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THE FIRST YEAR FOREIGN LANGUAGE
PROGRAM IN AN ELEMENTARY
SCHOOL

by
Sean Hengst

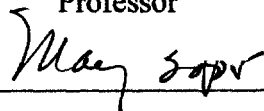
A Thesis

Submitted in partial fulfillment of the requirements of the
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of
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Approved by

Professor

Date Approved



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ABSTRACT

Sean Hengst
THE FIRST YEAR FOREIGN LANGUAGE PROGRAM
IN AN ELEMENTARY SCHOOL

2004/05

Dr. Ronald Capasso
Educational Leadership

The purpose of this project was to evaluate the strengths and weaknesses of a first year elementary school foreign language curriculum, so that appropriate objectives and activities could be planned for the second year of the program. The intern selected a sample of ten students from each grade level. He used oral and written assessments to measure content mastery and conducted interviews to determine student attitudes toward the program. The intern also analyzed the French teacher's lesson plans to determine the amount of time spent teaching each objective and what teaching strategies were successful. After analyzing the data, the intern concluded that 95% of both the primary and intermediate level groups enjoyed learning French this year. The main strength of the program was the achievement of most of the communication objectives by at least 50% of each class sample. The primary weakness of the program was the lack of student proficiency of the cultural objectives.

Acknowledgements

The intern would like to express his appreciation to Dr. Mark Raivetz, superintendent of Haddon Township schools, for allowing him to conduct this project at Jennings Elementary School. He would also like to thank Dyanne Kerecman, curriculum coordinator, for her guidance with creating appropriate standards and selecting teaching materials to make this program work.

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The intern would also like to thank Chuck Warfield, mentor and principal of Jennings Elementary School. He worked hard to involve the intern on every aspect of the practice that would make him a successful administrator in the future. Chuck also provided advice on this project throughout its duration.

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The intern would also like to thank his parents and family for their support. Their assistance throughout this year helped the intern complete his work with little worry about any other responsibilities.

The intern owes his greatest gratitude to his wife, Stacey. She would not allow any obstacle to stand in the way of his success as a graduate student. Stacey also provided infinite patience throughout the hours that this project and the internship as a whole required. The intern owes her greatly for this support.

Finally, the intern would like to thank his son Jason. He has helped the intern to keep his priorities in perspective and realize what is truly important in life.

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CHAPTER 1

Introduction

Focus of the Study

A coalition of several foreign language associations created the Standards for Foreign Language Learning in 1996. The goal of this federally funded project was to provide a framework that states could use to assist with designing and implementing a foreign language curriculum from grades kindergarten through twelve. New Jersey was one state that drew from this document to produce foreign language standards for its Core Curriculum Content Standards.

This year, Haddon Township implemented an elementary foreign language program for students in grades one through five. The researcher and foreign language teacher designed a French curriculum based on the New Jersey World Language Standards. The researcher wanted to determine the effectiveness of this first year foreign language program in a first through fourth grade setting in order to improve the course objectives and teaching activities for the second year of the program.

Purpose of the Study

The purpose of the study was to evaluate the effectiveness of a foreign language program using evaluation research to revise a curriculum. The foreign language program was defined as the instruction in French that occurred in grades one through five, one day a week for one half-hour.

Definitions

Audio-lingual method – A method of foreign language instruction that emphasizes the learning of a language through habit formation using oral drills and repetition of dialogue.

FLES – An acronym that refers to all foreign language programs in elementary schools.

Immersion – A method of instruction where students learn all subject area curricula through the target language.

Target language – the second language students are learning in the foreign language program.

Limitations

The researcher was unable to determine the effectiveness of the entire first year, due to the timelines of the project. The data collected could only reflect what was taught to the students from September through February. Also, only ten students in one classroom per grade level were assessed, which limited the sample size. Different techniques were used to gather data, due to the wide range of ages of the subjects. Formal written assessments were given to the second through fourth grade students three times during the year to measure their mastery of the content. A summative oral assessment was given to students in the first grade at the end of the project.

Setting of the Study

Haddon Township is located in Camden County, New Jersey. The township has a total area of 2.8 miles and borders the towns of Audubon, Audubon Park, Camden, Cherry Hill, Collingswood, Gloucester City, Haddonfield, Haddon Heights, Mount Ephraim, and Oaklyn. The township is divided into 82.2% taxable resident property, 12.6% commercial property, and 4.7% apartment property.

The Haddon Township Business Partnership has divided the township into three commercial districts. The first district is labeled “The Crossings District,” which is known for its car and motorcycle dealerships, repair shops, and auto supply stores. The second district is labeled “Westmont Downtown” and is accessible by a train that travels to South Jersey towns and Philadelphia. This area features dining establishments, takeout restaurants, and retail and service businesses. The third district is known as the “Central Arts and Business District.” This arts area has a theatre company and artists’ studios. The business section of this district features supermarkets, pharmacies, and offices.

As of the 2000 Census, Haddon Township had a population of 14,651 people. The racial makeup of the town is 95.42% white, 1.18% African American, .05% Native American, 2.01% Asian, .04% Pacific Islander, 0.56% from other races, 0.74% from two or more races, and 1.54% Hispanic or Latino of any race. The median income is \$51,076 per household and \$65,269 per family. The population of residents under the poverty line is 4.1% (Courier Post, 2002).

Haddon Township School District serves 2,270 students in its five elementary schools, one middle school and one high school. Three of the elementary schools contain one classroom per grade level from pre-kindergarten through fifth grade, and the others

contain two classrooms per grade level. The middle school houses students in sixth through eighth grades and the high school instructs students in ninth through twelfth grades.

Haddon Township School District is in the FG district factor group, where A is the lowest and J is the highest socioeconomic rating. The total cost per pupil was \$9,123.00 for the 2003-2004 school year (New Jersey Department of Education, 2005). For the most part, the public has supported the district budgets. In the past ten years, seven of the ten budget proposals have passed. Township residents have also supported referendums. In the early 1990s, the district passed a \$2.4 million referendum to support the construction of an athletic wing and fund asbestos removal. Four years ago, the township passed an \$18 million referendum to support the construction of a middle school, the building of additions on two of the elementary schools, and renovations to all of the district's schools.

There are 207 teachers employed in the Haddon Township Schools. The average experience age for teachers is 15 years. Forty-two percent of the district's teachers have continued their education beyond a bachelor's degree.

Haddon Township's central office administration consists of a Superintendent of Schools, a Business Administrator/Secretary to the Board, and a Curriculum Coordinator. The Board of Education is comprised of nine elected members who serve three year terms.

The primary setting for the study is Clyde Jennings Elementary School, which is located on 100 East Cedar Avenue in Oaklyn. This school houses 134 students in grades pre-kindergarten through fifth grade. The racial makeup of the school is 1% black,

3.7% Hispanic, 5.2% Asian/Pacific Islander, and 89.5% white. The school is administered by one building principal, who also leads another elementary school in the district. The faculty of Jennings Elementary School consists of eight teachers, one secretary, one custodian, one full time instructional aide, one half time instructional aide, and five lunch aides. Each teacher possesses a bachelor's degree and no one has earned a master's degree.

Significance of the Study

The project determined which course objectives were able to be mastered by students in a particular grade level, as well as which instructional practices were effective in teaching a foreign language to students in elementary schools. It also found which activities students enjoyed participating in and what the students would enjoy learning next year. This data helped plan the curriculum for the second year of the French program for all grade levels.

Relationship of the Study to the Interstate School Leaders Licensure Consortium

Standards:

Standard 6 states, "A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context." The implementation of a foreign language program in an elementary school demonstrates that the intern recognizes a variety of ideas and cultures.

Standard 2 states, “A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.” This project worked to determine the obstacles that were present in hindering the learning of a foreign language by students. It also helped the district to assess the current foreign language program and revise it as needed.

Organization of the Study

The remainder of the thesis will be organized as follows:

Chapter 2 provides a background of the literature. It gives a history of the policy, ideas, and research that have shaped foreign language in elementary schools for the past century. It also describes models and approaches that are used in elementary classrooms today.

Chapter 3 describes the design of the study. It includes the research instrument design, the data collection approach, and the data analysis plan.

Chapter 4 presents the data gathered using the methods in Chapter 3. It discusses the results from the student attitudinal study and content mastery assessments. This chapter also contains an analysis of the teacher lesson plans.

Chapter 5 makes recommendations based on the data. This chapter proposes suggestions for teaching activities and the amount of time spent teaching each objective in the Haddon Township World Language Standards. This chapter also discusses how managing this project affected the intern’s growth as a leader, as well as how the project

changed the organization. The chapter concludes with a discussion of areas for further study.

CHAPTER 2

Review of Literature

Historical Background

Few foreign language programs existed in the elementary schools for the first half of the twentieth century. The first recommendation for an elementary school foreign language program came through the National Education Association in 1894. However, a few years later, in 1900, the Modern Language Association advised that foreign language education in the elementary schools was not worthwhile, unless the student had the intention of continuing through secondary school. The growth of foreign language programs was slow throughout the next few decades (Lipton, 1998).

Earl McGrath, National Commissioner of Education, was the first national official to propose the teaching of foreign language in elementary school. In 1953, he organized the National Conference on the Role of Foreign Language. The discussion focused on objectives, curriculum, and research of foreign language in the elementary schools. After a “very rapid growth” in foreign language programs in the elementary schools, the Modern Language Association organized a Foreign Language Advisory Committee to issue guidelines for the schools with developing programs. Methodology was developed by the committee that delayed reading and writing instruction in the foreign language until three semesters of daily speaking, but came without research to support it (Lipton, 1998).

Funding for foreign language instruction in both elementary and secondary schools across the nation increased as a result of its inclusion in the National Defense Education Act of 1958. The government matched funds for purchases of instructional equipment and provided training for foreign language teachers of German, French, Spanish and Russian. The inclusion of funding with science and math was a result of the country's recognition "that the ability to communicate with other people's in their languages is a matter of national self-interest and security" (Anderson, 1969, p.53). The previous methodology for instruction was a grammar-translation approach, which was used when studying classical languages. The rationale of this approach was that the study of grammar and syntax and use of the skills to translate in and out of the target language helped to train the student's mind (Rifkin, 2002). During the 1960s, the methodology changed to an audiolingual method where the focus was now on communication of the target language. Textbooks consisted of a dialogue, mechanical pattern drills, then application activities (Wong, 2003). The teacher's role was to model the dialogues and conduct the drills. This practice was based on behaviorist psychology where the premise was that language learning was a result of mechanical habit formation. Elementary children were instructed in a foreign language because they were seen as less resistant to the drills and repetition the curriculum required (Curtain, 1988). Neurology research also provided evidence that the brain was most receptive to foreign languages before the age of ten (Lipton, 2001). The audiolingual methodology was deemed appropriate for instruction because of a child's ability to imitate pronunciations in the

early grades and the child's interest in communication of language in the intermediate grades (Erikson, 1964).

The Modern Language Association commissioned an evaluation of foreign language programs by visiting 62 communities with "reportedly good" foreign language programs. A report was written for the Modern Language Association in 1961 called, "A Survey of FLES (Foreign Language in Elementary School) Practices." The report concluded that the most obvious weakness with the program was that schools lacked teachers with sufficient skill in the language and training in methods. Many teachers were simply teaching lists of words and then integrating them into conversation, instead of teaching patterns and structure necessary for learning the language. They also found that the foreign language program in the elementary school seemed to be viewed as a preview of what was to be learned at the high school, instead of as the attempt to actually learn the language. However, the report noted that "with an enthusiastic teacher who has an adequate command of the foreign language, materials that reflect the nature of the language, and how it is learned, and expert supervision, American youngsters can learn and are indeed learning foreign languages very well in the elementary schools" (Lipton, 1998, p.80). The Modern Language Association responded with a statement saying that foreign language programs should only be implemented if it is a serious part of the school day, the total program, and if it is in close agreement with later foreign language learning. The staffing and curricular problems led to many schools cutting the foreign language program from the budgets during the mid-1960s.

The current approach of teaching foreign language was also found to have faults. The audiolingual methodology of teaching foreign language was questioned after a study

performed in 1969 by Carroll found that American college students were performing lower than expected in foreign language competencies. Students were also coming home from study abroad experiences unable to communicate because of dialogue differences. Researcher Ausebel discovered that the audiolingual approach to foreign language learning lacked meaningful tasks and content. He developed a concept of “meaningful learning” that required active mental participation to relate new knowledge to existing knowledge. These key pieces of research changed the definition of second language learning by educators as, “the ability to perceive and operate within real world situations and perform real world tasks” (Rifkin, 2003, p.168).

Support for foreign language programs declined throughout the 1970s as a result of declining school enrollments and rapidly declining language class enrollment. Colleges began to drop both entrance and exit foreign language requirements. Elementary school administrators felt that FLES programs were not essential to a basic elementary education and cut these programs from the budget. Researcher Gladys Lipton concluded that these programs also encountered problems because they lacked appropriate goals and objectives and qualified teachers with appropriate pedagogy. There was also little integration with other subjects (Lipton, 1998).

However, during this time, children from Latin American families began to enroll at American public schools. The schools once again had to be concerned with language learning so the new students could learn English. Bilingual programs were established to help children read and write in their own language, as well as to introduce them to English.

The national need for foreign language in elementary schools was once again emphasized in the nation by both the 1979 *Commission on Foreign Language and International Studies* and the 1983 *A Nation at Risk*. It wasn't until 1993, though, when the federal government initiated policy for foreign language education in elementary schools. *The Goals 2000: Educate America Act* named foreign language as one of the core curricular areas and provided federal funds for a task force to develop content standards for foreign language. The resulting document supported the idea of the five foreign language standards of communication, connections, comparisons, cultures, and communities being met from elementary through high school. These standards did not order the instruction of foreign language education in elementary schools, but they did provide a framework for state policy curriculum for foreign language implementation in elementary schools.

Program Models

Language immersion programs have usual curricular activities taught in a second language by a teacher who is a native or near-native speaker of the language. The goal is for students to become functionally proficient in the target language, while mastering the content that is taught. Total immersion programs spend between 50-100% of the time learning subject matter through the foreign language. Literacy in a child's native language is typically introduced in second grade or later, and the curriculum may gradually shift to a balance of foreign and native language instruction (Chamot, 1999). A variation of this model is the partial immersion plan that spends about half the day teaching in the second language.

In a sequential FLES program, the target language is taught three to five times a week for class periods of 20 minutes to an hour. The curriculum goals are to acquire proficiency in listening and speaking the second language. The degree to which the proficiency is attained depends on how much time is spent on instruction. A variation on this program is a content enriched FLES program, where some curriculum is taught in the target language and more than an hour a day is spent on target language. The world language and the classroom teacher coordinate lessons to effectively carry out the curriculum.

The foreign language experience program introduces students to elements of other cultures and their language. The purpose of the FLEX program is to provide a foundation to the study of a language and a development of cultural appreciation. Only a small portion of teaching time (1-5%) is dedicated to FLEX instruction. Some programs study one language and culture, while others spend several weeks with one culture and language, and then switch to another. Fluency in the language is not the objective. However, some proficiency may be attained through a once or twice a week program (Naserdeen, 2001).

No matter which model is chosen for a FLES program, it must have written goals that are understood by parents, teachers, administrators, and other stakeholders. The written curriculum of a foreign language program should reflect the goals of the national foreign language standards and provide an articulate K-12 sequence. There must also be an evaluation design that measures the program both formally and informally. A foreign language curriculum must involve all students and provide assessment of student

progress through various indicators. The materials for instruction must be age-appropriate and authentic (Lipton, 2001).

Language Acquisition in Children

New Zealand researcher Don Holdaway developed a theory which stated that the ways children acquired language could be used for all language learning. His model for language learning involves the child first observing adult models speaking the language so that it is authentic and purposeful. Then, the model welcomes the child into conversation while instructing and demonstrating what to do with language. Finally, the child takes the opportunity to experiment with the language without direction from the model. This period requires the child to make errors and learn to correct language mistakes. The model is nearby to assist if needed.

Brian Cambourne also created a model for language learning that involves a set of conditions that must be present. Learners must be immersed in all kinds of texts. The expectations for learning must be high, so that achievement is high. Learners must also have time to practice the language in realistic ways. Mistakes must be accepted in order for learning to occur. Feedback must be readily available and must be timely, relevant, and non-threatening. Once these conditions are present, engagement occurs where the learner is convinced that he or she is capable of performing the language, knows that it will further his or her life, and is free to learn without harm if the attempt is not completely correct (Cambourne, 1988).

These ideas for language acquisition assist with foreign language learning. The teacher must respect the developmental level of the child when teaching the foreign

language. He or she must also expect that learning will occur and concentrate on the strengths of the child. Modeling of the language must take place consistently.

Evaluation must continually take place as a tool to measure growth over time and provide opportunity for reflection (Routman, 1995).

Strategies and Activities for Teaching

The communication approach enables the teacher scheduled for 30 minute classes to provide opportunities for students to speak the target language in real life situations. Activities are often in the form of role-play or short skits. The instructor teaches the students phrases that will enable them to interact during the school day. Students are taught questions that will grant them permission, such as, "Can I use the bathroom? Can I sharpen my pencil?" They are also taught phrases that will enable them to interact during instruction, such as questions about homework or clarification about a teacher's instruction.

Total physical response is an approach that is effective for learning a language through listening. The teacher delivers a command in the foreign language and the student responds by performing the physical task. For example, a gross motor skill may be, "Point to your ear." A teacher may also deliver a command requiring interaction with materials such as, "Pick up the green crayon." A student with this approach eventually is ready to begin giving commands to others in the target language. An effective teacher combines commands to build the memory.

The natural approach strategy aims to commit new vocabulary to memory by providing experiences with the words in a meaningful context. Teachers provide

extended listening experiences that involve students interacting with pictures or the object being discussed. The first level involves yes-no questions, such as “Does Helena have the cheese?” The second level is where the student answers an either-or question using nouns, verbs, adjectives, and adverbs, such as, “Does Helena have the cheese or the bread?” The third level is where students answer with a single word, “What does Helena have?” The fourth level is where students answer with a phrase such as, “What is Helena doing?”

A teacher who uses a demonstrative strategy gives instructions on how to complete a task in the target language. Comprehension is gained through use of props, pictures, or visual aides. The speaker makes the presentation, rephrases the presentation, and checks comprehension with questions that require a yes-no, either-or, or short answer.

Storytelling is appropriate for early language acquisition because it provides a natural language experience. If a teacher uses a storybook in a foreign language, the story should be highly predictable or familiar. The story should also contain vocabulary that was previously learned. Repetition in the story will assist with providing language that students can later use. Big books are a valuable resource for storytelling. These are books that are enlarged and have text that the entire class can see. This tool is useful because young learners can begin to match spoken language with the printed words.

Games are an effective tool for second language acquisition because they provide motivation to enhance memory. The emphasis is on reinforcing, repeating, re-entering vocabulary and other elements of the target language. Effective games provide a maximum opportunity for all students to participate. The teacher should organize the

game to ensure a maximum time is spent communicating in the target language. Games should also move quickly.

Songs are effective tools for second language acquisition as well. The teacher should prepare the students by explaining what the song is about or playing it while the students listen. Next, the teacher should go through the words. The students should know most of the words in order to enjoy the song. Students should then speak the song line by line. Then, the students should sing a line at a time. Finally, the students can sing the entire song (Curtain, 1999).

Computers can assist in the instruction of a second language as well. Some programs allow students to hear a story in a target language, replay it as many times as they want, then record themselves reading. It provides multiple opportunities to rehearse the language and ultimately, string large target language chunks together. It also enables students to focus on pronunciation and written syntax, and provides immediate feedback (Nutta, 2002).

The whole-language approach is used in many elementary school classrooms for language arts instruction. It involves using an interactive system of listening, speaking, reading, and writing to develop literacy skills. Skills are not taught in isolation through grammar exercises and vocabulary lists, but are taught through the use of authentic texts. This method can work for foreign language instruction as well and can be used with any of the foreign language models listed above. A whole language unit revolves around one text. The teacher selects a text based on the interest level of the book, difficulty of vocabulary, cultural authenticity, and variety of curricular topics that can be incorporated in the curriculum. The early lessons focus on development of vocabulary by categorizing

on chart paper. Ideas and feelings about the main idea of the text (e.g. mountains, beach, family) are also recorded. As the students present ideas, the teacher's role is to repeat the idea and record in the target language. Next, the teacher takes the students' ideas and writes a class story down in the target language, leaving blanks for students to complete with important vocabulary. Once the class story is written, the teacher reads it to the class, and the class reads it aloud together. Students then practice the writing by making their own book with sentences from the class story, or the students write the different sentences on strips and the class sequences them. Once the teacher has assessed the students and sees they are comfortable with the vocabulary that will be found in the text, he or she then introduces the selected text. The story is presented in several sequential lessons that will help the students comprehend the characters, plot, and theme. The first lesson with the text is the prereading, which provides the framework for the story. Illustrations are shown to the class and questions about previous background are asked. The second step is the reading of the text, where the students are asked to listen for certain parts of the story. The third step is the postlistening activity where the teacher assesses comprehension. Additional lessons, such as a summary paragraph in the target language are then used to review vocabulary and language (Redmond, 1994).

The thematic unit approach is similar to the whole language approach with its integration of reading, writing, listening, and speaking. However, instead of scheduling a unit around a text, the teacher designs a unit around a concept such as families or nature. Students learn the language while completing interdisciplinary activities relating to the concept. The teacher uses multiple resources to teach the unit including texts, art supplies, music, computers, and field trips.

Culture

The National Standards for Foreign Language Learning require students to gain knowledge and understanding of other cultures and develop insight into the nature of language and culture. Researchers Lambert and Klineberg concluded that 14-year-olds were less receptive to learning about foreign cultures than 10-year-olds, who possessed more open and friendly attitudes. The researchers concluded that the continued positive attitude depended primarily on socio-cultural events (Rosenbusch, 1992). Previous research has also shown that children's perception in differences in countries is heavily weighted by the difference in language. The American Association of Teachers of French has stated that the instruction of both language and culture will broaden tolerance and understanding of cultures (Storme & Derakshani, 2002).

The importance of culture can be taught through many of the teaching approaches described above. A thematic unit can integrate cultural symbols such as flags, monuments, or mythology. It can also integrate cultural products such as visual and musical arts, folk literature, currency, or holiday food. Culturally based literature is especially important because it allows children to experience elements of the culture (Pesola, 1991). Folktales provide a consistent framework that helps students to make predictions. Contemporary stories offer an opportunity to find similarities between the target culture and their own. Cultural practices can also be explored, such as greetings, eating practices, recreational activities, and shopping in the target culture. The information taught should lead to cross-cultural understanding (Allen, 2004).

One model for culture teaching involves three stages: the preparatory, the teaching, and the evaluation. The preparatory stage uses activities to assess learner

attitudes toward a culture. The teacher at this stage may ask students to list things they know about target culture or present pictures that run counter to common stereotypes. The teaching stage uses discovery activities to convey information to the learner. The teacher may use a multitude of authentic resources such as books, computers, and photos. The evaluation stage should cover different aspects of the target culture and extend to other cultures to effectively demonstrate cultural proficiency (Storme & Dereakshani, 2002).

Assessment

A true learning assessment model focuses on improving the learning of all students. Assessment must reflect the instructional objectives, be based on performance, and meet the criteria for authenticity. Effective feedback guides students along the proficiency continuum by providing constant feedback of where they are and where they need to be (Chappius, 2002). Traditional models for assessment lack these features because they assess at certain instructional points using percentage scores on multiple choice, matching, or true-false tests as the only guide. Student-centered assessment models focus on using assessment for planning effective instruction. The scoring is based on a rubric with the criteria based on objectives. Tasks are more open ended and may include portfolios, journals, conferences, observations, or demonstrations.

The American Council of Teaching of Foreign Languages introduced guidelines for assessment in 1998, following the release of the national standards. The guidelines are organized into three modes with the emphasis on communication, rather than skills in isolation. The first mode is interpersonal, where conversation and successful

communication are assessed. The second mode is interpretive, where a learner is assessed on how well written and oral texts are understood. The third mode is the presentational mode, where the learner creates a message that requires interpretation by members of the target culture. These three modes created a foundation for the benchmark standards labeled, “Novice Range,” “Intermediate Range,” and “Pre-Advanced Range” throughout grades K-12. The descriptors for the benchmarks are labeled: comprehensibility, comprehension, language control, vocabulary, cultural awareness, and communication strategies.

Summary

By examining the historical background of elementary foreign language programs in our nation, one can see that many programs failed because of a lack of qualified teachers who were familiar with elementary school methodology and the knowledge of how students learn. Current research in the both of these fields reveals that a successful foreign language program must be respectful of developmental needs of students and use approaches to instruction that ensure success by all. Assessment must be ongoing and used to guide instruction and improve the foreign language program.

CHAPTER 3

The Design of the Study

Description of the Research Design

This study was developed to determine the effectiveness of a first year foreign language program utilizing an evaluation research design. The project began when the district established the foreign language program as a means of meeting the New Jersey World Language requirements of the Core Curriculum Content Standards. Haddon Township School District chose French as the target language and selected a teacher from the high school to design and implement the program in the each of the elementary schools. Before the school year began, the intern and the teacher worked to develop one set of course objectives for all grade levels, based on the New Jersey world language standards and progress indicators (see Appendix A). They then selected materials and planned activities for each grade level that would help meet the objectives.

Throughout the year, the intern and the teacher met weekly to discuss the lessons and instructional practices. The teacher reflected on how well the students responded to the activities used to teach the objectives through the level of participation and completion of assignments. The partnership then revised the target language goals and lesson plans for each grade level based on the observations made by the teacher on how well the students were grasping the material.

The goal of the project was to evaluate the entire first year of the French program

and use the data to assist in writing a curriculum, developing teaching activities, and selecting materials for the second year of the program. The researcher used quantitative methods to determine mastery of the course objectives and qualitative methods to find out student attitudes toward the French program.

Focus on Research Instruments

The researcher constructed a series of fill-in-the-blank assessments that were given to students in grades two through four to measure the mastery of the French program objectives (see Appendix B). The assessments were given to the students at three different times throughout the year. At each assessment point, the researcher created one instrument for students in grades two and three and a separate one for students in grade four. The first grade class was assessed orally at the end of the project in February. The researcher used an oral assessment for the first grade population, due to their inability to communicate through writing at this development stage. The instruments varied between the grade levels, due to the degree each objective was covered and the amount of time it took to teach it.

The first instrument measured the performance objectives of Standard 7.1. The instrument for the students in grades two and three tested their ability to identify greetings, days of the week, months of the year, numbers, and colors in the French language and translate them to English. The instrument used in grade four tested the mastery of the above concepts, as well as identification of sports and conversation.

The second instrument continued to measure performance objectives of Standards 7.1. It tested the students' ability in all grade levels to identify family members and

animals, use numbers, and communicate weather events.

The third instrument for grades two and three provided a summative assessment of all of the objectives covered in the first two assessments. It also included a formative assessment of the cultural objectives that were taught since the second assessment. The instrument for fourth grade students included a summative assessment of all of the communication objectives from the first two assessments, as well a formative assessment of one additional communication objective and one cultural objective taught since the second assessment.

The researcher also interviewed ten students from each grade level. The instrument for the interview was semi-structured. It was designed to measure the student attitudes toward the program and specify the activities in which they enjoyed participating. The interview also found how many students used French at home after each week of instruction. Finally, the interview found how many students were interested in taking another year of French and the concepts they would be interested in exploring.

Sample and Sampling Technique

The intern chose ten students from each grade level to track throughout the year. Each class population consisted of five boys and five girls who were students at Jennings Elementary School since September 2004. The intern selected every third student from the class roster to be tracked from each classroom. This method was only used if there were more than five boys or five girls in the classroom.

Data Collection Approach

The intern used individual assessments to determine the students' mastery of the curriculum content. Students from classrooms from grades two through four were given an individual assessment at three different times during the year. The first test was given at the middle of November, the second was given in the middle of January, and the third was given at the beginning of March. The students who were being tracked had their tests collected for data gathering. The intern conducted one oral assessment with the first grade students during an interview in March.

At the beginning of March, the intern interviewed each of the students individually who were being tracked. These students were asked to take part in the project and were given permission slips for the parents to sign (see Appendix C).

The French teacher's lesson plans were also collected to gather data on the activities used to teach each of the objectives and to find the amount of time spent on each. Each lesson plan contained the lesson objective, materials, and activities used to teach.

Data Analysis

The assessments were used to determine the mastery of each course objective. The researcher listed the objectives and gave a score for the percentage of students that answered the questions correctly at each grade level. The results were used to determine feasible grade level goals that would ensure all students would meet the New Jersey grade four progress indicators.

The interview was used to determine student attitudes towards learning French

this year. The student responses were categorized and the number of students who cited each response was reported. The data revealed the number of students who enjoyed learning French, as well as their favorite activities in class. The interview also provided data concerning the amount of students who used the target language at home. The students also had the opportunity to discuss what they would like to learn next year.

The French teacher's lesson plans were also analyzed. The researcher looked at where more than 50% of the population achieved the objective. Then, he listed the activities used to teach the objective and the number of classes spent teaching it. The researcher also examined the objectives where less than half of the population achieved the objective. This information helped the researcher and teacher to decide which concepts to increase the time spent teaching the concept, as well as refocus on the activities used to teach the objective.

CHAPTER 4

Presentation of the Data

Student Attitudes

The researcher divided the four grade levels into two groups for attitudinal analysis – primary and intermediate. The primary group consisted of first and second grade students, while the intermediate consisted of third and fourth grade students. The students in each grade level were asked the same questions during the interview.

First, students were asked if they enjoyed learning French. Out of the 20 primary students interviewed, 19 said that they enjoyed French class this year. Sixty percent of the students who enjoyed the course stated that it was fun speaking another language. The one student who didn't enjoy the course stated, "It would have been more fun if there were more time for games." Out of the 20 intermediate students surveyed, 19 said they enjoyed French class this year. Sixty-five percent of the students said that learning a new language is interesting and it is fun speaking it. The one student who didn't enjoy the course was unable to provide a reason for the response.

Next, students were asked to name their favorite activity in French class this year. Ten of the twenty primary students listed a particular game as their favorite activity. Five students stated that creating a drawing like French abstract painter Vasarely was their favorite activity. Three students said that creating an animal book, where they got to

write animal names in French and color them, was their favorite activity. One student cited a particular role-play activity as his or her favorite of the year. When the intermediate students were interviewed, sixteen out of the twenty listed a game as their favorite activity, while the remaining four enjoyed drawing activities as their favorite.

Students were asked if they used French at home. Only five out of the twenty primary students stated that they use French at home. Four of these students said they only use basic greetings. Eight of the twenty intermediate students said that they use French at home. Six of these students only used basic greetings.

Students were then asked if they wanted to learn more French next year and what they wanted to learn. Eighteen of the twenty primary students said that they wanted to learn French again next year. When asked what they wanted to learn next year, each student cited a concept that is already included in the district township objectives. The most popular response was the desire to learn more numbers. Students also cited other concepts within the communication standard, such as foods, colors, animals, and extensions of the science curriculum. Some students also cited topics in our cultural objectives, such as holidays and countries. Nineteen of the twenty intermediate students interviewed were interested in learning more French next year. This group also cited concepts that are currently included in our curriculum. The most popular responses were more numbers and animals. However, three people in this group expressed an interest in learning more phrases and sentences. This group also included more responses for the cultural standard, such as learning more about artists, the culture, the places, and holidays.

Content Mastery

The researcher assessed each grade level separately in the study. The first grade students were assessed orally at the end of the project. The second, third, and fourth grade students were tested three times. The first two assessments were formative and tested what was learned in a six week period. The third assessment was both formative and summative. The formative portion consisted of the skills that were learned since the second assessment. The summative covered skills that were tested in the first and second assessment.

In the first grade class, at least 60% of the population was able to translate a day of the week, a weather event, and a color from French to English. Half of the population was able to use a number written in French to count crayons. Less than half of the sample was able to translate greetings, animals, and family members. There were also strengths and weaknesses with the strands of the cultural standard. Half of the sample was able to identify one holiday celebrated by French speaking people. Less than half of the population was able to identify one country where French is spoken or identify an artist of the French culture.

More than 60% of the second grade sample population demonstrated an ability to achieve the following communication objectives: use greetings, communicate weather events, name animals, and identify colors. Half of the population achieved the following objectives: name the days of the week, the months of the year, and identify family and friends. When the population took the summative assessment, the number of students who were previously able to use greetings and farewells and name the months of the year and the days of the week dropped from 50% or more to below 50%. The remainder of

the communication objectives were achieved by more students than the formative assessment. When the students answered questions from the cultural standard in the formative assessments, more than 50% were able to identify a French painter. Less than 50% were able to identify geographical features of French speaking countries or discuss stories of French origin. No student in the sample was able to name two French speaking countries or two holidays of French speaking countries.

When the third grade population took the formative assessments, more than 50% were able to achieve the following communication objectives: use greetings and farewells, name the months of the year and days of the week, count and use numbers, name animals, and identify colors. Half of the population was able to identify family members. Less than half were able to communicate weather events. When the third grade completed the summative assessment, only half of the students were now able to use greetings. However, more than half of the students in the population were now able to name family members. The remainder of the objectives saw the same proficiency level as the formative assessment. When students answered the questions about the French culture objectives in the formative assessment, all of the students were able to identify a French painter. Half were able to discuss a story of French origin. Less than half were able to name two French speaking countries, identify geographic features of French speaking countries, or identify two holidays of French speaking people.

When tested in the communication objectives on the formative assessment, at least 60% of the fourth grade population was able to achieve the following objectives: name the months of the year and days of the week, count and use numbers, communicate weather events, name animals, identify family and friends, identify colors, and identify

parts of the body. Less than half were able to use greetings and farewells and develop information on familiar topics (sports). By the time these students took the summative assessment, more than 60% were now able to discuss sports. Half of the students were now able to use greetings and farewells. The ability to name animals dropped from 70% to 40% of students. When students answered the cultural objectives on the formative assessment, half of the population was able to identify geographical features of French speaking countries. Less than 40% were able to name two French speaking countries or identify two holidays celebrated in French speaking countries.

Analysis of Teacher Lesson Plans

The teacher followed the district policy by providing a description of the objective, materials, and procedures with each lesson. The researcher looked at the areas where each grade level was successful and compared it to the teaching activities and the time spent teaching to the objective.

The first grade class met the highest success with the ability to name the days of the week, communicate weather events, and name colors. The teacher used a variety of approaches to teach each of these objectives. The teacher used the communication approach, songs, storytelling, and games with one or more of these concepts. The teacher also used other approaches, such as having the students create a calendar when teaching about the months and days, drawing pictures of the different weather, and completing a color-by-number activity to help learn the French words for numbers and colors. All of these objectives were listed in the lesson plans for three or more sessions.

The second grade class met success in the summative assessment with using numbers, communicating weather events, naming animals, identifying family and friends, identifying colors, and identifying a French artist. The teacher used the total physical response approach, games, communication approach, and storytelling with one or more of these objectives. In addition to the activities cited earlier with weather and colors in the first grade, the teacher also had students create animal books, draw a family tree when teaching about family, and replicate a famous French artist's work. Each of these concepts was taught for two weeks or more.

More than half of the third grade class was able to correctly answer questions in the summative assessment about the days of the week, numbers, animals, family, colors, and French art. The teacher used the same activities with this grade as the second grade. The same amount of time was spent teaching the concepts to the second grade as well.

The fourth grade met the highest success with the ability to name the months of the year and days of the week, communicate weather events, identify family members, obtain information on familiar topics (sports), identify colors, and parts of the body. The teacher used the communication approach, games, storytelling, total physical response, and songs to teach one or more of these concepts. The teacher also included worksheets to label when teaching parts of the body. She provided opportunities for the students to draw when teaching weather and colors. One of the topics was only taught for one week. The remainder were taught in two or more sessions.

CHAPTER 5

Conclusions, Implications, and Further Study

Conclusions and Their Implications

This year, Haddon Township school district initiated a world language program in its elementary schools. The district selected a foreign language experience model (FLEX) as its world language program. Students learning with this model spend less than five percent of their instructional time with foreign language instruction. The goal for districts using this model is not for students to become proficient in the target language. It is to build a foundation to the study of the language and gain an appreciation of culture. The Haddon Township foreign language curriculum aims for this goal by providing experiences that will help all students successfully meet the state standards and performance benchmarks. This study looked at the students' attitudes toward the French program and teaching activities as well as the mastery of the curricular objectives. This data will help the researcher and teacher plan a curriculum for next year that will bring them even closer to meeting the standards.

Student Attitudes

The interview data revealed that 95% of both the primary and intermediate student population enjoyed learning French in its inaugural year at Haddon Township. At least half of students in both populations listed a particular game as their favorite activity. This data proved that games are a motivational way to enhance memorizing key concepts

and therefore, should remain an integral part of the curriculum next year. Other popular responses were art activities. Primary students enjoyed the opportunity to create their own abstract art after learning about a French artist. Some primary students also said that they enjoyed creating a book where they could write an animal's name and color the picture. The intermediate students also enjoyed the art activities (such as the color-by-number activity to help learn French words for colors and numbers), and drawing pictures of different weather. Artistic activities like the ones listed above should be considered for the curriculum next year to meet the interests of these students.

The interview data showed that less than half of both the primary and intermediate groups use French at home. Most of the students who do use French use only basic greetings at home. Since the French program meets only one half-hour a week, the school will need other ways for students to use what they have learned. Although some proficiency may be reached with the program the district is offering, a stronger home/school connection could help to ensure it.

A high number of students in both the primary and intermediate levels are interested in learning French again next year. The primary group is interested in continuing the study of concepts learned this year. The intermediate is also interested in covering concepts in our objectives, but some are interested in learning phrases and sentences to enhance communication.

Content Mastery

The New Jersey state tests for fourth grade measure how many students achieved the state standards proficiently. The goal for the school district is for every student to be proficient. This study measured the number of students in a sample population that reached the Haddon Township foreign language standards at each grade level. The researcher looked at the concepts where less than 50% of the population of the current and future classes were able to answer the objective questions.

The first grade is the only class that will consist of first-year foreign language students. The program for next year should keep the same activities and timelines for most objectives. However, the curriculum needs to focus more on the students' ability to use greetings and farewells. It also needs to spend more time on the objectives dealing with the identification of family members and animals.

The remainder of the students will now be second-year foreign language students. The second grade curriculum should reteach all communication objectives, as most of these objectives were not met by the first or second grade classes. The third grade curriculum should reteach all of the concepts, but focus specifically on using greetings, naming days of the week and months of the year, and communicating weather events. These were the weakest areas of the second and third grade assessments. The fourth grade curriculum should reteach all of the concepts, but focus on the student's ability to name animals and communicate weather events. These objectives were not met by more than half of the third or fourth grade classes.

It will be at the teacher's discretion to determine the amount of time to dedicate to each communication objective and the activities to use for each. Ongoing assessment will provide guidance when making these decisions.

Cultural objectives were the weakest part of the assessments in all grade levels. In every class, less than 30% of the students were able to identify countries where French is spoken. The curriculum for next year needs to include teaching activities for other French speaking countries, not only France. Although the teacher showed the students other countries on the map, the students should be exposed to folktales and other resources about these countries.

Analysis of Teacher Lesson Plans

The foreign language teacher utilized many research sound approaches to teach the communication objectives. The lesson plans described the use of the communication approach, total physical response, games, songs, and storytelling to teach various vocabulary or phrases. The teacher also developed her own activities that she felt would help students grasp the concepts. The data demonstrated that all approaches used had some positive effect on the mastery of content or student attitudes toward learning to speak French.

Next year, the teacher should integrate other strategies in the classroom. The natural approach can assist students through extended listening activities, which can be adjusted with each classroom in the district depending on the level. The demonstrative approach can be used if the teacher wants the students to complete a task. The use of computers can assist students by providing additional practice. A whole language

approach can be used to teach communication in an authentic way, rather than teaching lists of vocabulary. The teacher can also take a thematic approach to teaching by developing units around a particular concept, such as nature.

When teaching about the culture of foreign speaking countries, the teacher began the implementation of the three stage cultural model discussed in Chapter 2. This model involves the preparatory, discovery, and evaluation stages. The teacher used the preparatory stage by listing what students know about France in each classroom. The discovery stage was evident when she used authentic photos from her trip to France and books about the holidays. She also introduced French artists and had the students imitate the work. Next year's curriculum should involve more discovery activities for the students. One idea is to have a thematic unit around a particular French speaking country. The teaching activities for this unit can involve such activities as the sharing of cultural literature, the discussion of different holidays, and the examination of cultural practices. The third stage of this cultural model is the evaluation model, where the teacher has the student extend the knowledge of the target culture to other cultures. At this point in time, there has been no evidence of this stage in the lesson plans.

Implications of the Study on the Intern's Leadership Growth

Standard 2 of the Interstate School Leaders Licensure Consortium Standards (ISLLC) states, "A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth." The intern demonstrated proficiency of this standard by working closely with the French

teacher to develop district standards based on the New Jersey World Language Standards and the performance benchmarks for fourth grade. The intern also worked with the French teacher to develop motivating activities to teach each objective. He maintained the program by holding weekly meetings with the teacher to discuss her perception on the grasping of content and students attitudes toward the program. The intern also evaluated the program at the end of the project to identify the problems.

Standard 6 of the ISLLC Standards states, “A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.” By dedicating time and effort to the French program, the intern demonstrated his commitment to student appreciation of cultural diversity. As stated in Chapter 2, the students’ instruction of both languages and cultures will broaden tolerance and understanding of other cultures.

Change in Organization

Prior to this year’s French program, some classes at Jennings Elementary School were taught a foreign language by high school students in an advanced level of Spanish, French, German, or Latin. These weekly classes were about twenty minutes in length and were taught with no specific curriculum. The study of foreign cultures was left up to each classroom teacher. Students learned about foreign cultures through Social Studies instruction, or through a text in Language Arts.

Now, all students are receiving consistent instruction on the same language. The teacher is using the Haddon Township World Language Standards to plan lessons and

choose objectives. The students are learning how to communicate in a foreign language and they are developing an understanding of other cultures.

Further Study

Since there are still over three months left in the program, some of the objectives have not been taught or evaluated. There are still three communication objectives and four cultural objectives that could potentially be taught to students in all grade levels this year. The intern and the French teacher should conduct one more assessment in order to measure the student's mastery of these objectives.

One area that needs to be studied next year is the evaluation process for students. Since this year was a pilot year for the program, there was no grade given on the report card. However, next year a grade will be given to each student every marking period. A system needs to be established that ensures all students are achieving the New Jersey World Language Standards. It also needs to focus on the communication of the language and remain student-centered. Finally, the assessment process needs to guide instruction for each classroom. This system also needs to be manageable, though. The French teacher visits five elementary schools and over thirty classes. This makes it difficult to develop portfolios or conduct conferences with the students, as the ACTFL Guidelines for Assessment suggest.

Another area that needs to be studied is the possible integration of French into the classrooms. Classroom time is with filled with other instructional areas, so the reviewing of concepts outside of French class is difficult to expect. However, the district is currently designing a new Social Studies curriculum. The district should discuss how to

integrate the cultural objectives into the new program at all grade levels in order to free up class time for the instruction of the communication objectives.

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Appendix A

Standards

New Jersey World Language Standards and Progress Indicators

Standard 7.1 – All students will be able to communicate at a basic literary level in at least one language other than English

Grade 4 progress indicators:

- Respond to and initiate simple statements and commands such as greetings, introductions, and leave takings
- Express attitudes, reactions, and courtesy using short phrases and simple sentences
- Express likes, dislikes, and preferences
- Describe people, places, things, and events using short phrases and simple sentences
- Provide and obtain basic information on familiar topics
- Express basic personal needs
- Identify some common and distinct features, such as parts of speech and vocabulary, among languages

Standard 7.2 – All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one language other than English

Grade 4 progress indicators:

- Demonstrate an awareness of culture
- Demonstrate knowledge of cultures of speakers of the languages studied
- Recognize interrelationships between the language and the culture of a given group of people
- Recognize and explore the process of stereotyping

Haddon Township World Language Standards

Standard 7.1 - *All students will be able to communicate at a basic literary level in at least one language other than English.*

Objectives:

- 7.1a - Students will be able to use greetings and farewells
- 7.1b - Students will develop the ability to name the months and days of the week
- 7.1c - Students will develop the ability to count and use numbers
- 7.1d - Students will develop the ability to name objects in the home
- 7.1e - Students will develop the ability to name various foods
- 7.1f - Students will develop communication of weather events
- 7.1g - Students will develop ability to name animals
- 7.1h - Students will develop ability to identify French currency
- 7.1i - Students will develop ability to role play using French phrases
- 7.1j - Students will develop ability to communicate in other subject areas
- 7.1k - Students will develop ability to identify family and friends
- 7.1l - Students will develop ability to obtain information on familiar topics
- 7.1m - Students will develop ability to identify colors
- 7.1n - Students will develop ability to identify parts of the body
- 7.1o - Students will develop ability to identify and describe clothing

Standard 7.2 – *All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one language other than English*

Objectives:

- 7.2a – Students will begin to identify the countries where French is spoken
- 7.2b – Students will begin to identify the geographical features of the French speaking countries
- 7.2c – Students will begin to identify the holidays of the French speaking countries
- 7.2d – Students will begin to identify the foods of the people of French speaking countries
- 7.2e – Students will identify famous French speaking people
- 7.2f – Students will identify artists and musicians of French culture
- 7.2g – Students will discuss stories of French origin
- 7.2h – Students will discuss the currency of French speaking countries and compare and contrast it to American currency
- 7.2i – Students will discuss the products of French speaking countries

Appendix B

Assessment Instruments

Grade 1 Summative Assessment

- 1) What does “Au Revoir” mean? (7.1a)
- 2) What day of the week is “Lundi”? (7.1b)
- 3) Show me “huit” crayons. (7.1c)
- 4) Show me the crayon that is “rouge” (7.1m)
- 5) What’s one holiday that people celebrate in France? (7.2c)
- 6) What would the weather be if someone said, “Il Pleut?” (7.1f)
- 7) What family member is your “mere”? (7.1k)
- 8) What animal is a “chien”? (7.1g)
- 9) Name one country where French is spoken. (7.2a)
- 10) Who is Vasarely? (7.2f)

French Assessments for Grades 2-3

Assessment #1:

- 1) What does "Au Revoir" mean? (7.1a)
- 2) What does the phrase "Bon Jour" mean? (7.1b)
- 3) What month of the year is "Octobre" (7.1b)
- 4) Draw "cinq" circles (7.1c)
- 5) What color is "vert"? (7.1m)
- 6) What day of the week is "Lundi"? (7.2b)

Assessment #2:

- 1) Which family member is your "souer"? (7.1k)
- 2) Which animal is a "chien"? (7.1g)
- 3) If someone said to you, "Il Pleut" what would the weather be? (7.1f)

Assessment #3:

- 1) What does the phrase "Au Revoir" mean? (7.1a)
- 2) Answer the question in French and English: "Comment ca va?" (7.1a)
- 3) What month of the year is "Octobre"? (7.1b)
- 4) Draw "huit" circles. (7.1c)
- 5) What color is "rouge"? (7.1m)
- 6) What day of the week is "Lundi"? (7.1b)
- 7) Which family member is your "mere"? (7.1k)
- 8) Which animal is a "chien"? (7.1g)
- 9) If you heard someone say "Il Pleut" what would the weather be? (7.1f)
- 10) Which story takes place at a castle in France? (7.1g)
- 11) What is the capital of France? (7.2b)
- 12) Name 2 countries where most people speak French. (7.2a)
- 13) What are Vasarely and Renoir famous for? (7.2f)
- 14) Name two holidays that French people celebrate. (7.2c)

French Assessments for Grade 4

Assessment #1:

- 1) What does the phrase "Au Revoir" mean? (7.1)
- 2) What does the phrase "Bon Jour" mean? (7.1)
- 3) What could you answer if someone asked you, "Comment ça va?" (7.1)
- 4) Draw "cinq" circles (7.1c)
- 5) Name 2 facts about the "Tour De France" (7.1l)
- 6) What color is "vert"? (7.1m)
- 7) What day of the week is "Lundi"? (7.1b)

Assessment #2:

- 1) Which family member is your "grand-mere"? (7.1k)
- 2) What animal is a "chien"? (7.1g)
- 3) If you heard someone say "Il pleuie" what would the weather be? (7.1f)

Assessment #3:

- 1) What does the phrase "Au Revoir" mean? (7.1a)
- 2) Answer the question in English and French: Comment ça va? (7.1a)
- 3) What month of the year is Octobre? (7.1b)
- 4) What day of the week is "Lundi"? (7.1b)
- 5) Draw "huit" circles. (7.1c)
- 6) What color is "rouge"? (7.1m)
- 7) Which family member is your "mere"? (7.1k)
- 8) What animal is a "chien"? (7.1g)
- 9) If you heard someone say, "Il Pleut" what would the weather be? (7.1f)
- 10) What part of your body is your "nez"? (7.1n)
- 11) What is the capital of France? (7.2b)
- 12) Name 2 countries where most people speak French. (7.2a)
- 13) Name 2 countries or bodies of water that touch France. (7.2b)
- 14) Name 2 holidays that people in France celebrate. (7.2c)
- 15) What sport has the "Tour de France" event? (7.1l)

Attitudinal Study Instrument

- 1) Did you enjoy taking French this year?
- 2) What was your favorite activity in French class this year?
- 3) Did you speak French at home?
- 4) Would you like to take French again next year?
- 5) What would you like to learn next year?

Appendix C

Permission Form

Dear Parent:

My name is Sean Hengst. I am the third grade teacher at Jennings, and an educational leadership student at Rowan University. I would like to invite your child to take part in my research, which looks to determine the success of a first year foreign language program in an elementary school.

If your child takes part in my research, his or her class assessments will be gathered, and s/he will be asked to take part in one interview. The interview will ask if s/he enjoyed learning French, what s/he learned in French, if s/he used French in the home, and what activities s/he enjoyed in French class.

There are no known risks to your child from taking part in this research, and no foreseeable direct benefit to him/her either. However, it is hoped that the research will benefit others who wish to develop a foreign language program in their district.

All of the information that I obtain from your child during the research will be kept confidential. I will not tell anyone else, including parents and teachers, what your child tells me. I will store my notes in a locked computer file. Each person I interview will have their own code number so that no one other than I will know who your children are from my notes. The key to the code of names will be kept in a separate password protected computer file. Your child's name and other identifying information about him/her will not be used in any reports of the research. After this research is completed, I may save my notes for use in future research by others or myself. However, the same confidentiality guarantees given here will apply to future storage and use of the materials.

Your child's participation in this research is voluntary. He/she may refuse to take part. He/she may refuse to answer any questions and may stop taking part in the study at any time.

If you or your child has any questions about the research, you may telephone me, (856)869-7720 (X2007) or contact me by e-mail: sean226@comcast.net. If your child agrees to take part in the research, and you agree to let him/her, both of you should sign this form below. Please keep the other copy of this agreement for your future reference.

I would be pleased to share the findings of the study with any parent whose child volunteers for the study.

Parent or legal guardian's permission to allow child to participate:

I have read this form and discussed it with my child, and agree that my child may take part in this research.

Parent/Legal Guardian's Signature

Date

Child's assent to participate:

I have read this form and I agree to take part in this research.

Child's Signature

Child's Name (print)

Date