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Ann M. Lassen
University of Northern Iowa

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Ann M. Lassen

University of Northern Iowa

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Marvin Heller
Director of Research Paper

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Date Approved

Marvin Heller
Graduate Faculty Adviser

7-15-93
Date Approved

Greg P. Stefanich
Graduate Faculty Reader

7-16-93
Date Approved

Peggy Ishler
Head, Department of Curriculum and Instruction

Abstract

This paper is an overview of foreign language instruction in the elementary school. Through a review of the current literature, the rationale for language instruction at the elementary level is explored. Current program models and frequency of such programs in United States' elementary schools today are identified. Characteristics of successful programs in the areas of planning, teaching methods, and evaluation are addressed. Teacher qualifications are examined and steps being taken to rectify a lack of qualified elementary foreign teachers are offered as suggestions for the future.

An Overview of Foreign Language Instruction in the Elementary School

Public education in this country seems to be under constant review and/or reform. In the educational literature today, one can find numerous recommendations for improvements. What can be difficult to find, however, is information regarding the implementation of some of these recommendations.

Like many reform ideas, a need for more comprehensive foreign language instruction has been expressed in the educational literature, but details about the fulfillment of this need are not given the same attention. As a consequence, educators who are not schooled in the area of foreign language know little about plans or programs concerning the expansion of foreign languages in the school curriculum.

This paper is directed at answering the following questions regarding foreign language instruction at the elementary school level: What is the rationale for teaching foreign languages at the elementary level? What foreign language programs exist in elementary schools today? What are the characteristics of successful elementary school foreign language programs? What qualifications are needed to teach foreign language

in the elementary school?

Rationale for Teaching Foreign Language at the Elementary Level

When considering foreign language instruction in the elementary school, it is important to realize that the concept is not a new one. It is not just a new trend looking for a place in the curriculum. On the contrary, teaching foreign language to children has a long and varied history in this country.

During the seventeenth and eighteenth centuries, Latin and Greek were a common part of a child's formal education (Heining-Boynton, 1990b) The nineteenth century brought massive immigration and with it, a new wave of language instruction in the schools. German was the most common language offered in many schools up until World War I. Throughout the World Wars, however, negative national sentiment towards most things foreign, especially German, brought a decline in foreign language instruction in the schools (Curtain & Pesola, 1988).

By the mid-fifties, however, foreign language instruction had gained momentum again. Programs flourished through teacher training funds provided by the National Defense Education Act. By 1960, over one million elementary students were receiving some type of

foreign language instruction. Yet, by the end of the sixties, foreign language instruction for the elementary student had again sufferred a great decline (Heining-Boynton, 1990b).

Although popularity of elementary foreign language programs has seen great fluctuations throughout the years, the need for students to be exposed to foreign language has remained. This need has intensified in recent years due to the shrinking world concept. A growing interdependence among the countries of the world, international trade and relations, and an increased desire for multicultural understanding all point to the need for greater emphasis on foreign language instruction. Senator Paul Simon feels this need is of national concern. "At a time when the national need dictates that we should be increasing the exposure of our citizens to other languages and cultures, that exposure is declining" (1988, p.1).

In fact, the need is seen as even greater when one considers that in most other countries, foreign language is an integral part of education (Halls, 1970; Simon, 1988). After writing to every country that had an embassy in Washington to inquire about their foreign language programs, Senator Paul Simon found: "Seventy-

six nations responded, and among them, none can compare with the United States in neglect of foreign languages" (1988, p.77). Some educational reform reports recognize this "neglect" and feel part of the solution is to increase foreign language instruction to our younger students (Kearns & Doyle, 1989; National Commission on Excellence in Education, 1983).

The National Commission on Excellence in Education, in their 1983 report, A Nation At Risk: The Imperative for Educational Reform, recommends that foreign language instruction begin in the elementary grades and continue for four to six years with a substantial level of proficiency being the goal. "We believe it is desirable that students achieve such proficiency because study of a foreign language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the Nation's needs in commerce, diplomacy, defense, and education" (p. 72).

In 1989, the need was still apparent as Kearns and Doyle point out in their book, Winning the Brain Race: A Bold Plan to Make Our Schools Competitive. "American ignorance of second languages is woeful. It is a serious impediment to our continued economic growth and an embarrassment internationally" (p. 76). The authors

recommend that second language learning begin in the elementary grades. They expand their view to suggest that the opportunity to study a second language be present from first grade on.

Although a clear need for an increase in foreign language instruction may be seen, one may still question why it is necessary at the elementary level. Curtain and Pesola (1988) address two fundamental reasons foreign language instruction should begin in the elementary grades. First, they argue that any curricular area that is perceived as truly important to society is present at the elementary level. Without foreign language having a secure place in the elementary curriculum, it will be difficult to address the encompassing needs described in the recent reform reports. Second, research has shown that one of the most important elements affecting the acquisition of a foreign language is the amount of time spent in using the language. Therefore, the earlier learning can start, the better chance one has of reaching a significant level of proficiency in the language.

Besides providing an early start, there are many specific reasons foreign language learning is suited to the younger student. In the past, it was thought that

children were "better" language learners. While this is not necessarily true, there are aspects of language learning in which the age of the learner can make a difference (Brown, 1987; Lee, 1988; Lipton, 1991).

It is believed (Lee, 1988) that children are better at the pronunciation involved in foreign language learning. Some experts believe that there is a "critical period" that ends around puberty after which a nativelike accent is near impossible to acquire (Brown, 1987). Additionally, it seems that, compared to children, the superior grasp that adults have of their first language, can pose problems in learning a second language. As Brown states, "the first language, ... does not pose the same degree of interference in children learning a second language as it does in adults" (p. 54). Lastly, Lipton (1991) points to general personality traits of children that give them an advantage in language learning. She attests that children are not self-conscious about pronouncing the unfamiliar language, and that "children are curious about strange sounds and secret codes" (p.1084).

When considering the advantages of early language learning, one can not overlook the personal benefits to the learner. Besides the obvious benefit of learning a

second language, children have much to gain from foreign language study. As we know from Piaget, children develop cognitively when they are faced with new or "foreign" information that does not fit their existing realm of knowledge. It is the conflict that children face in these situations that forces them to think in new ways. Therefore, foreign language instruction provides a natural setting for enhancing cognitive development (Curtain, 1990).

Another area for which foreign languages provide a natural learning situation is that of intercultural understanding and global awareness. Learning a new language does not only bring about an understanding of the cultures in which the target language is spoken, but also of one's own culture and culture in general. Research shows that in this area, as well, there are advantages for younger learners. As Curtain and Pesola (1988) explain, the age of ten seems to be a critical time for children in the development of attitudes towards people or concepts that are perceived as foreign. "Children are in the process of moving from egocentricity to reciprocity, and information introduced before age ten is eagerly received" (p. 4).

Existing Programs

One does not need to look far into the literature to find that the label "elementary school foreign language program" can be used to describe many different things. There are several types of programs. Furthermore, variations in the implementation of the same program type at different schools creates a great variety of actual programs. What this means, however, is that elementary school foreign language programs tend to be school specific; this can be very beneficial for those involved in the program.

A variety of programs also means that before one can gain an understanding of the present state of elementary school foreign language instructional practices, one needs to become familiar with the types of programs. There are three general program types that are fundamentally different in their levels of language exposure, goals, and student outcomes. They range from intense language exposure where students are immersed in the foreign language for at least half of the school day, moderate and consistent language exposure in which the students receive ongoing instruction, to exploratory programs where students may receive brief exposure to more than one language.

Immersion programs are the most intense type of program. In this approach, students are taught the regular elementary curriculum through the target language. The goals of these programs usually include high proficiency in the foreign language, mastery of the subject content taught, and an understanding of other cultures. There are many variations of immersion programs differing in aspects such as how much of the school day is taught in the foreign language and at what grade level the students are immersed.

At the other end of the spectrum are exploratory programs, often referred to as FLEX (Foreign Language Exploratory or Experience) programs. These are usually short term programs lasting anywhere from a few weeks to a year. Their focus is on exposure to new languages and culture, and are often taught mostly in English. Some FLEX courses address one language, while others may sequence exposure to two or three languages. The goals of such programs often include developing an interest in foreign languages for further study, learning some language content, and an appreciation of other cultures.

The third type of program lies between immersion and FLEX programs. These programs are referred to as FLES (Foreign Language in Elementary School) programs.

It should be noted that the term FLES is sometimes used to refer to all elementary school foreign language programs, but it is more accurately used to describe this specific program type. FLES programs are ongoing programs in which classes take place from one to five days a week, with instruction time ranging from 20 minutes to an hour or more. The goals of FLES programs usually include proficiency in listening and speaking the target language, some proficiency in reading and writing, and an understanding of other cultures.

There are two important variations of the FLES model. One, Rhodes and Oxford (1988) refer to as intensive FLES. This program has a similar structure as FLES programs and the same goals. The difference is in the amount of exposure to the language. Intensive FLES programs may include language classes taught entirely in the target language, and the foreign language being reinforced in other curricular areas.

The second variation to the standard FLES program is called content-based or content-enriched FLES. This type of program differs from regular FLES in that "...subject content from the regular school curriculum is taught in the foreign language, thus the focus is not on (explicit) language instruction alone" (Reeves, 1989,

p. 3). An additional goal to this program, therefore, is the mastery of the subject content taught in the foreign language. Because more time is spent using the language and there is exposure to the language in different meaningful contexts, a higher language proficiency is often expected in these programs.

A national survey conducted by Rhodes and Oxford (1988) between October of 1986 and January of 1987 is a sound resource for providing information on how many elementary schools in the United States have foreign language programs, what progam types they utilize, and what languages are taught. The survey found that 22% of the responding elementary schools, both public and private, had some type of foreign language program. The survey also showed that of the schools that did not have programs, half indicated an interest in having foreign language instruction at their school.

Of the programs that do exist, the four most commonly taught languages in the elementary schools are Spanish, French, Latin, and German respectively. When asked to indicate what type of program the schools had, 45% responded that they had a FLES program, 41% had FLEX, 12% had intensive FLES, and 2% had an immersion program. Rhodes' and Oxford's survey did not account

for content-based FLES programs. It is feasible, however, that their interpretation of intensive FLES may overlap with the concept of content-based FLES.

Since Rhodes and Oxford (1988) conducted their survey, there have been significant implementation plans taking place across the country. The most encompassing is in North Carolina. Heining-Boynton (1991) relates that a statewide curriculum study that started in 1981 has resulted in the mandate that by 1995 all children in grades K-5 (or K-6 depending on the school structure) will be required to study a foreign language. The mandate does not specify which program type must be used. Among the schools that have begun implementation, however, FLES has been selected most often. "Foreign language educators from across the country are watching with the hope that North Carolina can be used as a model for other states to follow" (p. 432).

Some foreign language educators have not waited to follow North Carolina's lead. In 1989, the Bulloch County Public School System, Georgia Southern University, and the Southeast Georgia Foreign Language and Culture Center banned together to introduce a FLEX program into the fourth grade curriculum. The program was started with some reservations regarding community

support for such a program in rural southeast Georgia. After the first year, however, the school board quickly approved not only plans to continue the fourth grade program, but funding to include a fifth grade FLES component as well. Spanish was selected as the language to be taught. At the end of the second year, student and parent support favored the expansion of the program into sixth grade. This development prompted the personnel to revise the curriculum with consideration for appropriate articulation across grades and coordination with higher levels of language learning (Shumaker, 1992).

Characteristics of Successful Programs

Those who are concerned with making foreign language instruction a permanent part of the elementary curriculum have made an effort to carefully analyze mistakes that may have contributed to the decline of programs at the end of the sixties. Though many opinions exist, one can see three broad areas in which programs of the past were lacking. These areas were: planning, methodology, and lack of qualified teachers. The lack of qualified teachers will be addressed later in this paper, but by taking a closer look at some of the past problems in planning and methodology, one can

gain some insight into what is needed for successful programs.

In the area of planning, past programs failed in several ways. First, programs of the sixties grew so quickly that often there simply were not adequate plans to begin with. There was also a serious lack of planning for program articulation (Curtain & Pesola, 1988; Lipton, 1990). This created further problems such as a lack of support among high school foreign language teachers and student dissatisfaction due to a perceived lack of progress. Second, Lipton (1988) points out that often programs lacked a sound rationale. Instead their motivation for starting a program was often a result of the "bandwagon" effect. The third problem regarding planning revolved around goals. Programs either did not have any declared goals, or the goals were ambiguous and often unrealistic. Lack of clear goals, in turn, had serious implications for evaluation. Because they lacked direction, appropriate evaluation was very difficult. Also, programs were often seen as ineffective because they did not achieve their unrealistic goals (Lipton, 1990).

Another general area in which the programs of the sixties had difficulties was in their methodology.

Almost without exception, these past programs were based on the then new audiolingual method. This method relied heavily on verbal repetition and listening/speaking drills. Problems occurred with students becoming bored after being in the program a substantial amount of time. This problem was fueled by what Lipton (1988) refers to as a lack of flexibility in methodology, pointing out that the audiolingual method was used in all programs without variation. The inherent problems of this methodology also created disillusionment among students and parents regarding the results it rendered. Students often could *speak* the language, but had trouble communicating in it.

By considering these lessons from the past, as well as applying new developments in the field of second language acquisition and successful components of present programs, one can identify many characteristics that should be present in successful programs. For organizational purposes, these charateristics will be addressed in three general catagories: planning, teaching methods & strategies, and evaluation.

When planning a program, there are many steps to be followed carefully to ensure success in its implementation. First, a rationale should be developed.

Issues such as those presented earlier in this paper, as well as many more addressed in the current literature can serve as components for a rationale. However, it is important that the rationale be suited to the particular school. That is, in selecting reasons for a program, care should be given to address local attitudes, concerns, and expectations (Curtain & Pesola, 1988; Lipton, 1988).

After a rationale is established, an assessment of community interest and support, as well as school resources should be conducted. Based on the results of such an assessment, realistic goals should be set. Curtain and Pesola (1988) warn that in establishing goals, one important guideline must be followed: "The level of fluency a student will gain in an elementary foreign language class is directly related to the amount of time students spend using the language" (p. 39). Also, when setting goals, some initial consideration needs to be given to evaluation. That is, there must be coordination between the goals set and how they will be evaluated.

Taking into consideration the defined goals, community interest, and school resources, a program type needs to be selected. A close look at the benefits and

drawbacks to each program, along with the staffing and funding involved will need to be considered. Besides the type of program, the language or languages to be taught must be defined.

Once a program is selected, curriculum development must be addressed. When developing the curriculum, support of any junior high or high school foreign language teachers on staff should be sought. Not only is their support important, but they are needed to ensure careful articulation of the curriculum throughout the grades. Heining-Boynton (1990b) defines articulation as "...a gradual, sequential progression within and between levels in a given content area" (p. 505). Also, when planning the curriculum, methods and strategies should be chosen carefully based on knowledge of recent developments in the understanding of second language acquisition (Curtain, 1991).

A recent insight into second language acquisition that should have an impact on the methods and strategies chosen for elementary foreign language instruction is the importance of listening comprehension. As Asher (1983) explains, "... all other language skills--especially production--will follow once the student has internalized a genuine understanding of what people are

saying in the target language" (p. 1). Early instruction should focus on listening and understanding before the other language skills are stressed. This natural progression from listening comprehension to production can be seen in first language acquisition which provides credibility to the philosophy.

Emphasis on listening comprehension is illustrative of the general methodology present in elementary foreign language programs today. This methodology is based upon communication. The foreign language is taught as a means of communication instead of as groups of syllables to pronounce or as lists of rules to memorize. The four language skills of listening, speaking, reading, and writing are not taught in isolation. Although certain stages or aspects of instruction may concentrate on one skill more than the others, successful programs incorporate all four skills throughout the curriculum. The skills are integrated within a communicative, meaningful learning environment. The philosophy and approach is very similar to that of the "whole language" approach in teaching English language arts (Curtain, 1991; Met, 1989).

Immersion programs have the ideal situation for approaching language learning in this way. Since the

students are using the language to learn other subject matter, it is truly a meaningful, communication environment. "In non-immersion classes, the elementary school foreign language teacher must create within the classroom the settings that will give the learner the opportunity to use the target language in a natural setting" (Curtain, 1991, p. 324). It is beyond the scope of this paper to formally address all of the strategies for creating natural, communication settings, in the classroom. However, these strategies include: using the target language for all instruction; using exaggerated expression, acting, props, and concrete materials to aid understanding; role playing; story telling; demonstrations; and cooperative learning activities.

It is in this desire to create natural, communication settings that content-based FLES programs have a significant advantage. As with immersion programs, the act of learning subject content through the target language provides an ideal situation. As Met (1991) addresses, content-based FLES offers other advantages as well. "Content area concepts are enriched and enhanced through activities conducted in the foreign language" (p. 284). This is obviously beneficial to the

student as integration and reinforcement of concepts can only help increase understanding.

Reinforcing concepts from the regular curriculum in a content-based FLES program can add to the support and success of the program itself. In an elementary curriculum that is always overloaded, giving up time for foreign language instruction is sometimes a problem for the regular classroom teacher and administrators. However, if the FLES teacher can work with the regular classroom teacher to coordinate content coverage, it can ease the idea of "taking time out" of the regular curriculum for foreign language.

Another element that is crucial to a successful elementary foreign language program is an approach to culture that emphasizes the integration of culture and language acquisition. Pesola (1991) feels using such an approach will help teachers avoid using the "superficial and sometimes stereotypical" activities that can find their way into the elementary foreign language classroom. In this area, the key is to create meaningful, communication settings in which both the language and cultural content can be learned naturally.

Lastly, a program that wishes to be successful may consider utilizing some teaching techniques that provide

communication activities for the students while eliciting parent and community support. Such techniques might include the students creating newsletters or newspapers in the target language that can be sent home or distributed throughout the community. Homework designed to reinforce concepts and involve the parents can be a means of support and a way to send the message that the foreign language is as important as other subject matter in which the students often have homework.

A final element that is important for the success and continued support of an elementary foreign language program is evaluation. Two kinds of evaluation need to be thoughtfully incorporated: students need to be regularly evaluated according to desired curricular outcomes, and programs need to be evaluated based on predetermined goals.

Regarding student evaluation, Curtain and Pesola (1988) make an important point. "In many FLES and FLEX programs the problem is not so much inappropriate testing as it is an absence of formal evaluation measures altogether" (p. 184). So the first concern is making sure a program has periodic student achievement evaluation worked into the curriculum. Secondly, care

needs to be given to matching the evaluation methods to the teaching methods. That is, when the teaching is done through meaningful communication, that is how the evaluation needs to take place. One can not teach meaningful communication skills, then test isolated skills and grammar; results of such testing would not be a true measure of achievement. This requires the elementary foreign language teacher to be creative and flexible in his/her ideas of testing. Planned and appropriate student evaluation will not only facilitate teaching, but will let the students and parents know that progress is being made and that foreign language study merits the same level of attention and effort as other subjects. This can be an important element in the support of a program, which is crucial for success.

Program evaluation is also important for success. As mentioned in the discussion of goals, it is important for schools to coordinate their program goals and evaluation. This is similar to matching teaching and testing methods in student evaluation. A program must be evaluated on what it was set up to achieve. Therefore, schools should develop specific and individual plans for systematic program evaluation.

Heining-Boynton (1990a) saw the need for a

standardized way to evaluate programs. Considering causes for program decline in the sixties, and present program concerns, the FPEI (FLES Program Evaluation Inventory) was developed. The evaluation instrument is designed to elicit feedback in ten broad categories: qualified teachers; goals & objectives; pedagogy; articulation; homework, grades, evaluation; parent support; FLES teacher acceptance by colleagues; workload; at-risk students; and student satisfaction. The FPEI consists of five forms which allows for program evaluation by FLES teachers, principals and administrators, students, elementary classroom teachers, and parents.

Teacher Qualifications

As mentioned earlier, a main problem for elementary foreign language programs of the sixties was a lack of qualified teachers. Unfortunately, this problem lingers for programs today. In a survey sponsored by the Joint National Committee for Languages which included all fifty states and the District of Columbia, it was found that 40% of the responding education agencies reported a shortage of FLES teachers for the 1987-88 school year (Draper, 1989). When asked to project into the next five years, 57% expected teacher shortages at the elementary

language programs reported that all their teachers were certified in elementary foreign language teaching.

Fortunately, some serious efforts are being made to rectify this problem. Heining-Boynton (1991) reports that in North Carolina, along with the state mandate that all elementary children will study a foreign language, all colleges and universities that grant foreign language certificates will need to have a program for K-12 certification. The programs must be approved by the State Department of Public Instruction. To aid the development of these programs the State Department has outlined criterion that include 22 competencies that they see as essential for elementary foreign language teaching. These competencies fit into the three general categories of Academic Skills and Knowledge of the Target Culture, Professional Skills and Knowledge, and Professional Growth (Heining-Boynton, 1991).

This mandate for K-12 certification, has prompted teacher educators to look into ways in which to create programs that meet these criterion. Mitchell and Tucker (1991) relate that additions to the already existing secondary certification program would need to focus on more training in child psychology and a FLES methods

course. It is this methods course that they feel will be the key to K-12 certification. "As we began researching the current literature on FLES, we became aware that the FLES teacher would need knowledge, not only of methods, but of program models, the elementary curriculum, second language acquisition, articulation, evaluation, and materials, to mention only the principal areas of expertise" (p. 507). It is apparent that the goal of creating the opportunity for teachers to become qualified in elementary foreign language instruction is a complex one. It is a goal, however, that must be achieved if elementary foreign language programs are to succeed.

Summary

There is a sound rationale for foreign language instruction at the elementary level. The history of such instruction reveals that although trends have come and gone, a need for young students to be exposed to foreign language study has remained (Curtain & Pesola, 1988; Heining-Boynton, 1990b). Furthermore, increased interdependence among the countries of the world has created an even greater need for foreign language study in recent years (Kearns & Doyle, 1989; National Commission on Excellence in Education, 1983; Simon,

1988). Reasons for starting foreign language study at the elementary level include the fact that children need several years of study to gain sufficient levels of proficiency. Also, establishing foreign language early shows that it is as important as other subjects studied throughout basic education (Curtain & Pesola, 1988). Early learners have an advantage in the areas of pronunciation (Lee, 1988), accent (Brown, 1987), and intercultural understanding (Curtain & Pesola, 1988). Cognitive development is also enhanced by the challenge of learning that which is foreign (Curtain, 1990).

A national survey (Rhodes & Oxford, 1988) showed that 22% of elementary schools have some type of foreign language program. Half of the schools without programs expresed an interest in having one. There are three major types of elementary foreign language programs: FLEX, an exploratory program; FLES, ongoing programs that usually teach one foreign language and its cultures; and immersion programs that teach the regular curriculum in the foreign language. Spanish is the most often taught language in the elementary schools (Rhodes & Oxford, 1988).

There are several characteristics that can contribute to a successful elementary foreign language

program. In the planning stages, a sound rationale needs to be developed that matches the schools' attitudes and concerns (Curtain & Pesola, 1988; Lipton, 1988). Realistic goals need to be set based on community interest and school resources. A program type and language(s) then needs to be selected based on interests, resources, and goals. Then curriculum must be developed giving careful attention to articulation (Heining-Boynton, 1990b). When developing curriculum, recent methods and strategies based on listening comprehension and communication should be understood and incorporated (Curtain, 1991). The learning of culture through integration should be emphasized (Pesola, 1991). Finally, successful elementary foreign language programs need to have sound student and program evaluation. The methods for student evaluation must match the methods of instruction, and program evaluation must be based on program goals. Schools may also consider using a standardized construct such as the FPEI to evaluate their program (Heining-Boynton, 1990a).

Programs may have all the elements for success, yet without qualified teachers, success is unlikely. Successful teachers possess a high level of proficiency in the foreign language, knowledge of second language

acquisition methodology, and elementary education methodology. There is a lack of qualified elementary school foreign language teachers today (Draper, 1989; Rhodes & Oxford, 1988). This is in part due to the fact that few states offer certification in the field (Rhodes & Oxford, 1988), and few colleges and universities offer appropriate coursework (Met, 1989). North Carolina has made great progress in rectifying this problem. There is a state mandate that requires all colleges and universities which offer foreign language certification to have a state approved program for K-12 certification (Heining-Boynton, 1991). Some teacher educators have risen to the challenge and are developing programs that focus on the encompassing needs of the elementary foreign language teacher (Mitchell & Tucker, 1991).

Conclusions

There is a framework already in place for elementary school foreign language instruction. There is a sound rationale and clear methodology. There are many program types to suit individual schools and, in fact, many successful programs exist today.

To build upon this framework, some serious issues need to be addressed. First of all, educational professionals, in general, need to become concerned with

the neglect of foreign language instruction in this country. Elementary educators need to acknowledge foreign language as not just a justified addition to the curriculum, but a needed one. Considering recent trends in elementary education such as curriculum integration, multi-cultural education, and critical thinking, foreign language programs in the elementary school can enhance a child's total education, not just his/her language proficiency. The content-based FLES programs have many advantages in terms of language instruction, scheduling, and integrated curriculum development. However, with the variety of program models in use today, schools can select programs to fit their individual needs.

A second issue that must be addressed before elementary foreign language education can fully develop is the shortage of qualified teachers. It seems that all states should offer a certification option that involves elementary foreign language teaching. In turn, colleges and universities need to develop programs that properly train candidates for the specific needs of elementary foreign language instruction. This is an area in which present elementary foreign language teachers need to become involved as teacher trainers, consultants, and advocates.

Finally, in order for foreign language to gain a secure place in the elementary curriculum, governmental support is needed. Support is needed both in terms of stressing the national need and providing funding. In 1976, Representative Albert Quie addressed the House and said:

> If we pull back on this and say, let us leave it to the states or local communities, they have no more reason to put up money to understand other parts of the world than they have to put up a portion of our defense system. It is important nationally for our people to understand other parts of the world.... It is a national responsibility. (cited in Simon, 1988, p.19)

In 1993, this national responsibility has only increased.

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