill is given on the formation of verbs. In view of these divergences each system's method of teaching French would fall along a rough continuum ranging from traditional to modern methodology.

¹Emma M. Birkmaier, "Modern Languages," Encyclopedia of Educational Research (New York, 1960), 877.

C. Vocabulary

There has been considerable vocabulary research done on methods of learning vocabulary. The question of whether it is better to learn lists of words or to learn words in context, deriving the meaning of the word from the discourse being given or from material being read has been studied and the balance seems to weigh in favor of learning words through context.²

Vocabulary to be learned is an important issue. Whereas some of the courses studied in this research favored beginning the student with objects which were around him in the schoolroom, le livre, la règle, le crayon, le papier among others, there were authorities that believed the beginning vocabulary and concepts should be on ideas which were not a part of the classroom environment. For example, M. Duplantie felt it was of more interest to the child, and broadened his horizons to choose subjects such as the airplane, the automobile, ships, what we see on a busy street corner (using pictures for this) playing in the snow, the family at dinner and at work and the like. Eventually of course the children learn the schoolroom vocabulary, it is just a difference in approach. The vocabulary learned should be one that fulfills the needs of low frequency. Adverbs and conjunctions are somehow difficult for the student to remember, to include those of highest frequency would be one way of facilitating their retention. However, methods of teaching these parts of speech could be studied, as could the advantage of teaching words that are related in thought, families of words, together, rather than words in isolation spread throughout the course.

²Ibid., 878.

D. Pronunciation

Teaching pronunciation is a problem that has been approached in various ways in this study. But we need more experimentation with controlled groups to determine to what extent audio-visual materials should be used and what methods give the best results in their use. A wide range of opinion was found in the eleven cities studied, as to audio-visual materials. There were the Catholic school systems in Quebec and Montreal which used the visual materials, tableaux of scenes previously discussed, but did not use tape recorder, phonographs, filmstrip machines or the movie projector. On the other hand there is the experimental program in Toronto which is teaching the course for the most part by means of the movie projector, with the series of films "French through Pictures" produced by Language Research Incorporated, Harvard University. This film procedure is said to merit experimental study in classrooms. The NDEA Title III act is supplying elementary schools teaching foreign language programs with a wealth of audio-visual materials. There is much need of research to see that this is not a waste of national funds, that these materials are used to advantage. The experimental program in Toronto, as well as M. Duplantie's experimental program with the Tan-Gau method and with the Seashore tests, discussed in Chapter V, should eventually give us valuable information. And we need to know how much time and emphasis should be given to pronunciation. Is the "phonation" drill given by M. Duplantie a worthwhile adjunct to the language program? A study is called for to determine to what extent such devices may aid pronunciation.

E. Grammar

Research should be done on the place of grammar in the elementary school French program. To what extent children will benefit from learning rules that they may apply in future language expression, or on the contrary, to what extent boredom and dislike of the language may be attributed to the study of grammar, should be investigated. Mr. Teakle of the Montreal Protestant Schools felt that learning the rules was a short cut to understanding. M. Duplantie believed that repetition of grammatical patterns as they occur in normal speech and repetition in new materials and situations founded on what had been learned, would inculcate the habit of correct "patterns" in the mind of the student. There is also the distinction made as to what language structure would be studied for a conversational course and what would be used in a course with reading the foreign language as its objective. The present movement emphasizes the conversational approach, but it must be borne in mind that this is just the "approach" and does not exclude reading as an objective when the child has had his initial introduction to the language.

F. Reading and Writing

When and how first to introduce reading and writing in the elementary school French course is another area which needs exploration. In the United States it was generally found that reading was not begun until the fifth grade. There is variation in this, and variation as to the materials read. If we mean by reading the work done with flash cards, the words that are written in French notebooks, the labeled pictures the teacher shows the children, then we have reading at an early level. Mimeographed materials are read in the fourth grade in the schools of Fairfield, Connecticut. In Cleveland the instruction

is exclusively oral-aural until the seventh grade. In Montreal, Protestant Schools, reading is begun in the third grade with reading from the blackboard and flashcards. The children also keep scrapbooks in which they label objects, and they keep personal vocabulary lists. They teach through the eye as well as through the ear. This field needs research to determine when and how first to introduce written materials to the students.

G. Transfer

The amount and type of transfer there will be from one language to another presents another area for study. The type of training in language that is offered should be designed to take advantage of any transfer effects there may be from the mother tongue to the new language. The student has to be aware of just what in his native language is similar to elements in the new language. Language units in one vernacular may be exceedingly similar, or different from those in the other. Language study habits may carry over from one language to the other. It has often proved to be the case that the study of the foreign language improves the understanding of language structure of the student's native tongue.

H. Qualified Teachers

Qualified teachers for the elementary school language program are still low in supply. The elementary school language teacher needs more than a knowledge of the foreign language. She needs to know children at the grade level she is teaching and she needs to know methods for children at this level. This field of elementary school language is as yet new, and as yet there is not agreement as to methods. Persons interviewed seemed to feel there is a

dearth of material for the teaching of language to young children so teaching becomes a challenge to anyone entering this field of instruction. Qualifications of teachers of French in the school systems studied, varied. There were those who had passed oral proficiency tests as required at Lake Forest, Illinois, and there were those who were employed because as foreign persons coming to live in the country they knew the foreign language well. This was seen in Montreal. Other qualifications included a minimum of hours of college credits in French, plus methods courses. In-service training programs seem to offer the best assurance that the teacher will be trained in the method consistent with the philosophy of the school system which employs her and that she will be cognizant of current practices in elementary school language teaching.

I. Articulation

The articulation of the foreign language program from the elementary school to the secondary school presents an administrative problem as well as a problem in methods, content and child psychology.

In the eleven school systems studied there were varying degrees of articulation with the junior high school or with the senior high school French classes. In Lake Forest, Illinois the students who are able to pass advanced placement tests are moved ahead in the high school program. Twenty-three children out of twenty-four in the last French class to leave Deerpath Junior High School were placed one year ahead in the senior high school French classes. In Toronto, Ontario it is planned that there be a continuous program with the high school, when and if they do decide to teach the French in the elementary school as a result of their present experiment. Cleveland offers advanced placement to those gifted children who have had French in the grade

school. Ottawa, Montreal and Quebec all follow through on the French in the high school from the point which it has reached in the elementary school. In Chicago it is planned that advanced placement be given the grade school student who has had French when he reaches high school. Such steps as special French classes for those children who have had elementary school French instruction, or possibly placing them one or two semesters ahead in the high school program are being considered. This question of articulating the elementary school French with that of the high school involves a thorough follow-up of each child with adequate testing and provision for individual differences in achievement.

J. Evaluation

The evaluation program for elementary school French instruction offers still another area which needs careful study. It was noted that M. Duplantie of the Oakville, Ontario Public Schools is at present working out some objective tests for the grade school French. Fairfield, Connecticut has a strong evaluation program using objective tests with questions based on pictured situations and other devices such as true-false items. They also use oral rapid-fire question and answer drills. In Lake Forest, Illinois, children are placed in classes on six different achievement levels for each of the sixth, seventh and eighth grades. In this system they have need of a comprehensive evaluation program and they too use oral and written tests. In Cleveland the evaluation is carried on by the teachers. However, Cleveland has special supervisors that visit the schools as part of the evaluation program. Children tell stories in French and reply to questions put to them.

In the interviews which have been discussed, frequent reference was made to the use of the tape recorder for evaluative purposes. This is possible and offers a technique that should be investigated further. Tests have been worked out that can be used to compare groups. With the aid of phonograph records, the children listen to the questions and mark especially designed answer sheets that accompany the recordings. This method might be amplified for divers testing purposes. On the elementary school level much needs to be done to provide an adequate system of evaluation.

K. Conclusion

Other studies that might be undertaken have been suggested in this last chapter. The field of foreign language for elementary school children is a comparatively new one and is a field of great interest. Pioneers in the program have been richly rewarded by the fine work that has been done with children in this area. All over the nation children are using phrases in French and Spanish, songs are being sung in French and Spanish at assembly programs, for fond parents and just for fun. A real understanding of other peoples and other cultures is being acquired and the FLES movement seems to be an instrument to help promulgate a fulfillment of our desire for all people to live together in peace and mutual respect.

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APPENDIX

QUESTIONNAIRE

1. At what grade level is French first offered?
2. How many years is it taught?
3. How many minutes per week is it taught?
4. Qualifications of teachers? How are they chosen?
5. Which students are given the opportunity to study French?
All, Gifted. Other plan.
6. Present enrollment, approximately?
7. In what order are these skills stressed? 1) speaking, 2) understanding,
3) reading, 4) writing.
8. What textbooks are used, if any, and to what extent?
9. Is there a teachers' guide or course of study? Is this adhered to strictly?
10. What audio-visual resources and equipment are furnished the teachers.
11. What materials have the teachers themselves contributed? (What methods or techniques?)
12. Is there a special supervisor or consultant for the subject in the school system? What are the functions of this supervisor? If not, how is supervision carried on?
13. What is the reaction of the community to the French program? What successes have there been with it, what were difficulties encountered or problems that arose?
14. How is the program articulated?
15. What evaluation of pupil progress is carried on?
Formal or informal testing, what grades are given, if any?
16. What are the purposes and objectives of the program?
17. Are there any suggestions or comments on information that has not been touched upon in the interview?

Department of Education
Fairfield, Connecticut

GAMES

1. Simon says...
2. Quelle drôle de maison etc.
3. Buzz-- to fill in an odd minute or two.
4. Je pense à quelqu'un.
5. Je pense à quelque chose

For no. 4 and 5, it is often wise for teacher to be told what person or object the pupil is selecting, so as to guide a bit. Certainly at first, the people and things selected to be identified by questions from other pupils should be in the class room.

Questions should come one at a time, and complete responses should be given: For number 4: Est-ce un garçon?

Non, ce n'est pas un garçon.

Est-ce le professeur,

Qui, c'est le professeur.

6. The teacher may put out on the table a number of objects or may post pictures of foods, after rather complete discussion of such items has taken place. Then pupils might have to write as long a list as possible of the items he sees.

The writing of the names of objects might be deferred until the pupils have made a game by going up, touching an object and sitting down. The next pupil goes up, touching an object and sitting down, names another. The adept pupil will be able to name several objects in the correct order without error.

If games and dramatizations are carefully thought through by the teacher in advance, they can serve to enliven and motivate the class period, and teach.

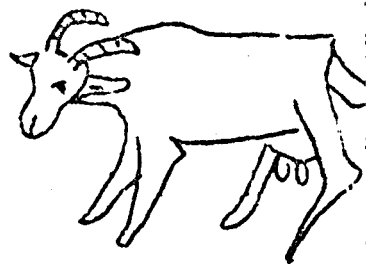
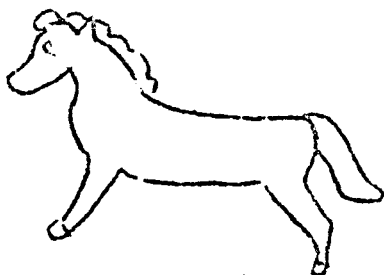
Especially in the early days in junior high, the tempo of class work must be rapid and varied. As in the elementary program, every class period should have three major activities:

1. Rapid-fire drills-- 10 minutes
2. The serious work of the day: a reading lesson, learning and/or reciting of some poem or conversation.
3. Supervised period in which pupils get a good start on the next day's work.

Some days games might replace the drills, but come at the end. Other days, the writing of material to be dramatized might be the serious work of the

day. Or, the period might begin or end with a brief story told by the teacher in French, with questions in French to check.

(6) I. Qu'est-ce que c'est?



2. _____

3. _____

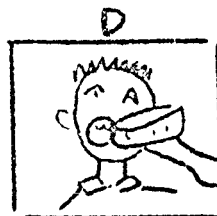
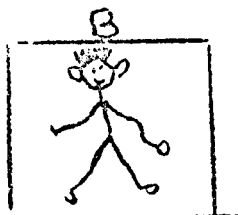
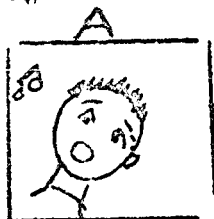
(20) II. Mettez les lettres où elles conviennent.

_____ Le garçon marche.

_____ Le garçon chante.

_____ Le garçon mange.

_____ Le garçon écoute.



(12) III. Voici un _____. Je montre les parties du corps avec des lignes.

1. un oeil
2. les ailes
3. la queue
4. le bec
5. les pattes



Je m'appelle _____

(40) IV. Répondes oui ou non

1. Est-ce que tu parles avec ton nez? _____
2. Est-ce que vous marchez avec les jambes? _____
3. Est-ce que vous regardez avec les mains? _____
4. Est-ce que le chat mange avec son nez? _____
5. Est-ce qu'un oiseau nage? _____
6. Est-ce que des garçons ont des ailes? _____
7. Est-ce qu'un poisson nage? _____
8. Est-ce qu'un chien mange? _____
9. Est-ce qu'une chèvre vole? _____
10. Est-ce que le cheval tire la voiture? _____

(10) V. Je mets: mon, ma, mes

_____ tête; _____ bouche; _____ dents

Je mets: ton, ta, tes

_____ nez; _____ cheveux; _____ bouche

Je mets: son, sa, ses

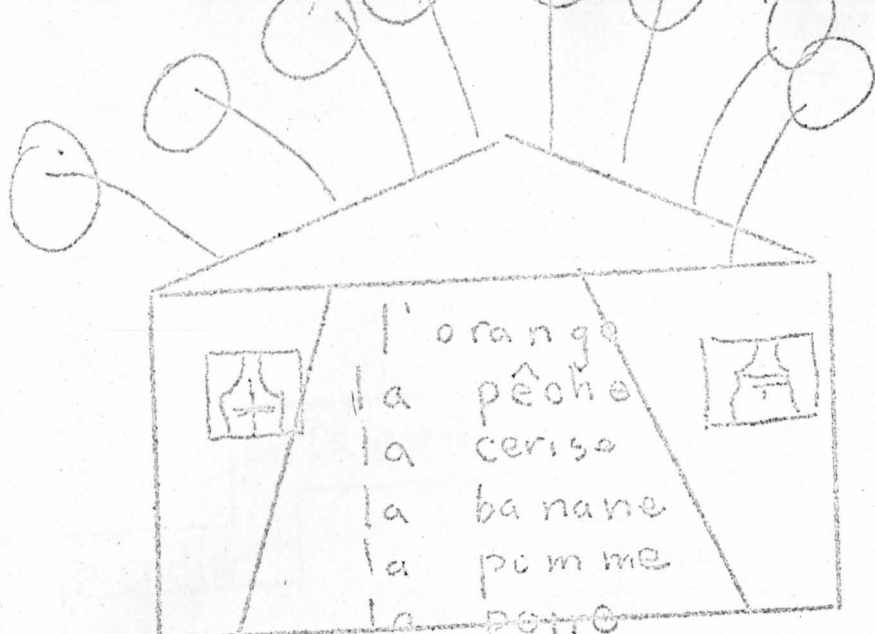
_____ cou; _____ bouche; _____ yeux; _____ front

(12) VI. Je mets l'article défini:

_____ dents; _____ table; _____ oreille

Je mets l'article indéfini:

_____ dents; _____ livre; _____ table



Climb the ladder without falling off.

Protestant Schools
Greater Montreal

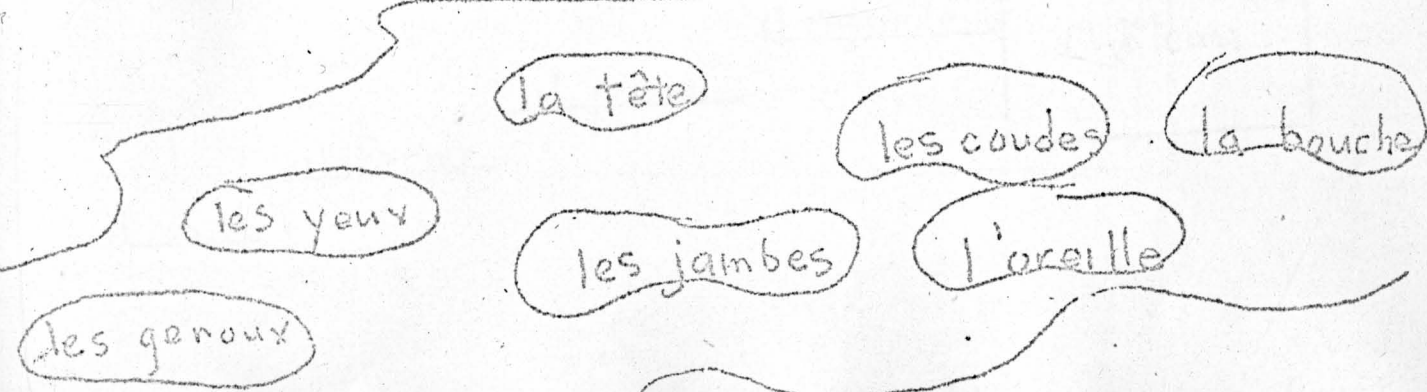
l'orange
la pêche
la cerise
la banane
la pomme
la poire

Once he has climbed to the roof, a child draws a balloon and puts his name on it.

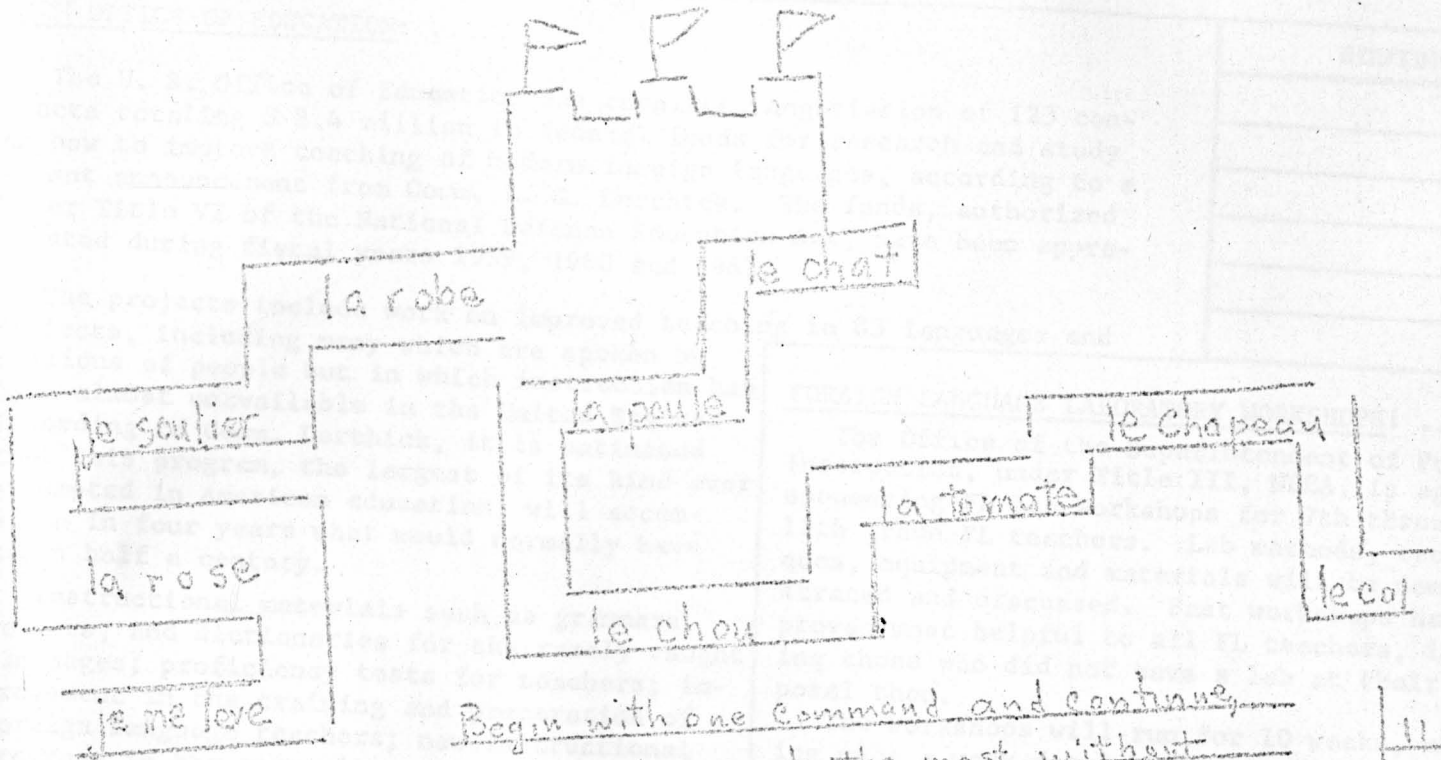
Pick the wild flowers



Cross the brook by stepping on the stones



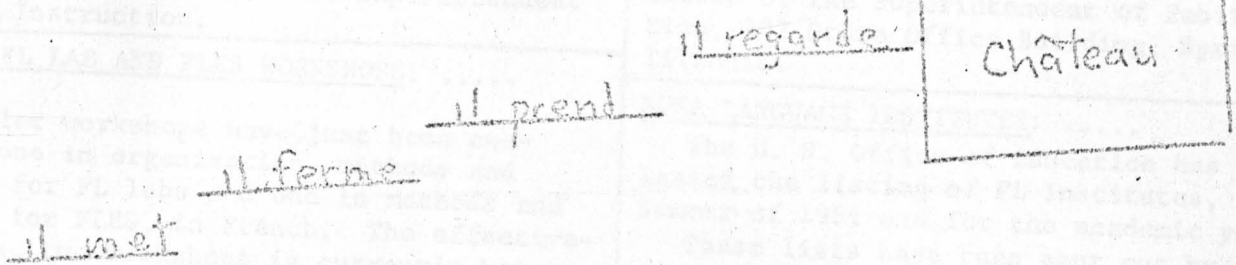
blackboard, reads as directed French and



Begin with one command and continue,
seeing who can do the most without
error. Mark the number he can do
beside each pupil's name.

11	Geo
8	To
10	Ja
7	C
9	Lo
6	D

Reading games from the blackboard. Read
your way to the castle.



Once he has reached the castle, child's name may be

January, 1961

OFFICE OF EDUCATION:

ROUTING

The U. S. Office of Education has completed negotiation of 123 contracts totaling \$ 8.4 million in federal funds for research and study how to improve teaching of modern foreign languages, according to a recent announcement from Comm. L. G. Derthick. The funds, authorized under Title VI of the National Defense Education Act, have been appropriated during fiscal years 1959, 1960 and 1961.

The projects include work on improved teaching in 83 languages and dialects, including many which are spoken by millions of people but in which instruction has been almost unavailable in the United States. According to Comm. Derthick, it is estimated that this program, the largest of its kind ever attempted in American education, will accomplish in four years what would normally have taken half a century.

Instructional materials such as grammars, readers, and dictionaries for the rarely taught languages; proficiency tests for teachers; improvement in the training and preparation of foreign language teachers; new instructional materials in the commonly taught languages; achievement tests; basic and applied research on the improvement of instructional methods, are some of the projects included in the program. Emphasis is also given to development and testing of electromechanical equipment to aid the classroom teacher.

HELP!

School districts and schools which have long developed materials such as curriculum guides, studies, or reports can help other teachers in the State, if they will make copies of such items available to the FL section of Title III in the Office of the Superintendent of Public Instruction.

UNCED FL LAB AND FLES WORKSHOPS:

Two pilot workshops have just been completed: one in organization, methods and materials for FL labs and one in methods and materials for FLES, in French. The effectiveness of the two workshops is currently being evaluated. We anticipate offering additional workshops in these fields early in the spring. FLES we expect to add other FLs. As soon as the format for these workshops has been decided and organizational matters have been

FOREIGN LANGUAGE LABORATORY WORKSHOPS:

The Office of the Superintendent of Public Instruction, under Title III, NDEA, is again sponsoring FL Lab Workshops for 7th through 12th grade FL teachers. Lab methods, techniques, equipment and materials will be demonstrated and discussed. Past workshops have proven most helpful to all FL teachers, including those who did not have a lab at their disposal then.

The workshops will run for 10 weeks, meeting once a week for 3 hours, in 11 locations covering most of the counties in the state. They are scheduled to begin Sat., Jan. 28, 9:00-12:00; or Tues., Jan. 31 and Wed., Feb. 6:30-9:30 p.m.

Detailed information has been mailed to the County Superintendents who will send the information and application forms to the local schools.

If you have not received these materials by January 10, 1961, check with your administrator. The completed application forms must be in our hands no later than January 18, 1961. Address application forms and any further questions to Helmut Meyerbach, Foreign Language Consultant, Office of the Superintendent of Public Instruction, 302 State Office Building, Springfield, Illinois.

NDEA LANGUAGE INSTITUTES:

The U. S. Office of Education has just released the listing of FL Institutes, both for Summer of 1961 and for the academic year 1961-62.

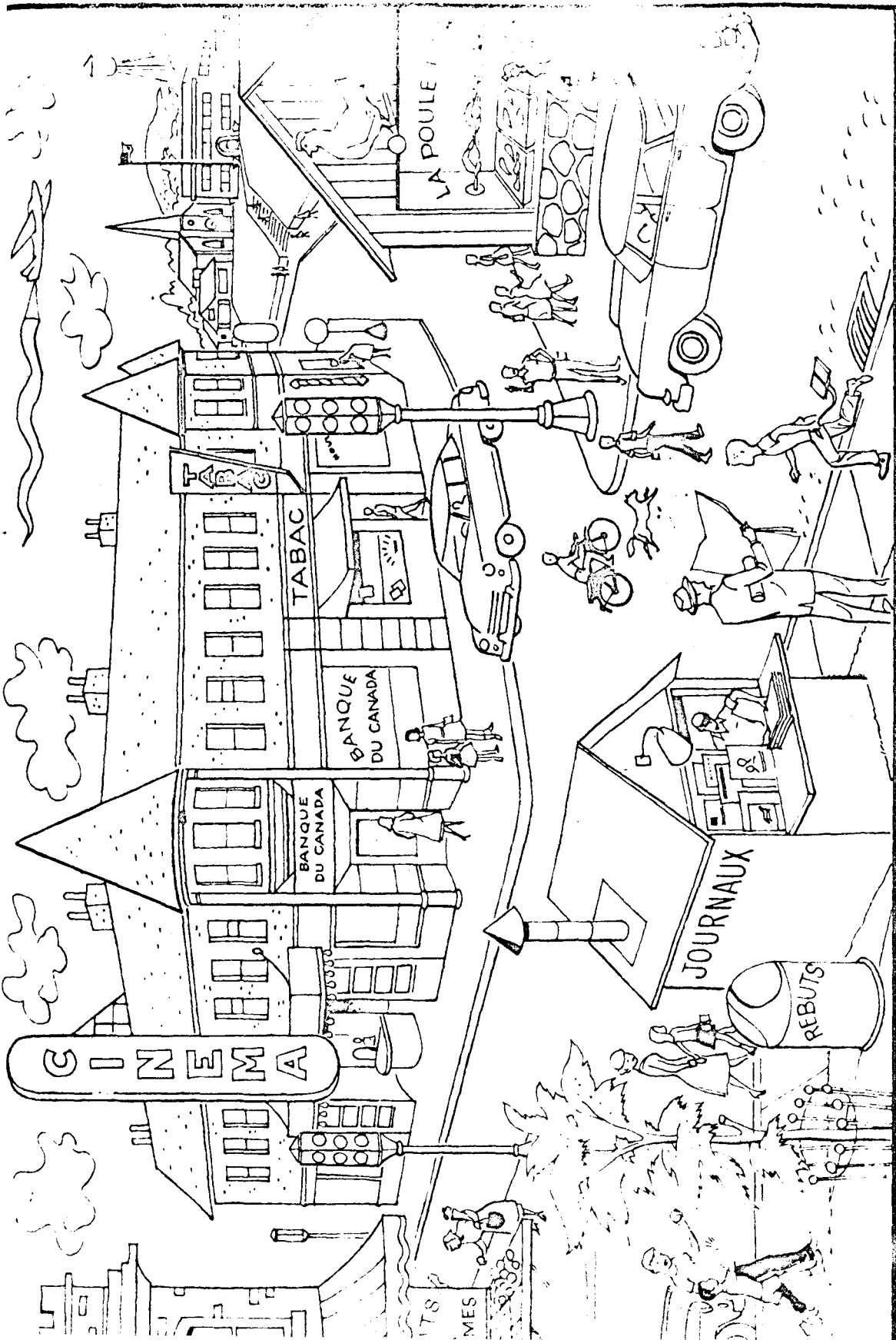
These lists have been sent out by the Office of the Superintendent of Public Instruction to the county superintendents for distribution to local school districts. FL teachers are advised to send their requests for applications early to the director of the institute in which they wish to participate. It might be advisable to

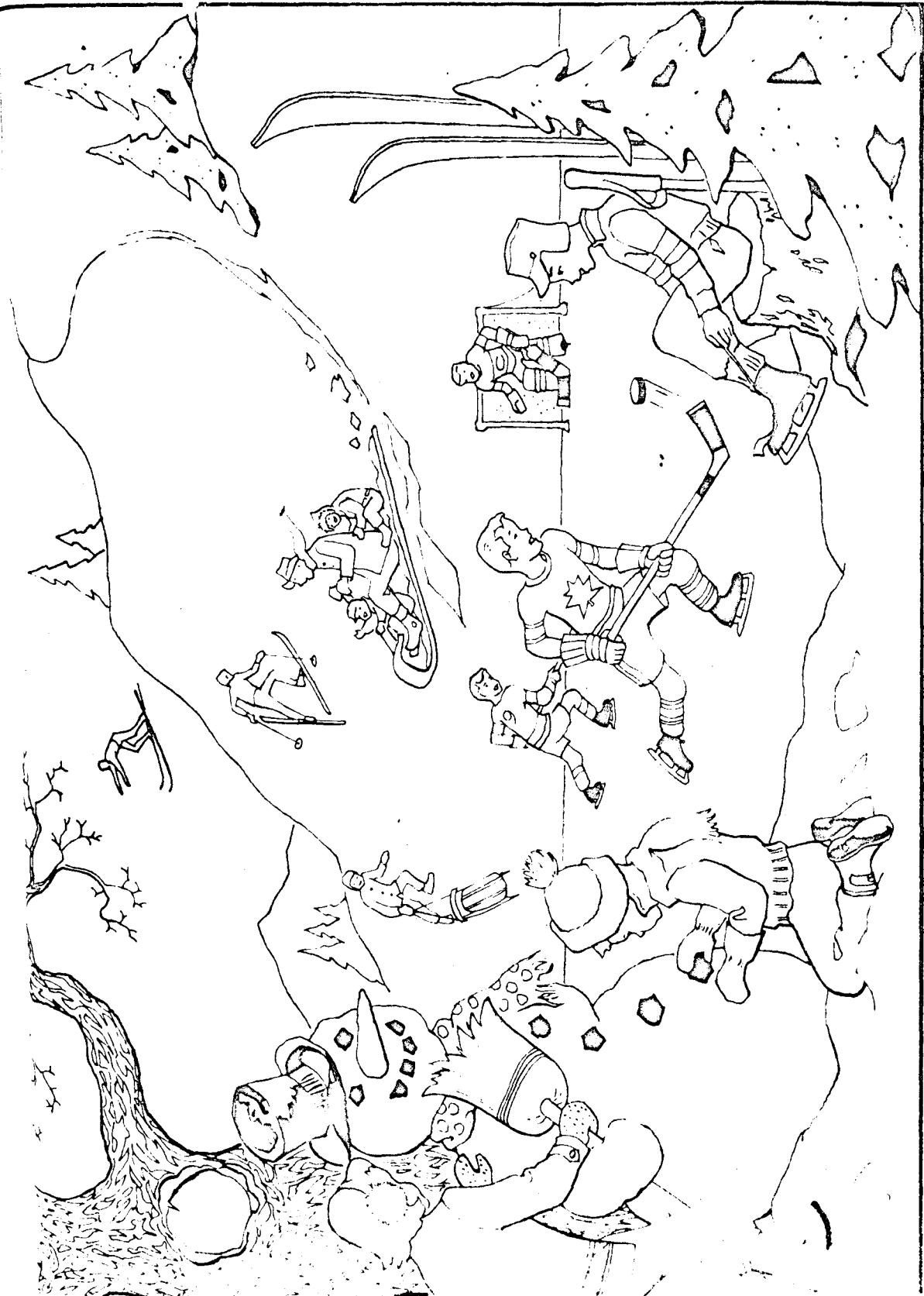
Pictures Used in the French Program

of M. Duplantie

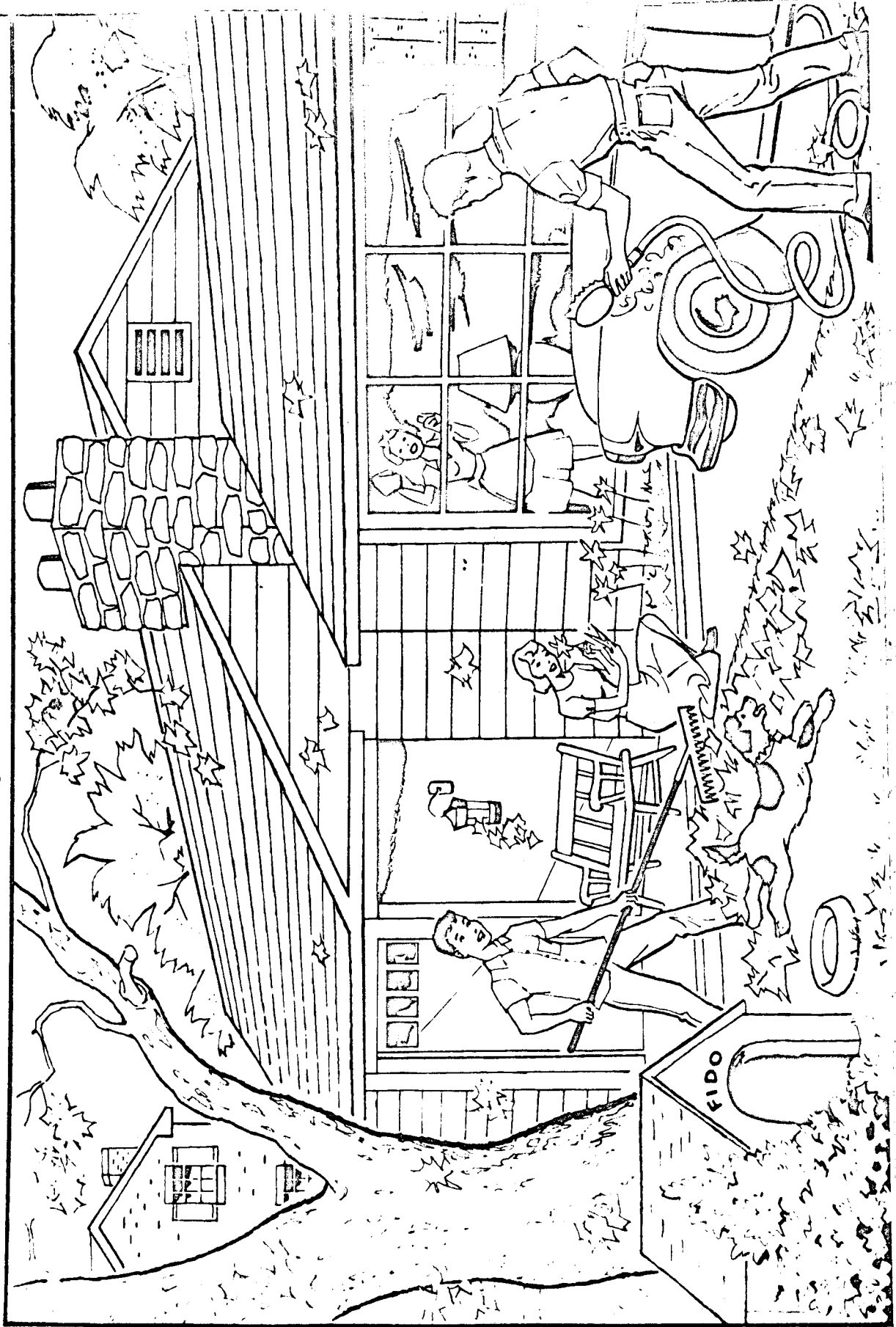
Oakville, Ontario

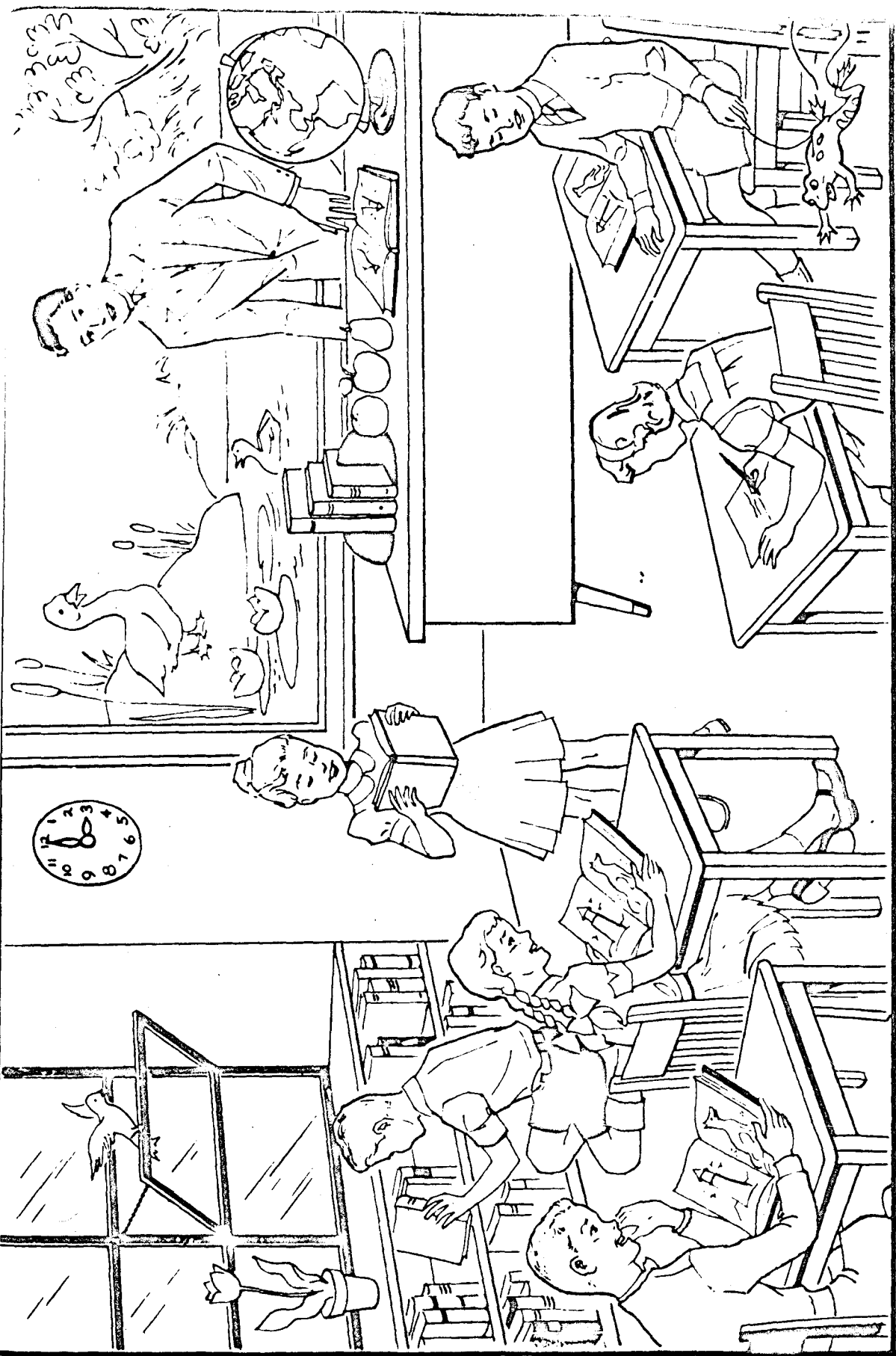
The "Tan-Gau" Method











Pictures Used in the French Program

of M. Filteau

Montreal and Quebec, Quebec-Catholic Schools

Conversations a l'aide de l'image.

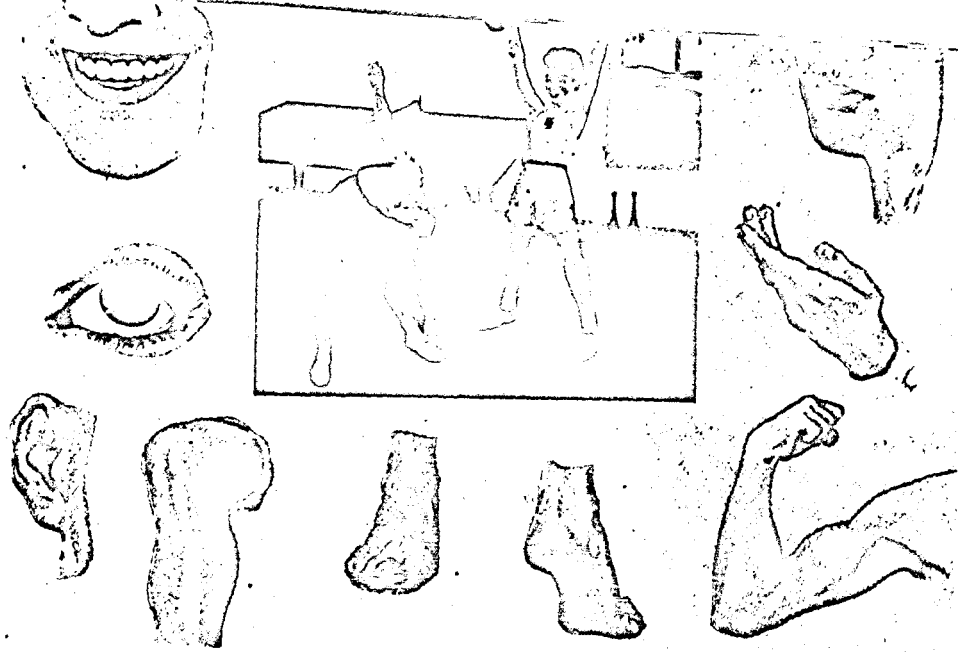


Tableau No 1 — Mary and John



Tableau no 3 — John's Clothes

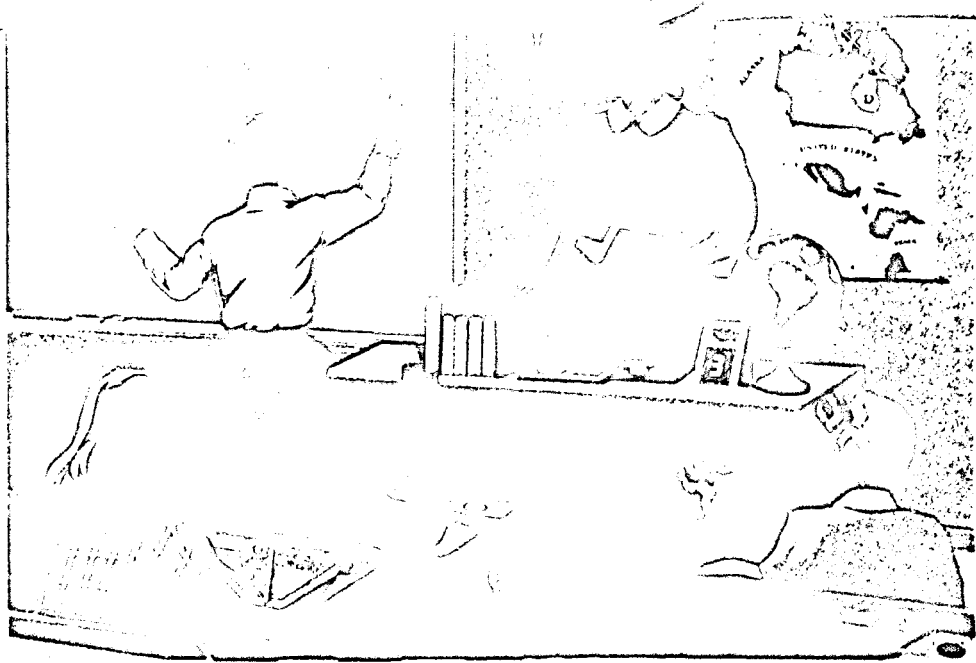


Tableau no 7 — Mary and John at School

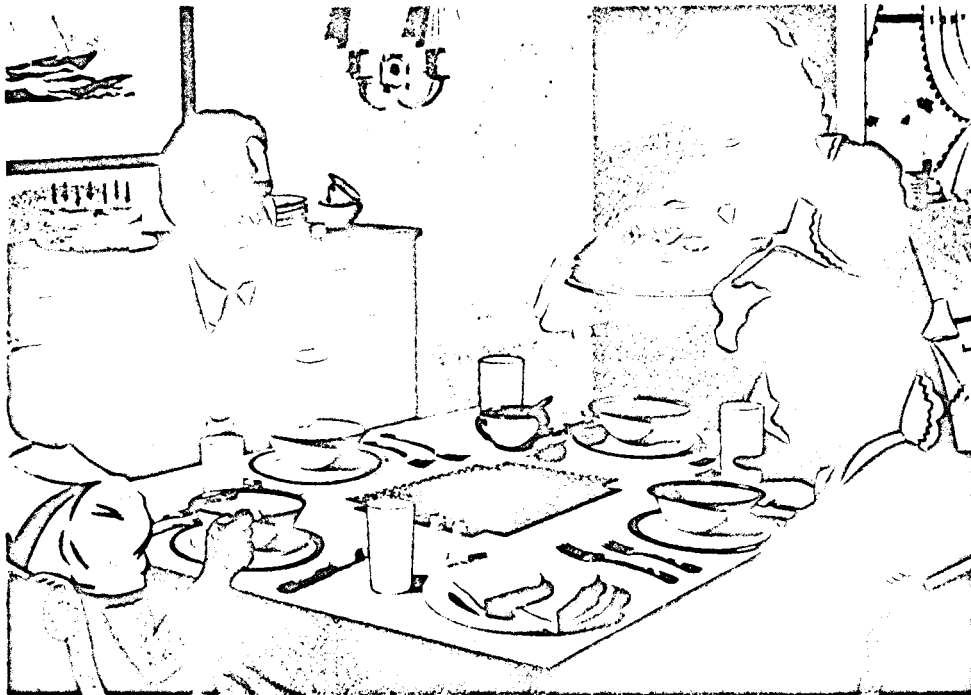


Tableau no 9 — In the Dining-room



Tableau no 8 — Playing in the Snow



Tableau no 11 — The Family in the Living-room



Tableau No 22 - MAKING MAPLE SUGAR



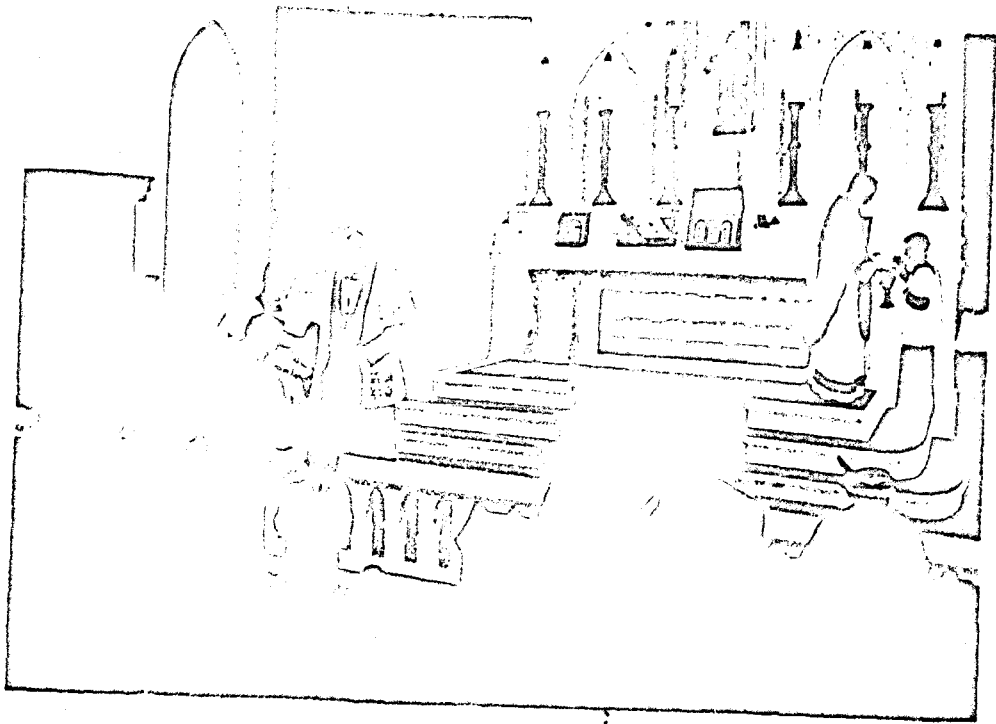
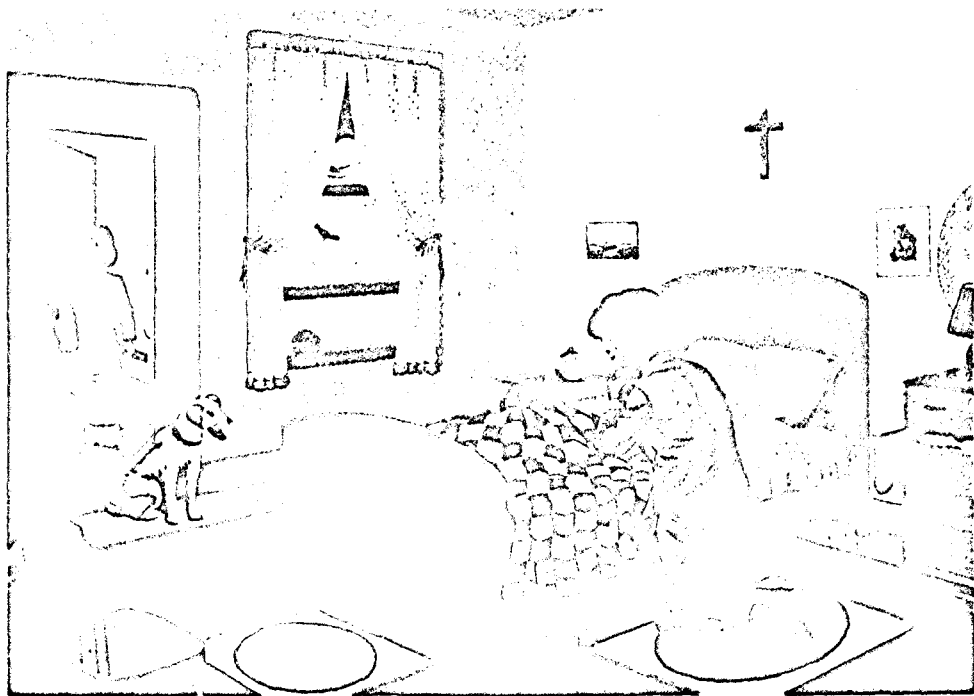


Tableau no 5 — The Martin Family at Church



Approval Sheet

The dissertation submitted by Beatrice V. Chidekel has been read and approved by a board of five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

Date

Signature of Adviser