

A PROPOSAL
FOR INTRODUCING CHILDREN IN THE ELEMENTARY GRADES
TO A GERMAN LISTENING AND SPEAKING PROGRAM
INTEGRATED WITH READING AND WRITING

by *149*

Sophia Unruh

B. S., Kansas State University, 1956

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

Approved by:

Harry McAnarney
Major Professor

LD
2668
84
1967
254
.2

ACKNOWLEDGMENTS

Appreciation is hereby expressed to Dr. Harry E. McNarney, College of Education, Kansas State University, Manhattan, Kansas, for the consideration and guidance given during the preparation of this report.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
THE PROBLEM	3
Statement of the Problem	3
Importance of the Study	4
Limitations of the Study	8
Definitions of the Terms	8
Procedures	9
REVIEW OF THE LITERATURE	9
Objectives of Language Learning	10
Principles of Language Learning	12
How Language Skills are Developed	15
What Should Be Taught	20
Some Techniques of Teaching Reading and Writing	28
SUMMARY, CONCLUSION AND RECOMMENDATIONS	34
BIBLIOGRAPHY	40
APPENDIX A	43
APPENDIX B	53

INTRODUCTION

The need for individuals with proficiency in more than one language is recognized by all who are concerned with our country's representation and commitments abroad. Improved travel facilities with the resulting growth of tourism, the growing interchange among nations of scientific and technological information will add to the number of persons traveling or working outside their homeland.¹ Walter R. Borg commented that during World War II the need for persons trained in foreign languages was very great and that the methods then in use were found to be inadequate.² According to Borg, the newer methods emphasized conversation, the oral-aural method, based on principles of linguistics and educational psychology.³ Tremendous impetus was given for further research and development on the teaching of foreign languages by the National Defense Education Act (NDEA) of 1958.⁴

¹Mary Finocchiaro, Teaching Children Foreign Languages (New York: McGraw-Hill Book Company, 1964), pp. 1 and 2.

²Walter R. Borg, Educational Research (New York: David McKay Company, 1963), pp. 9-10.

³Ibid.

⁴Ibid.

Borg said that by 1962, the total amount of funds allocated to research dealing with modern language instruction and the development of tests and specialized materials in this field under Title VI and Title VII of the National Defense Education Act approached ten million dollars.⁵ He noted further that much of the significant research concerning foreign language instruction supported by this program had not yet been completed and published.⁶ According to M. C. Johnston's views, it seemed almost a certainty that the new knowledge, methods, and materials now being developed in modern language instruction would bring about great gains in teaching effectiveness in this vital field over the next few years.⁷

THE PROBLEM

Statement of the Problem

The purpose of this study was to familiarize the reader with modern methods and techniques for introducing children in the elementary grades to a German language program. The literature revealed that the primary objectives

⁵Ibid.

⁶M. C. Johnston, "Foreign Language Instruction," Review of Educational Research, XXXI, No. 2 (April, 1961), pp. 188-96, cited by Walter R. Borg, Educational Research (New York: David McKay Company, 1963, p. 10.

⁷Ibid.

of a modern language program in the elementary grades were (1) to develop an audio-lingual mastery of a minimum vocabulary and some basic speech patterns, and (2) to supplement the audio-lingual method at the proper time of transition with a carefully controlled amount of reading and writing. Recommendations were proposed to develop and integrate the reading and writing program with the listening and speaking vocabulary so as to have continuity or an uninterrupted sequence of language learning.

Importance of the Study

The general provisions of the National Defense Education Act of 1958 set forth the Congressional policy by stating that the mastery of foreign languages by talented young men and women was essential to the defense of the United States.⁸ Mary Finocchiaro considered the mastery of another language no longer an adornment but a major psychological weapon.⁹ Mary Finocchiaro said that the United States Air Force had taken steps to teach its personnel stationed abroad would have the ability to communicate with the people with whom they lived and worked.

⁸Robert F. Roeming, "Foreign Language as a Weapon of Defense," The Modern Language Journal, 46:94, February, 1965.

⁹Mary Finocchiaro, Teaching Children Foreign Languages (New York: McGraw-Hill Book Company, 1964), pp. 1 and 2.

¹⁰Ibid.

Mary Finocchiaro observed that the simplest, the most natural, and the most effective way of learning a language was to begin early. The young child's speech organs were flexible. His mind was uninhibited. He took natural delight in learning new speech patterns, and he imitated readily. These skills could be most easily and successfully developed at the elementary school level.¹¹

The teaching of foreign languages in the elementary schools, referred to as the FLES program, received a new impetus when Dr. Earl J. McGrath, the U. S. Commissioner of Education, vigorously advocated teaching foreign languages in the elementary schools. In May, 1952, in an address before a convention of modern language teachers in St. Louis, Dr. McGrath stated:

For some years I unwisely took the position that a foreign language did not constitute an indispensable element in a general education program. I have now seen the light and I consider foreign languages a very important element in general education

Only through the ability to use another language, even moderately, can one readily become conscious of a full meaning of being a member of another nationality or cultural group. It is in our national interest to give as many of our citizens as possible the opportunity to gain these cultural insights.¹²

¹¹Ibid.

¹²William R. Parker, The National Interest and Foreign Languages, U. S. Government Printing Office, Washington, D.C. 1954, p. 83.

The enthusiastic endorsement of FLES by Dr. McGrath, an educator in a position of national prominence, greatly encouraged the development of new programs. With the increasing emphasis of FLES, teachers in this field were faced with the problem of selecting materials for teaching a modern language in the elementary grades.

The correct association and integration of the written symbol with the spoken word is a valuable help in learning a foreign language.

Vincenzo Cioffari advocated that in a civilized society the spoken word was not the only vehicle for transmitting meaning. He stated:

Civilization has developed a set of written symbols which likewise serves for communication, and the amount of meaning transmitted through the written symbol far outweighs the amount transmitted through sound . . .

Language which is limited to the spoken word is likewise limited in time and space. Such language is normally limited to the presence of both speaker and listener . . . The written word--the printed word in particular--makes it possible to communicate with people separated from us in time or space. The printed word is the connecting link of civilization.¹³

Cioffari also said, "if language were confined entirely to the spoken word, we would have a world of illiterates. What else do we call people who do not know how to

¹³Vincenzo Cioffari, "The Importance of the Printed Word in the Learning of a Foreign Language," The Modern Language Journal, Vol. XLVI, No. 7, November, 1962, pp. 312-14.

read or write?"¹⁴

Cioffari noted that:

Since the faculty of understanding sounds and reproducing them constitutes the essence of language, the first step is mastery of the spoken word. Now, at what point does the written symbol reinforce the spoken word? At what point does the written word carry meaning along with the spoken word? And finally, at what point does the written word take over the function of carrying meaning independently? We fully realize that language is first of all speaking, and only secondarily writing. We realize that the written symbol is only an inaccurate representation of sound. What we fail to realize sometimes is that accurate sound is not necessarily accurate language.¹⁵

Cioffari pointed out that a student really begins to master a language when he has learned to increase his skill by himself.¹⁶ Those who mastered a foreign language realized that most of the language proficiency was accomplished after formal learning had ended. The findings from his study revealed that during the stage when language came from an outside source, like the teacher, the laboratory, or audio-visual aids, the spoken word could not be emphasized too much. A student mastered a language when he increased his skill on his own by reading from books.

¹⁴Ibid.

¹⁵Ibid.

¹⁶Cioffari, ibid., p. 314.

Limitation of the Study

The scope of this report was limited to material suitable for use with children in grades kindergarten through six. Each grade would study material in the foreign language suitable for his grade--that is, what in his grade was interesting and appropriate.

Definitions of Terms

Listening. The children hear a qualified speaker repeat the structure and patterns of the target language.

Speaking. The children imitate what they have heard in the foreign language by the mimic-memorization method.

Listening and Speaking. These terms were used in the study in preference to the terms The Modern Language Association used, which were aural-oral and audio-lingual. All three terms mean one and the same thing and can be used interchangeably.

Reading and Writing. Reading and writing are the interpretation of printed symbols and the reconstruction of facts behind visual symbols.

(FLES) Foreign Language Elementary Grades. In this study this title includes the grades from kindergarten through six.

Procedures

The procedures consisted of an investigation of the pertinent literature contained in the libraries of Kansas State University, University of Kansas, and private libraries. A review of the literature revealed that a large number of books and articles about foreign languages in the elementary schools had been written.

The literature was organized according to the foreign language program reviewed. Special emphasis was given to the primary objectives of a modern language program in the elementary grades which were (1) to develop audio-lingual mastery of a minimum vocabulary and some of the basic speech patterns, and (2) to supplement the audio-lingual method at the proper time of transition with a carefully controlled amount of reading and writing so as to effect a minimum break in continuity in German language learning.

REVIEW OF THE LITERATURE

Much has been written in regard to the introduction of foreign language into the elementary school program. The purpose of the review of the literature was to collect some facts about the methods of foreign language teaching.

Objectives of Language Learning

Mary Finocchiaro stated that childhood was considered the most favorable period for laying a solid foundation for oral fluency, and was also the formative period when nascent prejudices could be eradicated.¹⁷ According to her study the elementary school program should, therefore, strive toward achievement in two major areas--linguistic and cultural.¹⁸

In the linguistic area. Her objectives in the linguistic area were:

1. To teach children to learn to understand and to speak the foreign language with reasonable fluency and accuracy in the daily situations and experiences in which and about which children of their age group normally speak.
2. To teach children to appreciate that there are other languages that permit them to express the same ideas, likes and dislikes, the same needs and desires as well as in their native language.

¹⁷Finocchiaro, op. cit., p. 24

¹⁸Ibid., p. 25-26.

3. To teach children the ability to read and write what they have learned to say in the foreign language.
4. To help develop a confidence in children of their ability to read and write another language, so that in later life they might want to continue this study in another language or two without fear or reluctance.
5. To help develop personality enrichment as a result of grasping the language nuances in great literature and to understand foreign language broadcasts.¹⁹

In the cultural area. Her objectives in the cultural area were:

1. To help children to learn that people all over the world are basically similar, all have the same needs, wants and desires.
2. To help children to learn to accept differences. Some customs may be different because of geographical or historical factors.
3. Through activities the foreign language can help to sensitize children to the values of other cultures. It can foster attitudes which will

¹⁹Finocchiaro, op. cit., pp. 25-26

prevent their outright rejection of another way of life because it does not parallel their own.²⁰

Principles of Language Learning

M. Finocchiaro listed the following as her principles of language learning:

1. The sounds of the language should receive priority--not sounds in isolation, but sounds in authentic expressions and sentences spoken with the intonation and rhythm which would be used by the native speaker.
2. Learners should be shown through numerous examples, what the "system" of the new language is and how it operates. They must acquire the language signals, "code"--the sound system, the grammar, and the vocabulary--which will permit them to engage in communication.
3. Since language is a complex system, matters of form and word order should be made habitual and automatic through constant repetition.
4. At this stage, the habitual use of the most frequently used patterns and items of language should take precedence over and mere accumula-

²⁰Finocchiaro, op. cit., p. 26.

tion of words. The acquisition of vocabulary should be a subsidiary goal at the beginning stage.

5. Vocabulary should be taught and practiced only in the context of real situations so that meaning will be clarified and reinforced.
6. Classroom activities should center about authentic speech situations--dialogues, interchanges like ("I'm fourteen. How old are you?") where two or more children are involved.
7. The teacher or a native voice on tape should give the model for all utterances. Pupils should not be expected to say anything which they have not heard repeatedly at normal speed and with normal intonation.
8. New patterns of language should be introduced and practiced with vocabulary they already know. For example, if we were teaching the question form "Do you have ____?" the point of departure would be a sentence they know, e.g., "I have a dog."
9. Very little new material should be introduced in any one lesson. New material should always be combined with previously taught items in varied

activities e.g., playing a game.

10. English should be used sparingly and judiciously in the classroom. Until the children have accumulated enough vocabulary so that the teacher can make herself understood through paraphrases and other devices, however, some explanations will have to be given in English. It is important, however, that children do not use English in the classroom.
11. Motivation and incentive should be at a peak for successful performance. The environment and the activities of the language classroom should increase the learner's motivation and should provide them with intensive but pleasurable practice in listening to and speaking the language.
12. When corrections are made, they should be made immediately but in ways which will bring about learning and then go on at once from there.
13. Because of the recognition that speech is primary, that understanding and speaking are the skills most needed today, and that understanding and speaking speed up the reading process, the sequence of the language skills is (1) under-

standing, (2) speaking, (3) reading, and (4) writing.²¹

How Language Skills Are Developed

Children in the elementary school are introduced to various approaches that help to develop habits, skills, attitudes and knowledge in each curriculum area. The children are also helped to learn a foreign language in multiple activities in which they participate. The use of a variety of activities is possible and desirable in creating interest in learning a language.

Language Activities. Activities in foreign language learning play the same role in the elementary grades that other school activities do in children's experiences. Mary Finocchiaro had the following list of activities with an interpretation of each one in her study:²²

M. Finocchiaro noted that children could take part in dialogues, listen to stories, take part in playlets or dramatic skits, take part in songs, or play action games.²³ It was pointed out that when these activities become routine, the children could be introduced to reading materials of the same topics and vocabularies as the speaking lessons.²⁴

²²Mary Finocchiaro, Teaching Children Foreign Languages (New York: McGraw-Hill Company, 1964), p. 58.

²³Ibid., p. 59.

²⁴Ibid., p. 60.

The dialogue. When we think of dialogue, according to M. Finocchiaro, we think of a conversation between two or more children, or between the teacher and a child.²⁵ A skill in a dialogue activity usually began with greetings in the target language, maybe like this:

Teacher: Good morning, children.

Children: Good morning, Miss _____.

Teacher: How are you?

Children: We are fine, thank you. How are you?

Teacher: I am fine, also. Thank you.²⁶

M. Finocchiaro gave the following sequence of presenting the dialogue, which could serve as intensive language practice. New words and expressions were taught through association with pictures, real objects or people. In order to help children learn to say the dialogue, or portions of it with reasonable fluency, which could be explained in English once, she listed the following procedure:²⁷

1. Have the children listen to the entire dialogue three or four times. If possible, the teacher should speak it herself, if not, a recording should be used. Stick figures of children

²⁵Finocchiaro, op. cit., p. 61.

²⁶Ibid.

²⁷Ibid.

shaking hands could be drawn on the chalk board, or better the teacher could shake hands with a child. After that, it is desirable to walk to various parts or sections of the room to make sure that every child is listening attentively and can see the teacher's mouth and gestures.

2. Say a sentence three or four times and engage in choral and individual repetition.
3. Present the next sentence or utterance in the same way.
4. Divide the class in half. By prompting each sentence, help each group take one role in the two-utterance dialogue.
5. Reverse the roles.
6. Follow this procedure several times.
7. Have a more able child stand at his seat or preferably come to the front of the room. Let him take one sentence in the dialogue while the teacher takes the other. (The teacher always prompts at once).
8. Reverse the roles.
9. Follow this procedure with several children before asking two children to dramatize the lines in

the dialogue.²⁸

The story or playlet. M. Finocchiaro told about the well-loved folk and fairy tales to which children could listen many times without apparent loss of interest.²⁹ She remarked that these stories were used by numerous language specialists as the point of departure for language teaching.³⁰ It was found that the stories selected were usually those in which a concept--and hence language--was repeated throughout.³¹

M. Finocchiaro observed that familiar children's stories and playlets such as the Three Bears, The Three Little Pigs, The Old Woman and Her Pig, and Red Riding Hood had been found extremely effective as approaches to intensive language practice.³²

She commented that "since many of these tales have come down to us from other countries, discussion followed by dramatization can easily bring out and emphasize the international aspects of folk material and cultural relationship between people from different countries."³³

²⁸Finocchiaro, op. cit., p. 62

²⁹Ibid.

³⁰Finocchiaro, op. cit., p. 61

³¹Ibid.

³²Ibid.

³³Ibid.

Mary Finocchiaro cited Margit McRae who used the story approach most effectively and described in great detail the methodology of what she termed "the whole pattern approach" in the following manner:

The story is usually "recalled" in English. Then it is told in its entirety in the foreign language on the day it is introduced. The teacher uses a profusion of pictures, flannel board cut-outs, or real objects to which he points at the appropriate time. Some teachers place the picture or cut-out on the flannel board or chalk board ledge as they reach the appropriated point in the story. Others prefer to have all the material visible as they begin to tell the story.³⁴

Songs. M. Finocchiaro told how many teachers used songs to introduce new centers of interest and new structures in the target language.³⁵ One could use the German song "Hopp, hopp, hopp," to introduce the name of an animal, parts of his body, and his actions. M. Finocchiaro noted that the following method was found to be effective in teaching songs:

Help the children say a line at a time until they know several lines, and then help them sing the words with the music. The teacher or someone could draw a picture to illustrate the song, and this would greatly help to learn the structure and further interest in learning it.³⁶

The Action or Gouin Series. M. Finocchiaro cited a French educator, Gouin, who, at the end of the nineteenth

³⁴Margit McRae, Spanish in the Grades, (Boston: Houghton Mifflin Company, 1960), cited by Mary Finocchiaro, Teaching Children Foreign Languages (New York: McGraw-Hill Book Company, 1964).

³⁵Finocchiaro, op. cit., p. 62.

³⁶Ibid.

century devised an approach for teaching language in which the learner spoke as he performed the action.³⁷ In teaching an action in the classroom the teacher might say as he performed the act:

I'm getting up.
I'm walking to the blackboard.
I'm taking a piece of chalk.
I'm writing my name.

The action must be logical, demonstrable, sequential, and should be planned in stages. The teacher would not say,

I'm getting up.
I'm writing my name.

He would give the intermediate steps as shown in the first sentence.

What Should Be Taught

The normal topics of children's discourse should determine the "cultural" themes or "centers of interest" around which and through which the children should be taught a new language.³⁸ According to M. Finocchiaro the placement of topics in categories was purely arbitrary. But to be logical in considering language items to be included in the foreign language program we should be guided by our knowledge of the diverse factors which were normal in the pattern of growth

³⁷L'Art Enseigner, 1892, Francois Gouin, cited by Mary Finocchiaro, Teaching Children Foreign Languages (New York: McGraw-Hill Book Company, 1964).

³⁸Mary Finocchiaro, Teaching Children Foreign Languages (New York: McGraw-Hill Book Company, 1964), p. 36.

and development of children.³⁹ According to M. Finocchiaro's views, as children were given verbal and non-verbal experiences in school, they gained in the ability to talk about the same situation or activity in more complex sentences, and in that way developed a more exact or colorful vocabulary.⁴⁰

The awareness of developmental stages of growth gave rise to a method or principle of learning which was termed "spiral."⁴¹ Stated simply, M. Finocchiaro said this spiral approach was one in which the same topic--the classroom, for example--could be discussed at the beginning level and at any level thereafter.⁴² Words and expressions that were used to discuss the same item or area of classroom or community living would differ at each succeeding level.⁴³ At the beginning, for example, the talk about a pencil might be "do you have your pencil?" or something simpler, such as "this is a pencil." In the second stage, something could be added to include "I forgot my pencil today." In the third stage a longer sentence might be "I have to go to the stationery store to buy a pencil this afternoon." Thus it was shown

³⁹Ibid.

⁴⁰Ibid., p. 37

⁴¹Ibid.

⁴²Ibid.

⁴³Finocchiaro, op. cit., p. 36.

in each wider circle--which coincided with the growing maturity of the children--that the sentences became longer and more complex,⁴⁴

Experience had shown, M. Finocchiaro commented, that it was not essential to maintain a rigid sequence in introducing new language items, if--and this was the crux of the matter--provision was made to teach the new item in relation to something the children knew in the English or foreign language.⁴⁵ She listed language items arbitrarily, as shown below;

Cultural topics

Greetings and leave-takings at various hours of the day--are used by peers, members of the family, teachers, older persons

Expressions of courtesy--peer group, teachers, family

Classroom routine--attendance, distributing or putting away material--requests by the teacher, such as stand, sit, go to the blackboard, get clothing

Identification--names of children

Words for father, mother, brother, sister, relatives

Names of immediate family members and relatives

Age

Names of children sitting nearby

Names of friends

Names of people in the school (Principal, nurse, custodian, clerks, etc.)

Descriptions of people

The school

The classroom (things in it, the program, the activities)

⁴⁴Ibid., p. 36.

⁴⁵Finocchiaro, op. cit., p. 36.

People and their duties (librarian, nurse, doctor,)
 Building and locations of special rooms gymnasium,
 office, lunchroom, library, etc.)
 Activities (plays and programs in the auditorium, trips,
 exhibits, graduation, parent participation, elections,
 parties, clubs, newspapers)

The home

Rooms and furnishings
 Activities and related materials (cleaning, cooking,
 eating, dressing, studying, reading, listening to the
 radio, looking at television, receiving company, enter-
 taining, fixing or making things)
 Duties of various members of the family
 Hobbies
 Toys
 Pets (names, care, play)
 Indoor recreation

Food

Meals (breakfast, lunch, dinner or supper), time and
 names of meals, kind of food served)
 Shopping (food stores and employers, cost of food, con-
 tainers and preparation of meals)
 Recipes of dishes
 Table settings
 Table manners and formulas of courtesy

Health

Parts of the body
 Personal cleanliness (baths, daily routines, prevention
 of illness)
 Illness (names, symptoms, special foods, medicines)
 Visits to the doctor or dentist
 Hospitals and clinics
 The drugstore

Clothing

Names of garments (boys', girls', dolls', parents',
 babies')
 Seasonal changes
 Materials, sizes, colors
 Care at home and outside (washing clothes and dry-cleaning)

Shopping (money, likes and dislikes, packaging, department and neighborhood stores, mail order)

Recreation

At home (visiting, television, radio, record playing, reading)
 In the community (movies, parks, zoos, museums, library, theater)
 Sports (neighborhood and community, seasonal sports, camps)
 Games (language, mechanical, scientific)
 Hobbies (stamp collecting, drawing, painting)
 Parties (types, invitations, presents, activities)
 Songs and dances

Holidays

In your country and abroad
 Dates and kinds (weekend, summer, national, religious)
 Customs (cards, presents, food)

The Community--rural and urban

Services (post office, hospital, firehouse, etc.)
 Stores (dry cleaner, shoe repair, barber shop, beauty parlor)
 Shopping
 Recreation facilities (park, zoo, museum, community centers)
 Places of interest
 Means of transportation (restaurants, cafeterias, drugstores)
 Communication (telephone, mail services)

The Wider Community--travel abroad

Work

Parents
 Other community helpers
 Children (at home and outside)

Other topics

Names of boys and girls
 The weather, the seasons, and the months
 Numbers (cardinal and ordinal)

Time and dates

Money

Map study and directions

Plans for a trip to the country where the language is spoken

People of current or historical interest

Learnings from music, art, social studies, nature study, and any other curriculum area of interest to the children and within their ability to grasp 46

A list of language items are given by Mary Finocchiaro in her study. These include formulas, courtesy expressions, rejoinders, exclamations, greetings, etc. A few of the simpler ones will be listed here:

Good morning (afternoon, evening).

Hello.

Good-by.

So long.

I'll see you again.

I'll see you soon.

Give my regards to _____.

How are you?

Fine, thank you, and you?

So-so.

Thank you.

You're welcome.

How do you do?

I'm glad to meet you.

May I _____?

Certainly.

Why, of course.

Have a good time.

Good luck.

Congratulations.

I'm sorry.

Pardon me.

That's all right.

What's the matter?

Happy Birthday.

Many returns of the day.

^{4c}Ibid., pp. 41-42.

Please.
 Not at all.
 Really?
 Don't you think so?
 Dr., Judge, Father, Rabbi (and other titles).
 Happy holiday.
 Merry Christmas.
 Happy New Year.
 Welcome.

The following are some expressions that lend themselves to intensive practice and should be used for that purpose. Mary Finocchiaro listed words in parentheses. She pointed out that similar words could be used in this same position.

He (she's) absent.
 Please stand.
 Please sit.
 Open your books.
 Close your (books).
 Count.
 Take out your (pens).
 Take off your (coat).
 Put on your (hat).
 Put away your (paints).
 Go to the (board).
 Point to the (flag).
 Let's (sing).
 Let's (learn).
 Let's play (the game).
 Let's line up.
 It's time for (lunch).
 Pass the (paper).
 Touch (the picture).
 Listen.
 Say.
 All together.
 Boys in this row.
 Girls in this row.
 (Girls) in group (one).
 Show (us) the (picture).
 (Show) me your (tongue). (Health inspection).
 (Repeat) after (me).
 Answer.

Ask (him) the question.
 Raise your hand.
 Slowly.
 Quickly.
 Louder, please. 47

M. Finocchiaro noted some basic structures that should be emphasized. They were:

My name is _____.
 What's your name?
 It's _____.
 What's your (father's) name?
 What's this?
 What's that?
 What are these?
 What are those?
 This is a _____.
 That's a _____.
 These are _____.
 Those are _____.
 It's a _____.
 They're _____.
 Is this a _____?
 Is that a _____?
 No, it's not a _____.
 Where is the _____?
 Where are the _____?
 It's (on) (under) the (chair).
 They're (near) (next to) the (table).
 There is a (book) on the (table).
 There are (two) (pens) on the (desk).
 There is a (book) on the (desk).
 I'm a (pupil).
 (Are) you a (pupil)?
 Yes, (I'm) a (pupil).
 No, (I'm) not a (pupil).
 (I) (have) (a) (pencil).
 (Do) you have (a) (pencil)?
 No, I don't have a (pencil).
 Where do you (live)?
 (I) live in (Washington).
 (I) (need) (a) (book).

⁴⁷ Finocchiaro, op. cit., p. 43.

(I) (don't) need (a) (pencil).
 (Do) (you) (want) the (crayon)?
 (I) have (my) (hat).
 How old (are) (you)?
 (I'm) _____ years old.
 Where is (he)?
 What time is it?
 It's (four) o'clock.
 It's noon.
 It's half past (two).
 How's the weather?
 It's fine.
 It's cold in (winter). 48
 What's today?
 It's the twentieth of (August).
 What (do) (you) do every (morning)?
 I (get) up.
 What time do you (get) up?
 I get up at (eight) o'clock.
 (I) like the dog.
 (I) like to swim.
 (I'm) (thirsty).
 (I) have a (headache).
 (Go) to the door.
 Don't (go) to the (door).
 Let's (go) to the (movies).
 (Have) (you) ever (gone) to the (movies)?
 (I've) never (gone).
 (I) must (go).
 (I'm) sorry (I) have to (go). 49

Some Techniques of Teaching Reading and Writing

Authors of texts of foreign languages have different opinions about the period of time which should elapse between the purely listening and speaking phase and the introduction of reading. This has been a matter of controversy among

⁴⁸ Ibid., p. 44.

⁴⁹ Pinocchio, op. cit., 91

linguists and language teachers. Mary Finocchiaro pointed out:

Some advocate a full year's aural-oral phase; others, a hundred "contact hours"; still others, two months. As with any other educational principle, its application depends upon many variables--the language, the children's age, the grade in which the language was introduced, the children's reading grade in English, the community (will the children see signs or posters in the language)? the teacher's ability to maintain interest without books, the children's sophistication, and the children's ability to understand and imitate the spoken language An interesting study by Dunkel and Pillet⁵⁰ concluded that "in our kind of civilization and educational system some students apparently become "eye-minded" very early."⁵¹

The final decision about the period of time which should elapse between the purely aural-oral phase and the introduction of reading a foreign language, M. Finocchiaro commented, should be the teacher's. The teacher's intimate knowledge of the pupils and the community made the teacher the best judge of when to introduce reading.⁵²

M. Erikson, I. Forest and R. Mulhauser have pinpointed the sixth grade as the level in the child's development where he has built a sound foundation of listening and speaking achievement by imitating sounds and reproducing new

⁵⁰Harold Dunkel and Roger Pillet, French in the Elementary School: Five Years' Experience, (Chicago: The University of Chicago Press, 1962), cited by Mary Finocchiaro, Teaching Children Foreign Languages (New York: McGraw-Hill Book Company, 1964), pp. 66 and 67.

⁵¹Mary Finocchiaro, Teaching Children Foreign Languages, (New York: McGraw-Hill Book Company, 1964), pp. 66 and 67.

⁵²Ibid.

phrase-patterns or rhythms. Sixth grade pupils were then ready for a carefully controlled amount of reading and writing. However, there was very little agreement among foreign-language teachers upon the best time to begin this transition and the best methods and materials for implementing it.⁵³

M. Erikson, I. Forest and Ruth Mulhauser maintained that according to one source: "In shifting from audio-lingual work to reading, they have searched, almost in vain, for materials which would effect the transfer with a minimum break in continuity."⁵⁴ Another problem was that of deciding when the transition should be made.⁵⁵

However, the introduction of reading and writing should be made in the interest of furthering a process already well begun. Erikson, I. Forest, and Mulhauser said that reading should be taught solely to supplement the audio-lingual learning, and should never be used in teaching new material.⁵⁶

M. Erikson, I. Forest and R. Mulhauser introduced three procedures for integrating and listening and speaking

⁵³Marguerite Erikson, Ilse Forest and Ruth Mulhauser, Foreign Languages in the Elementary School (Englewood Cliffs: Prentice-Hall, Inc., 1964), p. 46.

⁵⁴Frederick B. Agard and Harold B. Dunkel, An Investigation of Second-Language Learning (Boston: Ginn and Company, 1948), p. 297, as cited by Marguerite Erikson, Ilse Forest, and Ruth Mulhauser, Foreign Languages in the Elementary School (Englewood Cliffs: Prentice-Hall, Inc., 1964), p. 47.

⁵⁵Erikson, Forest, Mulhauser, op. cit., p. 47

⁵⁶Ibid.

method of learning a language with the written word. They were:

(1) The introduction of a notebook. Before the class meets the teacher has written on the blackboard with special care for clarity not more than five lines of simple dialogue learned early in the language study. (For example, the daily greetings can be written on the blackboard). After drilling the class again on this material with no reference to the blackboard the teacher may then bring the written form to the pupil's attention by reading it aloud--listening and speaking plus visual. The pupils will then copy it in their notebooks and read it aloud again in chorus.

(2) Use of duplicated copies of work done in German. A second procedure, frequently used in conjunction with notebooks and copying, offers a slightly different approach in that it emphasizes reading without writing. Pupils may be given duplicated copies of dialogues they have learned which they read in unison with the teacher. They thus learn to associate the written forms of the sentences with those they have already learned. . . This process is considered the beginning of reading. 57

Duplicated worksheets could be used for drill when language teachers read with children who are already in the stage of reading familiar material.

The drill in sounds in the German language would be for the purpose of developing some basic knowledge of the association between sounds and their spelling.

(3) The work in phonics. This is the third procedure. Most of the sounds are presented as a means of helping the pupils identify certain spelling with familiar sounds and words. . . Individual sounds are isolated in familiar

⁵⁷Erikson, Forest, Mulhauser, op. cit., p. 49.

words and pronounced carefully. Attention is given to the position of the lips and the tongue. . .The words listed as examples of the various sounds should be discussed as they are written. . .

These lists are copied by the children in their notebooks and henceforward the teacher will refer the pupils to them as a means of correcting mistakes in reading pronunciation and establish an understanding of some spelling of the basic sounds. 58

Through the activity of writing and then reading what has been written the teachers of foreign languages are laying a foundation for developing skill in reading. In their study of the alphabet the pupils gain an understanding of some of the differences between English and German vowels and consonants as an aid to correct pronunciation of words.

M. Erikson, I. Forest, and R. Mulhauser said:

This study of the alphabet would lead to sight reading of unfamiliar words. The child would profit as his readiness becomes greater and his experience with the written word of his spoken vocabulary grows, he can be expected to make generalizations from parts of words and letters in known words and apply them in new situations just as he does in English. Thus, he will eventually have the key to pronouncing new and unfamiliar words, but at a more mature stage in his foreign language career. 59

Experience in the techniques just described has shown that the introduction of a controlled amount of reading and writing has provided an important aid to learning a

⁵⁸Ibid., p. 50.

⁵⁹Erikson, Forest, Mulhauser, op. cit., p. 52.

foreign language in the elementary grades. This controlled amount of reading in the target language has opened up a whole new field of interest.⁶⁰

⁶⁰Ibid.

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

SUMMARY

Teaching a second language in the elementary grades gained importance when in 1952 Dr. Earl J. McGrath, then U. S. Commissioner of Education delivered to the Central States Modern Language Association his address about the study of a second language. It was here that Dr. McGrath urgently advocated the study of a foreign language in the elementary schools. Since then many studies have been made in the field of research under the FLES program. The Foreign Language Elementary Schools (FLES) program expresses a new educational ideal that has been introduced into the curriculum of the American school in the last two decades. The FLES movement has gained the respect and support of many educators, national leaders, language enthusiasts, parents and community leaders. Foreign language programs in the elementary schools of the United States show a phenomenal growth. Walter R. Borg, in his Educational Research, estimated that now there are more than two million American elementary school children studying a foreign language.

The Foreign Language Elementary Schools (FLES) program should no longer be considered in the experimental stages.

Reports of successful programs are available in numerous periodicals and journals. School systems and individual teachers need to accept what has already been tried in the field. Language teachers would build on an already established base, experiment further, adapt materials vary or add some elements which may be especially pertinent to their learning situation.

CONCLUSION

Today's national and international commitments, as well as scientific advances of this century, make the knowledge of a second language important to society. The desirability of introducing foreign languages in the elementary schools has been revealed in the literature. Childhood is the ideal period for acquiring a native or near-native pronunciation. Medical evidence, experimentation, and objective observation have proven that children learn foreign languages more quickly and more accurately (as far as pronunciation is concerned) than adolescents or adults. This is because of the flexibility of children's speech organs and lack of inhibitions that are typical of older persons learning a language. Children have an apparent physiological and psychological need to communicate with other children. Language as such is no problem to children.

It is important that the language teacher possess an insight into the nature of language learning. Language is primarily a vehicle of spoken communication and the acquisition of a language depends upon the formation of new habits. Children are helped to say a limited number of language patterns. Situations are created in the classroom so that children receive extensive and pleasurable practice, which helps to make the use of the target language habitual and

natural. The children practice forms of speaking--dialogues, for example--that children normally use. Reading and writing activities are initiated after the children have a reasonable, good command of aural-oral skills in the language studied.

RECOMMENDATIONS

According to one source, it was found that in shifting from audio-lingual work to reading in the foreign language, there was a scarcity of reading materials which would effect the transfer with a minimum break in continuity in language learning.

(1) Children should be helped to learn a foreign language by the audio-lingual method in multiple activities. Some of these activities that create motivation and interest could be dialogues, stories, playlets or dramatic skits, songs or action games.

(2) The cultural topics to be introduced could include those of school, food, health, clothing, recreation, holidays and communities.

(3) A notebook should be introduced at a later time at the discretion of the teacher. Simple sentences that have been written on the board should be copied by the pupil. He now learns to read and write the vocabulary of the language he has learned to speak.

(4) Pupils should be given copies of work sheets of dialogues they have learned which they read with the teacher.

(5) At the reading and writing period the sounds of the German alphabet should be reviewed by reading the

sounds in unison with the teacher. At a later stage the sounds should be isolated in familiar words and pronounced carefully. Attention should be given to the relative position of the lips and the tongue. Lists of words as they are pronounced and learned should be copied in the pupil's notebook.

The aim of the recommendations was to show that the introduction of a controlled amount of reading and writing provided an important aid to learning a foreign language in the elementary grades. The skill of reading from books in the target language opened up a whole new field of interest.

BIBLIOGRAPHY

REFERENCES

BIBLIOGRAPHY

- Agard, Frederick B., and Harold B. Dunkel. An Investigation of Second-Language Learning. Boston: Ginn and Company, 1948, cited by Marguerite Erikson, Ilse Forest and Ruth Mulhauser. Foreign Languages in the Elementary School. Englewood Cliffs: Prentice-Hall, Inc., 1964.
- Anderson, Theodore. The Teaching of Foreign Languages in the Elementary School. Boston: D.C. Heath and Company, 1953.
- Borg, Walter E. Educational Research. New York: David McKay and Company, 1963.
- Cioffari, Vincenzo. "The Importance of the Printed Word in the Learning of a Foreign Language," in the Modern Language Journal, Vol. XLVI, No. 7, November, 1962.
- Ellert, Ernest, and Lois V. Ellert. German for Elementary School Children, A Teacher's Manual. Holland, Michigan: Hope College, 1959.
- Dunkel, Harold, and Roger Pillet. French in the Elementary School: Five Years' Experience. Chicago: The University of Chicago Press, 1962, cited by Mary Finocchiaro, Teaching Children Foreign Languages. New York: McGraw-Hill Book Company, 1964.
- Erikson, Marguerite, Ilse Forest and Ruth Mulhauser. Foreign Languages in the Elementary School. Englewood Cliffs: Prentice-Hall, Inc., 1964.
- Finocchiaro, Mary. Teaching Children Foreign Languages. New York: McGraw-Hill Book Company, 1964.
- Foreign Language Program Research Center, Modern Language Association of America. "Foreign Languages in Elementary Schools." Some Questions and Answers. New York: 6 Washington Square North, December 1953.
- Gouin, Francois. L'Art D'Enseigner, 1892, cited by Mary Finocchiaro, Teaching Children Foreign Languages. New York: McGraw-Hill Book Company, 1964.
- Humperdinck, Professor Engelbert. Sang und Klang. Braunschweig. Klinghardt und Biermann, 1914.

- Johnston, M. C. "Foreign Language Instruction," Review of Educational Research, XXXI, No. 2, April, 1961, cited by Walter R. Borg, Educational Research, New York: David McKay Company, 1963.
- Kirch, Max. "At What Age Elementary School Language Teaching," Modern Language Journal, XL, No. 7, pp. 399-400.
- Lashbrook, Austin H. "Language Instruction is For Lifetime Use." Tennessee Teacher. March, 1959.
- Lupri, Eugen, and Anneliese Lupri, and Lester W. J. Siefert. Wir Lernen Deutsch, Anfangsschritte für Kinder. Madison: The University of Wisconsin, 1960.
- Mildenberger, Kenneth, Associate Supervisor. Beginning German in Grade Three. New York: Modern Language Association of America, 1956.
- Nide, Eugene. Learning a Foreign Language. New York: National Council of Churches of Christ in the U.S.A., 1953.
- Parker, William R. The National Interest and Foreign Languages. U.S. Government Printing Office, Washington, D. C., 1954, p. 83.
- Penfield, Wilder. "A Consideration of the Neurophysiological Mechanisms of Speech and Some Educational Consequences," Proceedings of the American Academy of Arts and Sciences, LXXXII, 1953.
- Roeming, Robert F. "Foreign Languages as Weapons of Defense," The Modern Language Journal, XLVI, No. 94, February, 1965.
- Thimann, I. C. Teaching Languages. A Notebook of Suggestions and Recollections. London: George G. Harrap and Company, 1955.
- Tomb, J. W. "On the Intuitive Capacity of Children to Understand Spoken Language," British Journal of Psychology, XVI, July, 1925.
- Walsh, Donald D. "Advice to the Language Learner," Modern Language Learner, I, No. 5.
- White, Emilie Margaret. "As the Twig is Bent," Modern Language Journal, XXXVI, November, 1952.
- Wirsching, Gustav, und Hermann Peifel, und Rudolf Strauch. Unser Liederbuch. Stuttgart: Ernst Klett Verlag. 1914.

APPENDIX

APPENDIX A

The following materials were prepared by the staff of the Modern Language Materials Development Center.¹

These materials could be adapted to a listening, speaking, reading and writing program and written into a notebook.

Basic Dialogue

VOR DER SCHULE

Dieter: Guten Tag, Luise! Wie geht's?

Luise: Danke, gut! Und dir?

Dieter: Prima!

Luise: Wer ist denn das da drüben?

Dieter: Das ist ein Freund von mir.

Luise: Wie heisst er denn?

Dieter: Er heisst Paul. Willst du ihn kennen lernen?

Dieter: Luise, das ist mein Freund Paul Schmidt.

Luise: Es freut mich. Ich heisse Luise Koch.

Paul: Guten Tag, Luise!

Dieter: Was hast du jetzt, Paul?

Paul: Ich habe jetzt Deutsch.

Luise: O, lernst du auch Deutsch? Wir auch.

Dieter: Also, gehen wir!

Guten Tag, Herr Braun! Guten Tag, Frau Braun!
Die Zahlen von null bis zehn: null, eins, zwei,
drei, vier, fünf, sechs, sieben, acht, neun, zehn.

IN DER BIBLIOTHEK

Basic Dialog Karl: Kommst du mit in die Bibliothek?

Fritz: Gehst du jetzt dorthin?

Karl: Ja, ich muss ein Buch holen.

Fritz: Ich komme mit. Ich muss etwas in der
Zeitung lesen.

Karl: Warte mal! Ich habe kein Heft mehr.

Fritz: Das macht nichts. Ich habe Papier.

Karl: Wo sind die Romane?

Fritz: Geradeaus. Setzen wir uns hier an diesen
Tisch!

Karl: Aber da sind schon zwei Mädchen.

Fritz: Um so besser.

Karl: Du, siehst du die Blonde? Sie ist eine
Freundin meiner Schwester.

Fritz: Nicht schlecht! Ich belege einen Platz.

Supplement

Ist es heute kalt? Ja, es ist heute kalt.

Ist es heute heiss? Nein, es ist heute nicht heiss.

Ist es heute kühl? Ja, es ist heute kühl.

Ist es heute warm?	Nein, es ist heute nicht warm.
Wie ist das Wetter heute?	Es ist heute schön.
	Es ist heute schlecht.
Ist es heute schön?	Ja, es ist heute schön.
	Nein, es ist heute nicht schön.

Repetition Drill

Ich habe Papier.	Wir haben Papier.
Du hast Papier.	Sie haben Papier.
Ihr habt Papier.	Er hat Papier.

DIE MITTAGSPAUSE

Basic Dialog Maria: Wieviel Uhr ist es jetzt?

Max: Es ist zwölf Uhr.

Maria: Schon Zeit zu essen.

Max: Was gibt es denn zum Mittagessen?

Maria: Wahrscheinlich Bratwurst.

Max: Du hast recht. Heute ist ja Mittwoch.

Maria: Ich habe Bratwurst nicht gern.

Max: Ich auch nicht, aber ich habe grossen Hunger.

Maria: Siehst du, Bratwurst.

Max: Na, wenigstens gibt es auch Sauerkraut dazu.

Maria: Aber ich esse Bratkartoffeln lieber.

Max: Gib mir bitte das Brot und die Butter!

Marie: Müchtest du auch meinen Nachtisch?

Max: Wieso? Isst du Apfelkuchen nicht gern?

Marie: Nicht besonders.

Max: Aber ich! Danke sehr.

Supplément

Was gibt es denn zum Abendessen?

Wie heissen die Tage der Woche?

Die Tage der Woche sind: Montag, Dienstag, Mittwoch,
Donnerstag, Freitag, Sonnabend, (Samstag), Sonntag.

Repetition Drills

Wo ist der Roman? Der Roman ist hier.

Wo ist die Zeitung? Die Zeitung ist hier.

Wo ist das Mädchen? Das Mädchen ist hier.

NACH DER SCHULE

Basic Dialog Paul: Was machst du heute nach der Schule?

Ilse: Nichts Besonderes. Warum?

Paul: Wollen wir Erich besuchen?

Ilse: Was ist da los?

Paul: Er hat neue Platten.

Ilse: Wo wohnt er denn?

Paul: Nicht weit von hier. In der Hauptstrasse.

Ilse: Schön. Treffen wir uns vor der Tür!

Paul: Ihr habt heute Pech.

Ilse: Wieso? Was meinst du?

Erich: Unser Plattenspieler ist kaputt.

Ilse: Das ist aber schade!

Erich: Na ja, dann spielen wir eben Karten!

Supplement

Die Zahlen von elf bis zwanzig:

elf zwölf, dreizehn, vierzehn, fünfzehn, sechszehn,
siebzehn, achtzehn, neunzehn, zwanzig.

Um wieviel Uhr treffen wir uns? Wir treffen uns
um elf Uhr.

Repetition Drill

Wo wohnst du? Ich wohne hier in der Nähe.

Wo wohnt ihr? Wir wohnen hier in der Nähe.

Wo wohnt er? Er wohnt hier in der Nähe.

EIN TELEFONGESPRÄCH

Basic Dialog Erich: Guten Tag, Frau Goetze!

F. Goetze: Ach, du bist es, Erich, guten Tag! Wie
geht's?

Erich: Danke, gut! Ist Dieter zu Hause?

F. Goetze: Ja, er ist eben nach Hause gekommen.

Erich: Zwei Freunde sind bei mir. Wir wollen ins
Kino gehen. Der Film soll sehr gut sein.

F. Goetze: Sprich doch selbst mit Dieter! Er kommt
schon. Schönen Gruss an die Eltern.

Dieter: Guten Tag, Erich! Was willst du?

Erich: Paul und Georg sind hier. Hast du Lust,
mit uns ins Kino zu gehen?

Dieter: Ich möchte schon, aber ich muss einkaufen
gehen.

Erich: Wo ist dein Bruder? Kann er nicht einkaufen?

Dieter: Vielleicht. Warte mal, ich frage meine
Mutter. Ja, er kann gehen.

Erich: Dann warten wir auf dich. Komm aber schnell!

Dieter: Ich bin bald da. Auf Wiedersehen, bis später!

Supplement

Die Zahlen von einundzwanzig bis hundert:

Repetition Drill

sein present tense

Ich bin zu Hause. Wir sind zu Hause.

Du bist zu Hause. Ihr seid zu Hause.

Er ist zu Hause. Sie sind zu Hause.

RAINER GEHT SCHILAUFE

Basic Dialog: Rainer: Guten Tag, Rudolf! Ich möchte heute
Schlaufen gehen. Kannst du mir
deine Schlier leihen?

Rudolf: Ja, gern! Hoffentlich passen sie dir.
Sie sind ein bisschen lang.

Rainer: O, das macht nichts. Du weißt, mein Vater
ist Schullehrer. Und ich bin auch kein Anfänger.

Rudolf: Schon gut! Bring sie mir morgen zurück!
Viel Vergnügen!

Gisela: Grüss Gott! O, der schöne Blumenstraus!

Wem schenkst du ihn?

Rudolf: Meinem Freund Rainer. Er liegt im Krankenhaus.

Gisela: Ach, du meine Güte! Was ist passiert?

Rudolf: Er hat sich das Bein gebrochen. Und das
auf meinen Schiern!

Gisela: Ich komme mit und bring ihm auch ein
Geschenk.

Rudolf: Kauf ihm doch das Buch, "Schlaufen für
Anfänger."

Supplement Die Monate: Januar, Februar, März, April, Mai,
Juni, Juli, August, September, Oktober,
November, Dezember.

Repetition Drill

Mein Plattenspieler ist gross. Unser Schullehrer ist alt.

Meine Schule ist gross. Unsere Mutter ist alt.

Mein Haus ist gross. Unser Buch ist alt.

Ihr Blumenstraus ist schön. Euer Bruder ist klein.

EINE RADTOUR

Basic Dialog Ulrika: Pass auf, Gretchen! Da kommt gleich
ein Autobus um die Ecke.

Gretchen: Seit wann kannst du um die Ecke sehen?

Ulrika: Steig ab, du Gans! Sonst ist unsere Radtour
zu Ende.

Gretchen: Donnerwetter! Das war aber grade zur rechten Zeit!

Ulrika: Achtest du denn nie auf die Spiegel an den Strassenecken?

Gretchen: Die habe ich vorher nie bemerkt.

Ulrika. Man sieht sie immer dort, wo die Strassen eng sind.

Gretchen: Hoffentlich ist die Jugendherberge nicht mehr weit. Ich bin furchtbar müde.

Ulrika: Und es wird auch schon dunkel.

Supplement

Wieviel Uhr ist es? Es ist zwölf Uhr
 Es ist zehn Minuten nach zwölf.
 Es ist halb eins.
 Es ist Viertel vor eins.

Repetition Drill

Ich kaufe dem Schillehrer ein Geschenk.
 Ich kaufe der Mutter ein Geschenk.
 Ich kaufe der Grossmama ein Geschenk.
 Ich kaufe der Freundin ein Geschenk.
 Ich kaufe dem Mädchen ein Geschenk.

WALTER GEHT EINKAUFEN

Basic Dialog Walter: Du, Siegfried, was hast du denn jetzt vor?

Siegfried: O, nichts Besonderes. Wieso?

Walter: Ich möchte noch etwas kaufen gehen.

Kommst du mit?

Siegfried: Freilich! Aber darf ich vielleicht die
Fussballschuhe bei dir lassen? Sie sind so
furchtbar schwer.

Walter: Ja, sicher! Stell sie in mein Zimmer!

Siegfried: Aber ich komme erst morgen hier vorbei
und hole sie mir ab.

Walter: Schon gut! Aber laufen wir jetzt schnell!
Die Geschäfte machen heute früh zu.

Frau: Was wünschen Sie, heute?

Walter: Was kosten die Hüte da drüben? Sie gefallen
mir.

Frau: Sie können schon einen Hut für acht Mark
kaufen.

Walter: Ja, den nehme ich.

Supplement

Hans möchte einen Anzug kaufen.

Hans möchte Schuhe kaufen.

Hans möchte Handschuhe kaufen.

ALM (Audio-Lingual-Materials), Listening, Speaking,
Reading, Writing materials, prepared by the staff of the
Modern Language Materials Development Center, Harcourt, Brace
& World, Inc., Chicago: 1960.

APPENDIX B

GAMES AND ACTIVITIES

Drill on Colors

Using white construction paper, the teacher has cut out the outline of various animals, the names of which have been learned, such as a lion, crocodile, and tiger. These outlines may be placed against colored construction paper to produce many colors in the different animals. The teacher will place the cutouts and the colored paper on the chalkboard ledge and say "color the crocodile orange, Richard, etc."

Variation. The entire class may issue commands according to the prompting of the teacher.

Class: Jean, make the lion brown.

Teacher: What is the color of the lion?

Class: The color of the lion is brown.

When all the animals have been chosen, the teacher sends the children to the board, one at a time. In this way, the boy with the green tiger goes to the board. When all the children holding animals are at the board, someone can name them as follows: the green tiger, the brown lion, etc.

Drill on Numbers

The teacher taps on the board with a pencil, a pen,

or a piece of chalk saying, how many times am I tapping? The children count silently. The names of the numbers have been learned beforehand. The children count silently and raise their hands. The class is divided into two teams and the score is kept. The teacher may write J for boys and M for girls, i. e., Jungen und Mädchen, saying at the same time, J steht für Jungen und M steht für Mädchen. The teacher is expected to call upon one team and then the opposing one until the correct answer is given. At the end of the game he will ask to add the scores, which will not be written down until a pupil has said the scores.

Drill on Learning Articles of Clothing

Definite preparation is necessary for this game. When the children have learned colors and are learning articles of clothing, the game will provide repetitive drill without boring them. The teacher will go around the class indicating the clothing of some of the pupils and saying, this is Maria's blouse, this is Sylvia's dress, this is Robert's shirt, etc. The pupils repeat after the teacher. Individual pupils are given a chance to practice the answer to the question, what is this, while touching the garment.

Now the teacher begins the game. Sylvia's dress is yellow. Whose blouse is blue? Children raise their hands.

The pupil who guesses correctly may take the teacher's place.

Drill on Basic Patterns

This guessing game may be used to help pupils remember three basic structural patterns and several nouns. This type of game shows which words have been mastered well enough to be used readily without help from the teacher. For this reason the teacher may use it as a disguised test. A pupil leaves the room while the class chooses an object in the room which they know in their target language vocabulary. The leader returns to the room and asks, is it a flag? The leader is allowed only three questions. If he fails to guess the right answer he sits down and they tell him the correct answer. Is it the flag?

No, it is not the flag.

Yes, it is the flag.

All three forms must be used correctly. The children learn the negative form very quickly through playing this game.

Drill on Combinations in Numbers

This game should be preceded by drill on numbers 1 to 20. Also simple addition facts should be drilled. The leader will say, what two numbers make 11, as he writes 11 on the board with a line above it. A pupil will say, 5 and

6 are 11. The pupil who guesses the correct combination has the privilege of leading the game. As the game continues the combinations remain on the board. Then all of them may be read by the class. The teacher then tells a pupil, Sylvia, go to the board and erase 4 and 2 are 6.

Drill on Days of the Week

When the days of the week have been learned, this simple game is enjoyed by a first-year class. I am thinking of a day of the week. What day am I thinking of? A pupil guesses, is it Monday? The one who guesses correctly becomes the teacher.

Drill on Colors

The teacher holds five strips of colored paper behind her saying, I have five colors. Choose a color. The pupil says, red. Then without looking, the teacher pulls out one of the colors and says, is it red? If the teacher happens to have pulled out a yellow paper, the pupil answers, no it is not red, it is yellow.

The first pupil who guesses the color correctly takes the teacher's place.

Drill on Words for Toys

Four cutouts of wooden shoes are placed on a table. The name of a child is written on each wooden shoe. Each pupil stands beside his shoe and takes the slip of paper which is under it. On this paper a toy has been drawn.

Paul: I have a train.

Andrew: I have a wagon.

Suzette: I have a doll.

Jeanne: I have a bicycle.

A Verb Drill

Sheets of colored paper, pictures of animals, clothing or food or small objects found in the classroom or children's toys which are included in the vocabulary to be taught are displayed in front of the room. This exercise is useful for teaching the verb forms, colors and the position of verbs. The teacher will say, "Paul, bring me the red top. Sylvia bring me the green doll. Donna, please bring me the red dog."

Drill in Actions

This game involves movement on the part of the pupils and a good memory. Each pupil who participates imitates his predecessor and adds an action. The teacher should start it by saying, I stand up, I touch Anna, and follow action to the words. The pupil touched imitates and adds another action.

Simon says or (sagt)

Pupils are quick to realize that Simon sagt is the German version of Simon says. The class obeys the commands of the leader only if they have been preceded by Simon sagt. Anyone who makes a mistake is out of the game. Quite often the pupils automatically say what they are doing when the mistake is made, but this is not required. Some commands which may be used are touch the desk, rub your nose, touch your hair. Pupils enjoy leading this game.

PLAYLET

KINDER SPIELLEN
(Children Play)

(Alle Mädchen und Jungen kommen herein und singen ein Lied).
(All girls and boys come in and sing a song).

Ricky: Wir singen ein Lied.
(We sing a song).
(Children sing a song "Hopp, hopp, hopp")

Hopp, hopp, hopp!
Pferdchen lauf Galopp!
Über Stock und über Steine,
Tu' dir ja nicht weh die Beine,
Hopp, hopp, hopp, hopp, hopp!
Pferdchen lauf' Galopp!

Mary: Was können wir tun?
(What can we do)?

Debra: Wir haben heute keine Schule. Wir können jetzt spielen.
(We have no school today. We can play now).

David: Keine Schule, das ist gut.
(No school, that is good).

Mary: Wir können Schule spielen.
(We can play school).

Tom: (Doesn't like the idea at first).
Ooooo, Schule spielen? Heute ist keine Schule. Aber gut,
wir spielen Schule.
(Oooooh, play school? [Today is no school]. But all
right, we play school).

Patty: Wir können Schule spielen, Haus spielen, und dann
spielen wir Ball.
(We can play school, play house, and then we play ball).

All Children: Gut! Das ist sehr gut.
(Good! That is very good).

Tom: Ich möchte der Lehrer sein. (Steps out and comes in).
I would like to be the teacher.

Ich heie (Herr) Roane! Guten Abend, Kinder!
 My name is Mr. Roane. Good evening, children.

Kinder: Guten Abend, Herr Roane!
 Good evening, Mr. Roane.

Tom: Wie geht es euch?
 (How are you?)

Kinder: (Es geht mir sehr gut, danke! Und wie geht es Ihnen)?
 (I am fine, thank you! And how are you?)

Tom: Es geht mir auch gut, danke.
 (I am fine too, thank you).
 Jetzt zhlen wir, von eins bis zwanzig.
 (Now we count from one to twenty).

(Children count. . . eins, zwei, drei, etc., to 20).

Debra: Ich bin die Lehrerin. Ich heie (Frulein) Telander.
 (I am the teacher. My name is Miss Telander).

Guten Abend, Kinder. Wie geht es euch?
 (Good evening, children. How are you?)

Kinder: Es geht mir gut, danke! Und wie geht es Ihnen?
 (I am fine, thank you! And how are you?)

Debra: Es geht mir auch gut, danke.
 (I am fine, also, thank you).

Wir sagen das A, B, C.
 (We'll say the A, B, C.) (Children repeat the alphabet).

Debra: Gut. Wir sagen die Namen der Tage der Woche.
 (Good. We say the names of the days of the week).
 (Children all say days of the week, Sonntag, etc. . .)

Ricky: Ich bin der Lehrer. Ich heie (Herr) Rutter.
 (I am the teacher. My name is Mr. Rutter).

Guten Tag, Kinder. Wie geht es euch?
 (Good day, children. How are you?)

Kinder: Guten Tag, Herr Rutter. Es geht mir gut, danke.
 (Good day, Mr. Rutter. I am fine, thank you).

Ricky: Jetzt sagen wir die Namen über Farben dieser Frucht.
(Now we'll say the names of the colors of this fruit).
(Picks up each piece of fruit (artificial) and says
the name of the fruit).

Ricky: Die Pflaume. . . (The plum).

Kinder: Die Pflaume ist grün. (The plum is green).

Ricky: Die Traube. . . (The grape).

Kinder: Die Traube ist blau. . . (The grape is blue).

Ricky: Die Birne. . . (The pear).

Kinder: Die Birne ist gelb. . . (The pear is yellow).

Ricky: Der Apfel. . . (The apple).

Kinder: Der Apfel ist rot. . . (The apple is red).

Ricky: Das ist genug Schule. Wir spielen Ball. David fange
den Ball!
(That is enough school. We play ball. David, catch
the ball!)
(Children throw and catch imaginary ball).

David: Ich fang' den Ball. Ich werf' den Ball zu Ricky.
(I catch the ball. I throw the ball to Ricky).

Ricky: Ich fang' den Ball. Ich werf' den Ball zu Jean.
(I catch the ball. I throw the ball to Jean).

Ricky: Wir singen ein Lied, "Kuckuck".
(We'll sing a song, "Kuckuck").

Kuk-kuck, Kuk-kuck,
ruft aus dem Wald:
Lasset uns singen,
tanzen und springen!
Frühling, Frühling!
wird es nun bald.

Mariel: Jetzt spielen wir Haus. Ich möchte die Mutter sein.
(Now we play house. I would like to be the mother).

Chris: Ich möchte der Vater sein.
(I would like to be the father).

Patty und David: Gut, wir sind die Kinder.
(Good, we are the children).

Jean: Erst decken wir den Tisch. Dann essen wir Frühstück.
(First, we put the cloth on the table. Then we eat breakfast).

Ronda: Ich brate Speck und Eier.
(I'll fry bacon and eggs).

Jane: Hier sind Teller, Messer, Gabel, und Löffel.
(Here is a plate, knife, fork and spoon).

Chris: Wir setzen uns und essen Frühstück.
(We sit down and eat breakfast).

Jean: Hier ist ein Glas und hier ist ein Glas.
(Here is a glass and here is a glass).
(Puts glass at each place).

Eddie: Gut, lasst uns essen.
(Good! Let us eat).

Steven: Das ist ein gutes Frühstück.
(This is a good breakfast).

Tim: Ja, sehr gut! Ich möchte mehr Speck, bitte.
(Yes, very good. I would like more bacon, please).

Joe: Iss nicht so viel, Tim, du wirst fett.
(Do not eat so much Tim, you'll get fat).

Tim: Nein, nicht fett, nur gross.
(No, not fat, only tall or big).

Judy: Wie spät ist es?
(How late is it)?

Debra: Es ist 6 Uhr. Zeit nach Hause zu gehen.
(It is 6 o'clock. Time to go home).

Ricky: Wir haben lang' gespielt. Wir singen noch ein Lied.
(We have played a long time. We'll sing another song).

All sing: DER FROHE WANDERSMANN

Mein Vater war ein Wandersmann,
und mir steckt's auch im Blut,
Drum wandr'ich froh, so lang ich kann
und schwenke meinen Hut.
Valerie, valera,
valerie, valera, ha, ha, ha, ha, ha,
valerie, valera,
und schwenke meinen Hut.

Alle: Auf Wiedersehen. . . Auf Wiedersehen.
(Good-by. . . Good-by, see you again!

A PROPOSAL
FOR INTRODUCING CHILDREN IN THE ELEMENTARY GRADES
TO A GERMAN LISTENING AND SPEAKING PROGRAM
INTEGRATED WITH READING AND WRITING

by

Sophia Unruh

B. S., Kansas State University, 1956

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

It was the purpose of this study to familiarize the reader with modern methods and techniques for introducing children in the elementary grades to a German language program. The literature revealed that the primary objectives of a modern language program in the elementary grades were (1) to develop an audio-lingual mastery of a minimum vocabulary and some basic speech patterns, and (2) to supplement the audio-lingual method at the proper time of transition with a carefully controlled amount of reading and writing. Recommendations were made to develop and integrate the reading and writing program with the listening and speaking vocabulary so as to have continuity or an uninterrupted sequence of language learning.

A large number of books and articles about foreign languages in the elementary school have been written. Emphasis was given to the fact that learning a foreign language could be most easily and successfully be done at the elementary level. The simplest, the most natural and the most effective way of learning a language was to begin early. The young child's speech organs were flexible, and his mind was uninhibited. The child took natural delight in learning new speech patterns. According to the literature reviewed the elementary school program should strive toward achievement in two major areas--linguistic and cultural. In

the linguistic area the children would learn to understand and to speak the foreign language with reasonable accuracy and fluency in the daily situations and experiences in which children of their age group normally speak. In the cultural area the children would learn that people all over the world are basically similar, all have the same needs, wants and desires.

The evaluation of this study showed that while the most important phase of the foreign language program was the audio-lingual method, the student began to master a language when he was on his own after formal training had ended. It was at this point that the reading and writing in the foreign language became an important aid to his language proficiency. When the student learned the vocabulary of the spoken language he acquired reading readiness to read from books with the known vocabulary. The following recommendations were proposed:

(1) Children could be helped to learn a foreign language by the audio-lingual method in multiple activities. Some of these activities that created motivation and interest could be dialogues, stories, playlets, or dramatic skits, or songs and action games.

(2) The cultural topics to be introduced could include those of school, food, health, clothing, recreation, holidays and communities.

(3) A notebook could be introduced at a later time at the direction of the teacher. Simple sentences that had been written on the blackboard could be copied by the pupil. He learned to read and write the vocabulary that he had learned to speak in the target language.

(4) Pupils could be given copies of work sheets of dialogues they had learned which they read in unison with the teacher.

(5) At the reading and writing period the sounds of the German alphabet could be reviewed. At a later stage the sounds could be isolated in familiar words and pronounced carefully. Attention should be given to the relative position of the lips and the tongue. Lists of words as they were pronounced and learned would be copied in the pupil's notebook.

This was a limited study and was in no way meant to convey that this was the only method to be used in bringing about a mastery of skills in the target language. The aim of the recommendations was to show that the introduction of a controlled amount of reading and writing provided an important aid to learning a foreign language in the elementary grades. The skill of reading from books in the target language opened up a whole new field of interest.