

## INFORMATION TO USERS

The most advanced technology has been used to photograph and reproduce this manuscript from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

**The quality of this reproduction is dependent upon the quality of the copy submitted.** Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

# U·M·I

University Microfilms International  
A Bell & Howell Information Company  
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA  
313/761-4700 800/521-0600



**Order Number 9020144**

**The planning and implementation of the North Carolina second  
language program in selected elementary school districts**

**Brafford, Mary Lynn, Ed.D.**

**The University of North Carolina at Greensboro, 1989**

**Copyright ©1989 by Brafford, Mary Lynn. All rights reserved.**

**U·M·I**  
300 N. Zeeb Rd.  
Ann Arbor, MI 48106



**THE PLANNING AND IMPLEMENTATION OF THE NORTH CAROLINA  
SECOND LANGUAGE PROGRAM IN SELECTED  
ELEMENTARY SCHOOL DISTRICTS**

by

**Mary Lynn Brafford**

**A Dissertation Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education**

**Greensboro  
1989**

Approved by

  
Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

Dissertation Adviser Jane Tucker Mitchell

Committee Members Elizabeth A. Bowles  
Katherine Bulgin  
John VanHoose

8/14/89  
Date of Acceptance by Committee

8/14/89  
Date of Final Oral Examination

©, 1989, by Mary Lynn Brafford

BRAFFORD, MARY LYNN, Ed.D. The Planning and Implementation of the North Carolina Second Language Program in Selected Elementary School Districts. (1989) Directed by Dr. Jane T. Mitchell. 132 pp.

The purpose of this study was to identify the characteristics of the planning and implementation process of the second language programs in the elementary schools of three school districts in North Carolina in order to determine which of these characteristics are important to create and maintain a successful second language program in the elementary school. Three questionnaires were prepared and mailed to 170 classroom teachers, 19 administrators, and 15 second language specialists in the Gates County Schools, the Catawba County Schools, and the Greensboro Public Schools between March and May, 1989.

Chapter I provided information concerning the reasons for the implementation of second language programs in the elementary schools in North Carolina. The purpose of the study, methodology, and limitations were also discussed.

Chapter II included a review of the literature related to the study of foreign languages in the elementary grades. Special emphasis was given to the history of second language programs in the elementary school in the United States and in North Carolina.

Chapter III focused on the design of the study, the populations, and the dissemination and use of the questionnaire. The guiding questions used in the study dealt with the professional backgrounds of the participants, the type of second language programs offered, the organization and planning of the program, the attitudes of the participants toward the program, and the affect of the second language program on the overall elementary curriculum.



Chapter IV reported the analysis of the data collected from the questionnaires and the results of the study. Personal comments of the participants were also included. Respondents indicated that the support of the classroom teachers, administrators, and second language specialists is crucial to any effective and successful second language program in the elementary school. They also indicated that the cooperation of the classroom teachers and second language specialists in planning the second language is important. The respondents also said that the second language specialist's class load and the length of instructional time are important considerations in the expansion of the second language program in the elementary grades.

Chapter V discussed the conclusions of the study and made recommendations for further study.

## ACKNOWLEDGEMENTS

I would like to thank Dr. Jane Mitchell for her guidance as Dissertation Adviser. Her dedication to the second language program in North Carolina and to the field of second language pedagogy has provided me with experiences and knowledge for which I will always be grateful. I would also like to express my appreciation to Dr. Elisabeth Bowles, Dr. Kathleen Bulgin, and Dr. John Van Hoose for serving as committee members and for their support and encouragement.

I want to thank Mr. Gerald Donnelly in the High Point Public Schools and Dr. Fran Hoch, Mrs. Jane Cowan, and Mr. Jerry Toussaint in the North Carolina State Department of Public Instruction for their assistance; the participants in the study in the Gates County Schools, the Catawba County Schools, and the Greensboro Public Schools; Ms. Carol Burton for preparing the manuscript; and, my fiancé, Kim, and parents, Elmer and Doris, for their unending patience, support, and belief in me.

## TABLE OF CONTENTS

	Page
APPROVAL PAGE .....	ii
ACKNOWLEDGEMENTS .....	iii
<b>CHAPTER</b>	
<b>I. INTRODUCTION .....</b>	<b>1</b>
Purpose of the Study .....	5
Methodology .....	6
Limitations of the Study .....	7
Organization of the Study .....	8
<b>II. REVIEW OF THE LITERATURE .....</b>	<b>9</b>
The History of Foreign Language Instruction in the Elementary Schools in the United States .....	9
The Role of North Carolina in the Implementation of Second Language Programs in the Elementary School .....	18
National Involvement in the Implementation of Second Language Programs in the Elementary School .....	25
The Planning and Implementation of Second Language Programs in the Elementary School .....	26
Summary .....	33
<b>III. METHODS AND PROCEDURES .....</b>	<b>34</b>
Questionnaires .....	34
Procedures for Dissemination and Use of the Questionnaires ...	37
Population .....	39
<b>IV. DATA ANALYSIS AND RESULTS .....</b>	<b>43</b>
Procedure for Data Analysis .....	44
Results of Data Analysis .....	45

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....	84
Summary .....	85
Conclusions .....	89
Recommendation for Further Study .....	96
BIBLIOGRAPHY .....	99
APPENDIX A. Letter to School Districts' Contact Persons .....	103
APPENDIX B. Letter to Central Office Administrators .....	105
APPENDIX C. Letter to Principals .....	107
APPENDIX D. Letter to Classroom Teachers .....	109
APPENDIX E. Letter to Second Language Specialists .....	111
APPENDIX F. Questionnaires .....	113

## CHAPTER I

### INTRODUCTION

The Basic Education Program for North Carolina's public schools is creating a new interest in second language study. This program of instruction guarantees that every child in the State will have the opportunity to learn a modern second language beginning in kindergarten. The Basic Education Program mandates kindergarten-grade 5 second language instruction for every child by 1993. It also requires that a continuous kindergarten-grade 12 program be in place for those who elect to continue. The Basic Education Program requires full implementation of K-12 second language instruction by 1993. Each school system must decide which language or languages it will integrate into the curriculum as well as how it will develop the most effective program. The Teacher Handbook: Second Language Studies K-12 (1985) states:

The purpose of a program in second language studies in North Carolina is to introduce students into the life, literature, and culture of other lands, to prepare some for research in foreign language sources at higher levels of education, to prepare others to aid in the State's economic and cultural growth — particularly in dealing with the international business, educational, and scientific communities — and to make available to all children an opportunity to sense and feel the spirit of expressions foreign to our own. In order to succeed in these areas, North Carolinians must be able to: (1) use language and behavior that conform to the proprieties and sensibilities of other cultures; (2) recognize commonalities and accept differences among cultures, peoples, and languages; and (3) appreciate the contributions of other cultures to our nation, state and communities. To accomplish these ends, the citizens of this State must be proficient in at least one second language.

Attaining proficiency in a second language requires many years of continued development of four skills — listening and speaking skills first, followed by reading and writing skills. The natural development of these language skills on a daily basis allows the student to develop proficiency in a similar manner to the way in which he learned his first language (Krashen, 1982). Exposure to the culture in which the language is spoken is an integral part of the progressive study of the language; that is, students learn to use the language and behavioral patterns as they are appropriate to daily living in the culture. The study of the target culture also includes a knowledge of its important contributions to our nation and world.

In order for students to achieve oral proficiency and to become familiar with a culture, it is essential that they begin their study at an early age. Young children in the elementary school grades demonstrate an interest and a great enthusiasm which facilitate second language instruction (Regan, 1985). Research from second language programs at the elementary school level in the Ferndale School District in Ferndale, Michigan and in the Louisiana Public Schools shows that exposure to a second language increases a student's general cognitive level. In so doing, it increases his achievement in native language skills: listening, speaking, reading, writing, vocabulary, grammar, and mathematics (Ferndale School District, Louisiana Public Schools, 1988).

There are currently three models of second language programs at the elementary school level: Immersion, FLEX (Foreign Language Experience), and FLES (Foreign Language in the Elementary School). An immersion program

is continuous and uses the second language to teach many areas of the curriculum. The language is the medium of instruction rather than the object of instruction. This model varies from the total immersion approach where the language is used 50-100% of the total instructional time per week to the partial immersion approach where the language is used approximately 50% of the total instruction time per week to teach selected subjects. A FLEX program includes exposure to one or more languages through a non-continuous approach; that is, this program is not necessarily taught on a daily basis as part of the curriculum. Approximately 5% of the total instruction time per week may be involved in a FLEX program, and often English is the medium of instruction. The goal is to develop an interest in the language, increase listening skills, and expose students to the culture through the introduction of basic vocabulary and useful expressions. The term, FLES, is often used to describe any second language program at the elementary level. More specifically, it is the term to describe the elementary second language program that is integrated into the basic curriculum and is taught as part of a continuing program of study over a period of years. A FLES program involves approximately 5-15% of the total instructional time per week and the target language is the medium of instruction. A content-enriched FLES program is one in which the foreign language is the medium through which subject content is taught. This type of program distinguishes itself from the partial-immersion program because less than 50% of the total instructional time per week is used to teach the subject (Curtain and Pesola, 1988).

Each school system in North Carolina must decide which second language

program or programs it will implement in its elementary schools and which language or languages it will offer. Several systems are choosing to begin partial immersion or content-enriched FLES programs because they facilitate the integration of other areas of the curriculum into second languages. The Second Language Section of the Division of Curriculum and Instruction of the North Carolina State Department of Public Instruction recommends the FLES program as the most viable model for the K-12 second language program in the State (Hoch, 1988). The emphasis is on increased proficiency in listening, speaking, reading, and writing skills and the progressive development of cultural awareness at each level of study of the language. The instruction in grades K-3 emphasizes the areas of listening, speaking, and culture. The development of these skills continues in grades 4-6 and pre-reading/reading and writing skills are formally introduced at this level. The teacher uses topics and vocabulary that parallel the development of the student's native language skills and experiences (e.g. foods, family, colors, animals). As the student develops greater proficiency in listening, speaking, reading, and writing, he also develops the ability to use more complex grammatical structures in a natural way which prepares him for the introduction of formal grammar at the next level. Culture is an important emphasis that begins with gestures and behaviors associated with the language of the people (e.g. greeting and leave-taking, songs, games, the celebration of holidays). The emphasis on culture continues in grades 4-6 as proficiency increases. The student is introduced to such topics as major historical events and outstanding people



of the culture (Teacher Handbook, 1985).

### PURPOSE OF THE STUDY

A successful K-12 second language program requires careful planning and implementation. The purpose of this study was twofold:

- 1) To identify the characteristics of the planning and implementation process of the second language programs in the elementary school that are common in three school districts in North Carolina.
- 2) To determine which of these characteristics are important in order to create and maintain a successful second language program in the elementary school.

The Gates County Schools, Catawba County Schools, and Greensboro Public Schools were selected to provide a sampling of three different approaches to the implementation of the second language program in the elementary school. The following criteria were used in the selection of school districts for this study: the size of the school district in terms of student enrollment, the geographic location of the school district in the state including urban and rural areas, the type of second language program model implemented in the elementary school, program models that have been in existence at least two years, the number of elementary schools within the district that offer second language programs, and school districts with foreign language supervisors as well as those without.

### METHODOLOGY

The Central Office administrators responsible for the coordination and

supervision of the second language programs in the elementary schools in Gates County, Catawba County, and Greensboro Public Schools were designated as contact persons by the Second Language Section of the Division of Curriculum and Instruction of the North Carolina State Department of Public Instruction. Three questionnaires were developed for three groups of participants in the second language programs in the elementary schools of the selected school districts. These groups included elementary classroom teachers, administrators, and second language specialists.

The following questions guided the study:

1. What is the professional background of each respondent?
2. What type of second language program is offered in each respondent's school?
3. Who arranges the second language specialist's class load?
4. Who plans the second language curriculum?
5. What are the attitudes of the elementary classroom teachers, the administrators, and the parents toward the second language program?
6. In what ways does each respondent feel that the second language program has affected the overall elementary curriculum?

These questions will be summarized according to the responses on the surveys distributed to the three groups of participants in the study. The surveys were mailed to 204 participants: three Central Office second language program administrators, 16 principals whose schools offer a second language program, 15 second language specialists, and 170 classroom teachers whose students

are participating in a second language program. The Central Office administrators and the principals received the same questionnaire. The basic research technique in this descriptive study was the questionnaire and tabulation of the data.

#### LIMITATIONS OF THE STUDY

A review of the literature on the planning and implementation of second language programs in elementary schools revealed no previous study. North Carolina is the only state with a mandated kindergarten through grade 5 second language program in the elementary school. This mandate requires full implementation by 1993, and the majority of programs have been started only within the past two years. This research project was confined to three different school districts in North Carolina which have had second language programs in the elementary schools at least two years. Visits to each school district would have been very beneficial to this study, but due to the geographic locations of the districts and constrictions of time, a visit to the Gates County Schools was the only on-site observation made. This school district was selected to visit because the researcher had not previously observed a partial immersion program. The use of one questionnaire would have made the reporting of the data less repetitious, but in view of the different questions asked to the three groups of respondents, a single questionnaire was not developed.

The results of the study may be used to make recommendations to other school systems within the state and elsewhere which are in the early stages

of planning and implementing second language programs at the elementary school level.

### ORGANIZATION OF THE STUDY

Chapter I has provided background information about the reasons for the implementation of second language programs in the elementary schools of North Carolina. The purpose of the study, methodology used, and limitations of the study were also given. Chapter II will include a review of the literature related to the study of foreign languages in the elementary grades. Chapter III will present the design of the study, procedures, instrument, and the populations used in the study. Chapter IV will report the analysis of the data and the results of the study. Chapter V will include a summary, conclusions, and discussion of the findings, and recommendations for further study.

## CHAPTER II

### THE REVIEW OF THE LITERATURE

#### THE HISTORY OF FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOLS IN THE UNITED STATES

As long ago as the late 1700's, the Founding Fathers of the United States expressed the need for children to begin second language study at a very early age. Benjamin Rush and Thomas Jefferson noted the intellectual advantages of beginning language study early. They recognized that a knowledge of languages could be of value in many fields such as science and math and they felt that continued study promoted good cognitive skills and allowed children to acquire a near-native pronunciation. Benjamin Rush said "the state of the memory, in early life, is favorable to the acquisition of languages, especially when they are conveyed to the mind through the ear." (Pentlin, 1984).

The attitudes of the Founding Fathers toward languages marked the beginning of foreign language pedagogy in the United States. Modern languages were taught at the elementary level for many years but mainly in areas of heavy foreign-born populations and in parochial schools. During the nineteenth and twentieth centuries, many experimental approaches to language instruction in the elementary grades have been used in the public schools. One approach, demonstration schools, used teachers specially trained in second language pedagogy to instruct children in the elementary grades. Another experimental

language program called "Cosmopolitan Schools" offered French and German in connection with the study of English. Pupils in these schools could study either language one to one and one half hours per day in the primary grades and nearly half the school day in higher grades. Problems associated with changes in policy concerning language instruction and the lack of continued administrative leadership gave way to the decline of language study. In 1893, the National Educational Association Committee of Ten recommended that language study begin in the elementary school, and it proposed a course of study. Again, staffing problems and failure to determine a policy about language instruction resulted in the termination of the course. In 1899, the Modern Language Association said that language study in the elementary school should be optional and that it was of no value without competent teachers and continued study (Watts, 1963).

In 1918, Dr. Emile B. de Saucé began the Demonstration School of Foreign Languages of Western Reserve University in Cleveland, Ohio. This laboratory school operated as a part of the public school district in Cleveland and offered classes in French, German, Latin, and Spanish to children in grades one through twelve. Teachers of foreign languages and students studying to become foreign language teachers visited these classes on a regular basis to observe the practices of the teachers of foreign languages who were trained by Dr. de Saucé in the Cleveland Plan. In this approach to teaching languages, all classes were conducted in the target language and were offered on a daily basis from 9:30 a.m. until 12:20 p.m. (Watts, 1963).

By 1930 second language study in the elementary grades had dwindled and was found mainly in secondary and junior high schools. In 1952, interest in early language study was renewed by Dr. Earl J. McGrath, the U. S. Commissioner of Education, in his call to action at the annual meeting of the Central States Modern Language Teachers Association in St. Louis. Dr. McGrath had just returned from an international education meeting in Beirut where he was appalled at the inability of educated Americans to communicate in languages other than English. Dr. McGrath said that before his experience in Beirut, he had been skeptical of the need for second languages in the school curriculum but that he was now convinced of the urgent need to reevaluate the place of foreign language study in elementary schools. In his address to the Central States Modern Language Teachers Association on May 3, 1952, he said:

Educators from the elementary schools to the top levels of the university system ought to give immediate attention to this matter. The citizens of other nations excel ours in using foreign languages, and the principal reason for this superiority is that they have the opportunity to study languages early in their lives in the school system. (Andersson, 1969).

On January 15 and 16, 1953, the National Conference on the Role of Foreign Languages in American Schools took place in Washington, D.C. under the leadership of Dr. McGrath. Elementary school language teachers had an opportunity to discuss their language programs, problems and concerns associated with the programs, the curriculum, administration, and teacher training. It was also at this conference that Emilie Margaret White, supervisor of foreign languages in Washington, D.C., presented the "Report on the Status of and

of the United States." This study was conducted by a committee of five under the chairmanship of White and its purpose was to examine foreign languages in the elementary schools from 1920 to 1952. According to the report, in 1952, there were 89 communities in 27 states and the District of Columbia which offered instruction in a modern foreign language at some levels in kindergarten through grade six. The programs offered Spanish, French, German, and Italian and began instruction in different grades. The programs were staffed by secondary school language specialists, elementary classroom teachers, native speakers from the community, professors from local universities, students who were language majors, and one individual who was a certified and trained elementary school second language specialist. Many of the programs were offered to all children in the schools, some were optional, and others were offered only to those children who were selected on the basis of their intelligence. The White Report showed that the programs began as a result of interested parents, elementary school teachers, secondary school curriculum directors, school administrators, college professors, and community groups. In the report, White said that:

The program does not at present involve additional expense because in this experimental stage teachers already in the system do the instruction . . .

Languages taught as a special subject are correlated with the regular course in a given grade wherever the opportunity to do so is present, which occurs mainly in arithmetic, art, health, language arts, music, and social studies . . .

The method is all oral, with emphasis on dialogue, songs, games and activities . . .



Actual instruction as language is given from fifteen minutes to twenty minutes three or four times a week or daily, with incidental use of the language in various ways during the day . . .

There is wide-spread enthusiasm for the program . . .

The results are gratifying. (Andersson, 1969).

In 1954, Kenneth W. Mildenberger who was associated with the Foreign Language Program of the Modern Language Association, conducted his second report on the status of foreign-language teaching in the United States. This survey showed that in 1953 there were 145 communities offering second languages in the elementary schools to 145,643 students (Watts, 1963). The survey reported that programs began in various grades from kindergarten to grade six. There was a wide range in the number of second language classes per week, and most programs met five times a week. Most of the programs required at least two hours of instruction each week, and the classes ranged in the amount of instruction time from five minutes to ninety minutes per class. There was no indication in the survey that scheduling in the school day was a problem in implementing a second language program in the elementary school. Mildenberger said he found that children were selected to participate in the second language programs by a variety of criteria. Some programs were offered to all the children, some to students who volunteered, and others were offered to students who were selected according to their IQ, class rank, or reading ability. The survey reported that the second language programs were staffed by traveling specialists, the regular classroom teacher, college students, parents, native speakers in the community, superintendents and principals, and others.

In 1953, Mildenberger noted that there were 104 classroom teachers and 77 second language specialists teaching second languages while there were 179 second language specialists and 155 classroom teachers in 1954. According to Mildenberger, the ideally qualified teacher was one who demonstrated native or near-native proficiency in the language and who demonstrated the ability to teach young children. He indicated that a teacher with these qualifications was very difficult to find and that most school districts used teachers that were available to them. The survey indicated that many second language specialists were not trained in elementary education and many classroom teachers had poor knowledge of the language. The survey reported that the problems associated with securing good teachers and inadequate support from the public and school administration would often result in the demise of second language programs (Andersson, 1969).

The concern for the quality of second language programs in the elementary school grew, however, and in 1956, the Steering Committee of the Modern Language Association publicly approved second language elementary school programs with the following recommendations:

- 1) Second language study should be an integral part of the school day.
- 2) Second language should be integrated into a total language program.
- 3) There should be close articulation with later second language learning.
- 4) There should be a sufficient number of teachers with an adequate command of the language.

- 5) There should be a planned syllabus.
- 6) The administration should support the program.
- 7) The high school language teachers should know the long-range objectives of the program and use some of the same techniques that the elementary teachers use. (Watts, 1963).

These recommendations were repeated by the Modern Language Association Advisory and Liaison Committee in 1961.

During this same period of time in the 1950's and 1960's, there was an increased awareness of the need for the study of second languages when Russia launched Sputnik in 1957. Many Americans felt that the United States would have had knowledge of the development of the satellite if more scientists had been proficient enough in Russian to be able to read about Russian technology. In an effort to improve international communication, the National Defense Act of 1958 provided funding for the training of teachers of French, Spanish, Russian, and German at the elementary and secondary levels. Summer Language Institutes were created to train teachers in the audiolingual method, an approach used in the Army during World War II. This approach, based on structural linguistics and behavioral psychology, emphasized the development of oral language skills through the overlearning of language patterns. It focused on the "natural order" of learning language skills: listening, speaking, reading, writing (Omaggio). As a result of the national attention and priority given to second languages, second language enrollment in the elementary schools increased from 145,643 students in 1953 to 1,030,097 students in 1960 (Andersson, 1969).

This popularity in second language learning lasted only five years. The haste and lack of proper planning associated with the implementation of second language programs in the elementary schools coupled with preceding years of little priority given to languages resulted in a severe teacher shortage and a steady decline in enrollments (Curtain and Pesola, 1988). In the spring of 1961, two experienced teachers of foreign languages in the elementary schools, Nancy V. Alkonis and Mary A. Brophy, visited 62 school systems in 29 states and the District of Columbia to survey the status of second language programs in the elementary grades. They concluded that:

- 1) a majority of the programs do not fulfill the primary aim of teaching the language skills;
- 2) many programs emphasize such other aims as world understanding' or 'broadened horizons';
- 3) the linguistic content of the programs makes a general evaluation of results using a single test or series of tests impracticable;
- 4) there was such a widespread emphasis on the learning of words that it appeared that teachers showed no awareness of the interacting systems of structure or pattern;
- 5) many programs, starting without planning or provision for the materials, were considered 'experimental' with no clear statement of the conditions and terms of the experiment and no provision for the evaluation of the results;
- 6) the most obvious weakness was the lack of teachers with sufficient skill in the language and training in methods;
- 7) in the majority of the schools the program was conceived of as merely a preview or prelude to 'real' language learning;
- 8) few programs were planned as an unbroken, cumulative sequence from the primary through the junior high school;
- 9) it was 'perfectly' clear that with an enthusiastic teacher who has an adequate command of the foreign language materials that reflect the nature of language and how it is learned, an expert supervisor, American youngsters can learn and are indeed learning foreign languages very well in our elementary schools. (Andersson, 1969).

Once again, foreign language programs in the elementary schools failed to maintain lasting importance. Priorities changed and funds were cut as school systems no longer viewed the study of languages as a necessity. Although

many school districts continued to offer language programs, national interest in second languages declined sharply in the 1960's as the country turned its attention to the Vietnam War (Watts, 1963).

In the 1970's, many individuals and groups at the state, national, and international levels expressed concern about the need for Americans to have greater proficiency in foreign languages. The Helsinki Agreement of 1975, a document signed by educators in 35 nations at the Conference of Security and Cooperation in Europe, stated the need for greater linguistic capability for better world understanding and cooperation (Toussaint, 1989). In 1977, Representative Paul Simon of Illinois submitted a report from the Commission on Security and Cooperation to the United States House of Representatives which brought to the audience's attention the urgency of the need to develop a means to help Americans become more proficient in foreign languages. This report encouraged better efforts in foreign language studies in the United States and said that language learning should begin at an early age, continuing for a long period of time in order to allow students to achieve a higher level of proficiency (Toussaint, 1989). Following the Commission's report, President Jimmy Carter formed the Commission of Foreign Language and International Studies in 1979 to study the status of foreign languages and international education in the United States in order to make recommendations for the improvement of the quality of instruction of education. The Presidential Commission Report on Foreign Language and International Studies, Strength Through Wisdom, reported the need for increased capability in foreign languages

for better world understanding and cooperation for strengthening national security and for increasing the economic stability of the United States. The recommendations in this report included the establishment of second language programs in the elementary grades that are sequential and continue for a period of years (President's Commission, 1979).

In 1981, Dr. Craig Phillips, Chairman of the Subcommittee on International Studies and the State Superintendent of Public Instruction in North Carolina, delivered a speech to educators across the world entitled, "Improving Linguistic Capability and International Understanding." In this speech, Dr. Phillips said that agreements should be reached regarding the nature of foreign language study, the implementation of second language programs in the elementary schools that are sequential and continue through high school, and the training of teachers for these programs (Toussaint, 1989). Dr. Phillips' involvement in foreign language education at the national and international level was an important step toward the movement for second language study in the elementary schools in his own state of North Carolina.

#### THE ROLE OF NORTH CAROLINA IN THE IMPLEMENTATION OF SECOND LANGUAGE PROGRAMS IN THE ELEMENTARY SCHOOL

On the state level in the North Carolina Department of Public Instruction, Dr. Phillips requested a curriculum study of foreign languages. This study was conducted by the Foreign Languages Curriculum Study Committee between 1981 and 1983. Its purpose was to examine the foreign language curriculum in order to make recommendations for the improvement of language study

to reach proficiency more effectively. Among the recommendations made in the report was that of a continuous second language program in kindergarten through grade 12:

**Recommendation Number 1** — The committee recommends that every student study a second language every day for thirteen years; some students will study more than one language. Implementation should be in the following order:

**Priority I:** Every local unit should provide a four-year sequence of at least one foreign language in grades 9-12 for all secondary students.

**Priority II:** Foreign language instruction should be offered in grades 7-8 and at the same time begun in kindergarten, leading to an uninterrupted program in grades K-12 for every student. (Curriculum Study, 1983).

The Curriculum Study of Foreign Languages (1983) was submitted to the North Carolina State Board of Education in 1983 and was approved in 1984. Between 1984 and 1985 many changes occurred that altered the study of foreign languages in the public schools of North Carolina. In 1984, the North Carolina Elementary and Secondary School Reform Act and Title II of the Education for Economic Security Act were passed. This legislation led to the development of a second language curriculum for kindergarten through grade 12 which is now part of the Basic Education Program of North Carolina. This curriculum was approved by the North Carolina State Board of Education and by the North Carolina Legislature in 1985. In other legislation, the Senate Bill Number One of the North Carolina Appropriations Act (1985) stated that all school systems of North Carolina will have a full program of second language studies in kindergarten through grade 12 in place and available to every public school student by 1993. This mandate on the school systems in North Carolina made

the Basic Education Program law. In 1987, Senate Bill Number One said that beginning in 1993, all children in the public schools of North Carolina will be required to study a second language in kindergarten through grade 5 and that after grade 5, second language study becomes optional (Toussaint, 1989).

During the past five years, the public schools of North Carolina have begun the task of implementing second language study in kindergarten through grade 5. The Section Language Section of the Division of Curriculum and Instruction has been instrumental in providing guidance and support services to the school districts as they begin their programs. There are 129 school districts in the state and at present over 100 have started second language programs in their elementary schools. Most school districts are choosing to offer Spanish because of the greater availability of teachers, but French and German are also being taught in many areas (Cowan, 1989).

The Second Language Section has assisted districts in the beginning stages of program planning by conducting workshops on the state, regional, and local levels. The first state level workshop was in March, 1987 and was entitled "Planning and Implementing Second Language Programs: Prescriptions for Success." Each school district in the state was invited to participate. Superintendents of instruction, principals, second language specialists, and elementary classroom teachers attended the two-day conference. Sessions were held in which representatives from school districts in other states and in North Carolina discussed how they began their second language programs in the elementary schools. The school districts from other states included



Milwaukee Public Schools, Wisconsin; Ferndale Public Schools, Michigan; Montgomery County Schools, Maryland; Cincinnati Schools, Ohio; and Louisiana Public Schools, Louisiana. A variety of program models and approaches to implementation were presented. Other sessions included the discussion of the goals and expectations of North Carolina's second language programs and concerns associated with the implementation process, that is, changes in teacher certification, the shortage of teachers, teacher training, and the second language curriculum. Representatives from Belgium, Canada, and France were also present at the meeting to offer assistance in placing teachers from their countries in jobs in North Carolina.

The participants in this workshop gained information that was helpful to them in establishing their own programs. The decision concerning the best approach to program implementation was left up to each school district. Many administrators made on-site visits to the school districts that were represented at the workshop in order to observe the programs and to ask questions about the procedure for beginning second language programs in the elementary grades. A follow-up workshop to the 1987 meeting was held in April, 1989. This conference was entitled "Developing Elementary and Middle School Second Language Programs: Articulating for Success." At this meeting, participants from across the state attended sessions that dealt with the expansion of the language program and with changes that are needed as language study continues in the higher levels. Some of the topics discussed included the following: reading and writing at the elementary and middle school levels, teacher evaluation,

teacher preparation programs, materials and computer technology, and second language curriculum. Representatives from school districts in North Carolina that had begun programs in their elementary schools were asked to discuss their approaches to implementation of the second language program. Helena Anderson Curtain, Curriculum Specialist in the Milwaukee Public Schools, presented two sessions about program planning and content-based instruction. Other sessions dealt with the development of the second language curriculum, staff development, and the articulation of second languages in kindergarten through grade 12.

The Second Language Section conducts other workshops on an on-going basis to assist local school districts with their programs. As school districts strive to meet the Basic Education Program's mandate for the full implementation of second language programs in kindergarten through grade 12 by 1993, they are encountering areas in which they need special assistance. The Second Language Section continues to hold workshops for those districts which are still in the planning stages. Many school districts are now calling on the Second Language Section for assistance in areas related to the expansion of the program. Workshops are held that deal with the following topics: articulation of the second language program in the elementary grades with middle grades, teaching strategies, instructional materials, state accreditation, and oral proficiency.

Another area in which the Second Language Section has been actively involved is the formation of the State Committee for Strengthening Teacher Education (STEP) in 1988. The Committee later changed its name to the Second

Language Education Evaluation Committee (SLEEC) and is made up of teacher trainers from the state's colleges and universities, second language supervisors, second language specialists, and regional coordinators of the Basic Education Program. The major function of the Committee has been to prepare materials for approval by the State Board of Education for use in the following: 1) designing, implementing, and evaluating training programs for second languages, K-12; 2) establishing an irregular, field-based path to certification, K-12; and 3) evaluating candidates who will pursue certification through the irregular path. This committee continues to meet on a regular basis (Second Language Section, 1988).

On June 13, 1989 the Second Language Section began a unique staff development series which was a satellite-delivered methods course on teaching second languages in the elementary schools. This course was part of the TI-IN Project that was housed in San Antonio, Texas. The committee which developed this project for North Carolina was made up of eight second language educators including a university teacher educator, a second language supervisor, and six second language specialists in the elementary schools. The TI-IN Project encompassed six three-hour sessions in which second language specialists, district level administrators, and second language methodologists presented a variety of topics dealing with the teaching of second languages in the elementary grades to teachers in North Carolina and across the nation (Cowan, 1989).

Other divisions in the State Department of Public Instruction have worked

with the Second Language Section to provide services which assist in the implementation of the second language program. In the summers of 1988 and 1989, the Principals' Institutes have been developed by the Division of Staff Development. These are one-week sessions in which principals participate in the same type of language instruction as their elementary students. Second language specialists conduct sessions in the target language using some of the same techniques they use with young children. There are also sessions about the teaching of second languages and the needs associated with a strong second language program (Cowan, 1989).

In 1988, the Mary Reynolds Babcock Foundation and the Ad Hoc Committee on the North Carolina Institute of Languages and International Culture began the Governor's Language Institutes. These Institutes are located on college and university campuses for six weeks during the summer. The public school teachers who are selected to participate receive intensive training in the language and culture of the language which they teach. The Institutes have taken place for two years in French and Spanish. The training of these teachers provides them with an increased knowledge and proficiency which they can use in their language classes.

The Second Language Section of the State Department of Public Instruction continues to meet the needs and demands of the school districts as they become more involved in the implementation process. The increasing number of changes that have taken place in the area of second language education have required reorganization within the State Department itself. In March 1988, the Second

Language Division was created as a separate unit from the Division of Communication Skills of which it had been a part. The Director of the Second Language Division, Dr. Fran Hoch, was named and a new consultant, Mrs. Jane Cowan, was hired to work with the Division's other consultant, Mr. Gerard Toussaint. A second reorganization process came about in January, 1989 as the new State Superintendent of Public Instruction, Bob Etheridge, took office. The name of the Second Language Division was changed to the Second Language Section and became a part of the Division of Curriculum and Instruction (Cowan, 1989).

#### NATIONAL INVOLVEMENT IN THE IMPLEMENTATION OF SECOND LANGUAGE PROGRAMS IN THE ELEMENTARY SCHOOL

Many states, like North Carolina, are responding to the national attention given to the need for educational reform in the efforts to achieve greater proficiency in languages. In The Tongue-Tied American: Confronting the Foreign Language Crisis (1980), Paul Simon examined the national deficiencies in language and recommended steps toward the improvement of second language studies. The report of the National Commission on Excellence in Education, A Nation at Risk: The Imperative for Reform (1983), encouraged the continuous study of languages through high school as a way for the nation's children to attain proficiency needed in commerce, diplomacy, and defense:

Achieving proficiency in a foreign language ordinarily requires from four to six years of study, and, therefore, should be started in the elementary grades. We believe it is desirable that students achieve such proficiency because study of a foreign language introduces the student 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.

Reaction statements to these reports such as Tomorrow's Teachers: A Report of the Holmes Group (1986) and A Nation Prepared: Teachers for the 21st Century (1986) say that quality education depends on quality teachers. These studies have influenced the reform in foreign language education.

Partly in response to these reports, many foreign language programs have been started in the elementary grades in several states during the last few years. According to Margaret Clark's article, "State Involvement in FLES Increases" (1988), Hawaii, New York, Arkansas, and North Carolina have passed a state law or regulation which mandates the study of foreign languages in the elementary grades. Louisiana requires students who are functioning at grade level to study a second language in grades 4-6. Kansas offers a second language program that is optional to its students. Georgia and Arizona have set up task forces to study the implementation of second language programs in their elementary schools.

#### THE PLANNING AND IMPLEMENTATION OF SECOND LANGUAGE PROGRAMS IN THE ELEMENTARY SCHOOL

The support of second language programs in the elementary grades by the state legislatures is of significant importance in the initial stages of planning and implementing the programs. Once the decision to begin a program has been made, there are other concerns to be addressed by those who are involved in the planning process. Helena Anderson Curtain and Carol Ann Pesola cite several points to consider when planning second language programs in the book, Languages and Children — Making the Match (1988).

### Setting Goals

Curtain and Pesola say that the beginning stages of planning involve first determining the long-range goals. The type of program that will be implemented is directly related to the level of proficiency and the expectations that are desired. In a recent study of the foreign language achievement of elementary school students in immersion, partial immersion, and FLES programs, Nancy C. Rhodes and Marguerite Ann Snow determined that the immersion program sets the most ambitious goals in terms of language proficiency followed by the partial immersion program and the FLES program. (Rhodes and Snow, 1988). Curtain and Pesola support this conclusion and emphasize the importance of setting realistic goals for the program model that is implemented. The goals of the program and the amount of time given to language study will determine the level of proficiency attained in the language (Curtain and Pesola, 1988).

### Funding the Program and Hiring Teachers

Another important consideration in planning process is the funding of the program. Instructional materials, planning and inservice time, and teacher salaries are some of the expenses required to begin and maintain a second language program. The staffing of the program is of primary importance. The success of the program will be largely determined by the hiring of teachers who are trained to work with elementary school children, who have high proficiency in the foreign language, and who are trained in second language methodology (Curtain and Pesola, 1988). An article published by The Johnson

Foundation entitled "Foreign Language Instruction in Elementary Schools" (1988), lists the following qualifications for elementary school foreign language teachers:

- a liking for children, warmth and good interpersonal skills
- a well rounded background in liberal arts and sciences
- an understanding of the process of second language acquisition, especially as it applies to children
- understanding of the elementary school curriculum
- near native proficiency in the target language
- understanding of the culture(s) of the countries where the language is spoken (Teachers need to be cultural models as well as linguistic models.)
- understanding of the American educational system
- competence with educational technology
- interpersonal communication skills
- understanding of the rationale for foreign language learning in elementary schools
- familiarity with the children's literature of the foreign culture and enthusiasm for that literature for both literacy and cultural development (The Johnson Foundation, 1988).

In addition to these qualifications, Myriam Met, Foreign Language Coordinator in the Montgomery County Schools of Rockville, Maryland, says that elementary school second language specialists should have extensive knowledge of and experience with the overall elementary curriculum in order to be able to teach concepts in the language. The partial immersion and immersion programs require the teacher to teach the subject matter in the language. The FLES program reinforces the elementary curriculum through the vehicle of a language. Met also says that elementary school second language specialists should be familiar with developmentally appropriate instruction, classroom organization and management, and the application of these in the second language classroom (Met, 1989).



### Support and Commitment

A successful second language program is one in which all people involved are committed to the program. The elementary classroom teachers, the principal, the Central Office, the second language specialist, and the parents should share in the planning stages and involve themselves as a team in the program once it is in place. The communication of goals and expectations among everyone involved is essential to maintaining the commitment needed in a successful program. Classroom teachers who are invited to participate in the language class and who are involved in planning the program will likely want to reinforce the language skills in the regular classroom (Curtain and Pesola, 1988).

### Choice of Language

The choice of language or languages in the elementary school is one that may be difficult in the planning process of a second language program. The availability of teachers and materials as well as the articulation of the program are important considerations. If more than one language is offered, it is important to allow opportunities at various stages for students to begin the study of another language or to begin language study altogether if there are those who have not had any language experience in the elementary school (Curtain and Pesola, 1988).

### Participants in Second Language Study

The question of who should study foreign languages is also an important decision in the program planning process. Research has shown extensive benefits

to studying languages at an early age. The Louisiana Report (1986) studied the impact of foreign language programs on basic skills acquisition. The results indicated that regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking language on the third, fourth, and fifth grade language arts section of Louisiana's Basic Skills test. In a separate study in Louisiana, students who had participated in foreign language study over a period of time showed higher levels of ability in cognitive and metacognitive processing than students who had not studied languages (Foster and Reeves, 1989). Research done in the Cincinnati Public Schools explored the effects of a partial immersion program on children from different ethnic and social class backgrounds. The four-year study concluded that children from lower socioeconomic backgrounds as well as those from ethnic minority backgrounds can benefit from second language immersion programs (Holobow, 1988). Southern Illinois University analyzed college entrance exam scores in 1979 and found that students who had studied foreign languages scored higher than students who had not had language experience and that an extended period of second language study showed higher scores. This study also showed that the greatest positive effect of foreign language study was on scores in English among students who were not in the top quarter of their high school classes and who did not consider themselves as being college-bound (Timpe, 1979). These studies suggest that students of all backgrounds and cognitive abilities can benefit from second language study in the elementary grades.

### Scheduling the Language Program

The scheduling of the second language program in the elementary school day is a decision that depends on the type of program implemented and how much instruction time will be given to second language study. Immersion and partial immersion programs offer the longest period of exposure to the language. Total immersion programs require 50-100% of the instructional time per week in the second language, and partial immersion programs require at least 50% of the instructional time per week in the second language. A FLES program requires continuous study of the language and optimal instruction time should provide 20-30 minutes of daily instruction. A FLEX program is a non-continuous program and provides the least amount of exposure to the language involving approximately 5% of the instruction time per week which is not daily or on an on-going basis. Optimal language learning occurs when the program meets twenty to thirty minutes daily. Therefore, many school districts find that planning content-based FLES programs and FLES programs which employ many objectives of the overall elementary curriculum in the second language curriculum facilitates the scheduling of the program. The reinforcement of topics taught in the elementary curriculum in the second language make positive contributions to the attainment of second language skills as well as achievement in other subject areas (Curtain and Pesola, 1988).

### Curriculum Development

After the goals of the second language program have been set, the development of the curriculum can begin. An important factor to consider

is the appropriateness of the curriculum to the goals of the program, the grade level, the developmental stages of the children, and the stages and principles of second language acquisition. The development of the curriculum should plan for successful articulation between and among the elementary, middle, and secondary levels. The curriculum should be adapted to meet the needs of the program as its goals change and as students attain higher levels of proficiency. Curriculum development requires the support of all those involved in the program. It is a process that takes time and the skills of a team of teachers. The scheduling of the program should allow teachers the necessary time to work together and develop materials that are appropriate to use in integrating the elementary curriculum into the second language curriculum (Curtain and Pesola, 1988).

### Articulation

A successful second language program begins in the lower levels and continues in a sequential expansion. It is important that elementary, middle school, and secondary level language teachers work together to coordinate a program that provides continued study and allows children to reach their fullest language potential. At each level of preparation the teacher should know the skills taught in the preceding grade levels as well as those which follow (Curtain and Pesola, 1988).

### Evaluation

The evaluation of a program is a significant part of determining the growth

and progress which are made. It is necessary to decide what aspects are to be evaluated and to develop appropriate instruments to measure them. It is not enough to evaluate the program as a whole without having clearly decided the specific components of the program that should be assessed and how these points are to be measured. Types of evaluation may include teacher performance, student language skills performance, student performance in other subject areas and student attitudes toward languages. Many school districts choose not to assign grades to second language students, and this sometimes causes the program not to be viewed as an important subject (Curtain and Pesola, 1988).

### SUMMARY

The review of the literature shows that there is much to gain from looking at the past and the reasons that many second language programs in the elementary school failed. The implementation of language programs has been attempted at numerous times in our history. Success has not always been possible because the expectations of the second language programs have been far greater than the program could achieve. In recent years, national attention toward the need for increased proficiency in languages for international communication has prompted educators to take a serious look at second language education and the benefits of beginning language study in the elementary grades. Research has provided meaningful assistance in the most effective approaches to program implementation that meet with the desired outcomes of second language study.

### CHAPTER III

#### METHODS AND PROCEDURES

The review of the literature provides insight into the characteristics which are important to consider in the planning and implementation of second language programs in the elementary school. The purpose of this study was two-fold:

- (1) To identify the characteristics of the planning and implementation process of the second language programs in the elementary school that are common in three school districts in North Carolina.
- (2) To determine which of these characteristics are important in order to create and maintain a successful second language program in the elementary school.

The Gates County Schools, Catawba County Schools, and Greensboro Public Schools were selected as the three school districts for the study. The three questionnaires and tabulation of the data were the basic research techniques used in this descriptive study.

#### QUESTIONNAIRES

The following aspects of the planning and implementation process were considered in developing questionnaires for the purpose of determining the characteristics of the second language programs in the elementary schools of the three school districts: the type of second language program selected; the integration of the second language program and the overall elementary

curriculum; the involvement of the second language specialist and the elementary classroom teacher in the second language program; the administration of the second language program; and the attitudes of the classroom teachers, parents, and administrators toward the second language program. Questionnaires were developed for three groups of respondents. A copy of each of the questionnaires, "FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL -- Classroom Teachers' Survey," "FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL -- Second Language Specialists' Survey," and "FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL -- Administrators' Survey," is found in the Appendix.

Each questionnaire was designed to address the following questions:

- 1) What is the professional background of each respondent?
- 2) What type of second language program is offered in each respondent's school?
- 3) Who arranges the second language specialist's class load?
- 4) Who plans the second language curriculum?
- 5) What are the attitudes of the elementary classroom teachers, the administrators, and the parents toward the second language program?
- 6) In what ways does each respondent feel that the second language program has affected the overall elementary curriculum?

The questions above were used as guidelines for the study and determined the questions on the surveys which addressed the following concerns:

- 1) Current position of respondent in school district
- 2) Years of experience
- 3) Areas of teaching experience
- 4) Highest earned degree
- 5) Second languages offered
- 6) Years second language program has been in existence
- 7) Average number of times per week second language classes are taught
- 8) Average length of instruction time per second language class

- 9) Grade levels involved in second language programs
- 10) Average number of students in each second language class
- 11) Average number of schools served by each second language specialist
- 12) Average number of second language classes taught daily by each second language specialist
- 13) Opinions of class load of second language specialist
- 14) Second language specialist's involvement of classroom teacher in planning the second language curriculum
- 15) Classroom teacher's presence in second language class
- 16) Classroom teacher's participation in the second language class
- 17) Response of classroom teachers to the second language program
- 18) Response of principals to the second language program
- 19) Response of Central Office to the second language program
- 20) Response of parents to the second language program
- 21) Strengths of the second language program
- 22) Weaknesses of the second language program
- 23) Areas of the second language program needing assistance
- 24) Needs of a successful second language program in the elementary schools of North Carolina

The questions concerning the professional background of each group of respondents varied on the surveys according to the respondent's position in the school district: elementary classroom teacher, administrator, and second language specialist. The principals and Central Office supervisors received the Administrators' Survey.

The Second Language Section of the State Department of Public Instruction has allowed each school district to decide which type of second language program will be implemented. This study did not attempt to compare the individual types of second language programs in the elementary schools of the three school districts. The study examined the characteristics of the planning and implementation process of all the second language programs offered in the three school districts to determine those aspects which are important to consider



in beginning any second language program in the elementary school. The respondents were asked not to identify themselves in answering the questions on the surveys in order to provide data which would not reveal the names of the school districts.

#### PROCEDURES FOR DISSEMINATION AND USE OF THE QUESTIONNAIRES

The Second Language Section of the Division of Curriculum and Instruction of the North Carolina State Department of Public Instruction supplied the names and addresses of the administrators responsible for the supervision of the second language programs in the elementary schools in every region of the state. Three school districts were selected from this list to provide a sampling of different types of second language programs, programs with district-wide implementation and with implementation in selected schools in the district, school districts with foreign language supervisors and those without, second language programs that have been in existence at least two years, school districts of contrasting pupil enrollment, and school districts located in different areas across the state both rural and urban.

The foreign languages in the elementary school surveys were conducted from March to May, 1989. Telephone calls were made to each of the three Central Office administrators responsible for the supervision of the second language programs in the elementary schools to explain the purpose of the study, to request permission to send the surveys to their school districts, and to request the names and address of the schools and their faculty/staff rosters.

A follow-up letter was then mailed to the three administrators which informed them that they would receive a questionnaire in a few days. After receiving the names and addresses of the principals, elementary school teachers, and second language specialists involved in the second language program, questionnaires were mailed with a cover letter stating the purpose of the study. The three Central Office administrators were also sent a questionnaire at this time. Surveys were mailed to 204 participants between March and May, 1989. The Gates County Schools and the Catawba County Schools received their questionnaires in March. The participants in the Greensboro Public Schools received their questionnaires in April after approval was given by the Research Review Committee to conduct the study. Nineteen administrators, 170 classroom teachers, and 15 second language specialists received questionnaires in the three school districts. The respondents were asked to return the surveys within two weeks after receiving them. The names of the schools and a copy of the cover letters are included in the Appendix.

One hundred twenty-seven educators out of 204 completed and returned the three questionnaires. The data received from 15 administrators, 100 classroom teachers, and 12 second language specialists were tabulated. This descriptive study shows the frequency of distributions for each response given on the three questionnaires. The data from the questions which allowed free responses were grouped by similar responses.

## POPULATION

The school districts of Gates County, Catawba County, and Greensboro Public Schools were selected for the study.

### Gates County Schools

Gates County is located in the northeastern corner of North Carolina. It is a relatively poor, rural area with most of its residents employed in agricultural or forest-related work. Many residents commute to other areas for their employment. Gates County is comprised of the six townships of Sunbury, Hobbsville, Corapeake, Gates, Eure, Roduco, and Gatesville. The total population of the county is 9,557.

Gates County Schools has an enrollment of 1,620 students in its two primary schools (grades K-3), two middle schools (grades 4-6), one junior high school (grades 7-8), and one high school (grades 9-12). This school district has a FLES program and a partial immersion program in its two primary schools, and French is the language which is taught in both programs. In 1987-1988, the FLES program was begun at Buckland School. In 1988-1989, first grade students at Buckland School and second grade students at Sunbury Elementary School piloted the partial immersion program for North Carolina. The students who are involved in this program volunteered to participate after the parents of first and second grade students were informed about the program and the goals it hoped to achieve. The partial immersion program in Gates County is the first of its kind to be started in a rural area in the United States. These students

learn math, science, and social studies in French. All other students at Buckland School and Sunbury Elementary School participate in the FLES program (Self Study Report, 1989).

An interesting and unique aspect of the FLES and partial immersion programs in Gates County is that they are taught by three French-speaking Belgians. Mrs. Alline Riddick, the director of the curriculum and the personnel administrator in the Gates County Schools learned of the surplus of teachers in Belgium in 1986. Riddick went to Belgium and with the assistance of the Belgian government, which helps to place teachers in jobs overseas, she was able to hire three teachers. The first teacher began the FLES program in 1987-1988. In 1988, the two other teachers arrived and the partial immersion program was begun in both the elementary schools. The partial immersion program in each school will be expanded one grade level in 1989-90 (Conner, 1989).

#### Catawba County Schools

Catawba County is located on the western edge of North Carolina's Piedmont Crescent in the foothills of the Blue Ridge Mountains. The county is one of the nation's furniture and hosiery centers and is the recent location of other industries such as telecommunications, printing, and energy-distribution equipment. The population of Catawba County is 114,700 and includes the urban areas of Hickory and Newton-Conover as well as several smaller townships. The county is home to Lenoir-Rhyne College and Catawba Valley Technical

College (Project Turn Around, 1988).

The Catawba County Schools has an enrollment of 12,474 students in its twelve elementary schools (grades K-6), five middle schools (grades 7-8), and four high schools (grades 9-12). This school district has a FLES program in which French and Spanish are taught in the twelve elementary schools in kindergarten through grade 2. Mrs. Barbara Piekarski is the coordinator of kindergarten-grade 6 in the Catawba County Schools and is responsible for the supervision of the FLES program (Piekarski, 1989). This program model was selected as the best approach for the school district after visits were made to other second language programs in the United States. The FLES program in Catawba County is similar to that of the Ferndale School District in Ferndale, Michigan. The decision to begin the second language program in kindergarten and grade one was based on the sequential FLES program in Ferndale. Catawba County Schools started the FLES program in 1987-1988, added grade 2 in 1988-1989, and will expand to grade 3 in 1989-1990 (Catawba County Schools FLES Program, 1987).

#### Greensboro Public Schools

Greensboro is located in the Piedmont Triad of North Carolina. It is the state's second largest city with a population of approximately 195,495 and an area of nearly eighty square miles. Greensboro is an industrial, commercial, business, and educational center with some of the nation's largest corporations located there. The city has two state universities, three private colleges,

and a community college.

The Greensboro Public Schools has an enrollment of 21,101 students in its 34 elementary schools (17 with grades K-2 and 17 with grades 3-5), seven middle schools (grades 6-8), and six high schools (grades 9-12). (Self Study Report, 1982).

This school district has a FLES program in which Spanish is taught in two magnet schools. Jones Specialty School (grades K-2) emphasizes foreign languages and cultural arts and began its second language program in 1987-1988. The program was expanded to include grades 3-5 at Morehead Specialty School in 1988-1989. In 1989-1990, Greensboro Public Schools will expand its FLES program to include 17 elementary schools in the district (Interim Review Report, 1988).

Dr. Al Rubio is the director of second languages in the Greensboro Public Schools. He began planning the FLES program for the Greensboro Public Schools in April, 1987. Visits were made to several school districts in the United States which had second language programs in the elementary schools already in place. These districts included Prince George's Schools, Baltimore City Schools, and Montgomery County Schools in Maryland and the Ferndale School District in Michigan. Dr. Rubio and a team of Central Office administrators, principals, elementary classroom teachers, and second language specialists made on-site visits to learn about how to approach the second language program implementation in Greensboro. The FLES program of Ferndale, Michigan is the model that is most similar to that of the Greensboro Public Schools (Rubio, 1989).

## CHAPTER IV

### DATA ANALYSIS AND RESULTS

Three questionnaires were mailed between March and May, 1989 to 204 people involved in the second language programs in the elementary schools in three districts of North Carolina: the Gates County Schools, the Catawba County Schools, and the Greensboro Public Schools. The first questionnaire "FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL -- Classroom Teachers' Survey" was mailed to 170 teachers. The second questionnaire "FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL -- Second Language Specialists' Survey" was mailed to 15 specialists. The third questionnaire "FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL -- Administrators' Survey" was mailed to 16 principals of schools offering second language programs and three Central Office administrators in charge of the second language programs. One hundred twenty-seven people completed and returned the three questionnaires: 100 classroom teachers (58.8%), 12 second language specialists (80%), and 15 administrators (78.9%). The high response rate was attributed to several factors. First, the questionnaire was simple to read and complete. Second, the subject is one that is an important concern to teachers and administrators since the second language program is mandated in kindergarten - grade 5 by the state, and it must be implemented by 1993. Classroom teachers,

second language specialists, and administrators who are currently involved in implementing their programs have strong feelings about them.

#### PROCEDURE FOR DATA ANALYSIS

Tables 1-35 report the data which was tabulated from the responses to the questions on the three surveys. For several questions, the respondents were allowed to provide multiple responses, and the results of these questions therefore may exceed 100 percent. The questions vary on each of the three questionnaires according to the respondent's position in the school district. All of the questions on the three surveys were based on the guiding questions of the study. Tables 1-9 show the responses to the questions based on the guiding question: What is the professional background of each respondent? Tables 10-16 report the responses to the questions based on the guiding question: What type of second language program is offered in each respondent's school? Tables 17-21 show the responses to the questions based on the guiding question: Who arranges the second language specialist's class load? Tables 22-25 record the responses to the questions based on the guiding question: Who plans the second language curriculum? Tables 26-30 report the responses to the questions based on the guiding question: What are the attitudes of the elementary classroom teachers, the administrators, and the parents toward the second language program? Tables 31-35 show the responses to the questions based on the guiding question: In what ways does each respondent feel that the second language program has affected the overall elementary curriculum?



Table 1 shows that the majority of classroom teachers (85.7%) taught kindergarten, first, and second grades. Only 14 teachers (14.3%) taught third, fourth, or fifth grades.

TABLE 1

## GRADE LEVEL CURRENTLY TEACHING

<u>Level</u>	Elementary Classroom Teachers N=100	
	<u>Number</u>	<u>Percent</u>
Kindergarten	27	27.5%
First Grade	25	25.5%
Second Grade	32	32.7%
Third Grade	5	5.1%
Fourth Grade	5	5.1%
Fifth Grade	4	4.1%

Table 2 shows that the majority of administrators (86.6%) responding were principals. One administrator (6.7%) said he worked as a Second Language Supervisor. One respondent (6.7%)\* noted that his position involved several administrative duties: Director of Curriculum, General Supervisor, Elementary Grades Supervisor, and Second Language Supervisor.

TABLE 2

## ADMINISTRATIVE POSITION HELD

<u>Position</u>	Administrators N=15	
	<u>Number</u>	<u>Percent</u>
Director of Curriculum	0	0.0%
General Supervisor	0	0.0%
Elementary Grades Supervisor	0	0.0%
Second Language Supervisor	1	6.7%
Principal	13	86.6%
*Other	1	6.7%

Table 3 indicates that the majority of the elementary school classroom teachers responding (91.8%) had more than eleven (11) years' experience. Only seven teachers (8.2%) had fewer than 11 years' experience. The majority of the administrators responding (80.0%) had over three years experience. Eight administrators (53.3%) had three to five years experience, and only one (6.7%) had fewer than three years experience. Of the second language specialists, over one-half (58.4%) had fewer than two years experience. The next largest group (16.7%) had 11-15 years experience.

TABLE 3

## YEARS OF EXPERIENCE

<u>Years</u>	Elementary Classroom Teachers N=100		Administrators N=15		Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
0-2 years	0	0.0%	1	6.7%	7	58.4%
3-5 years	3	3.5%	8	53.3%	0	0.0%
6-10 years	4	4.7%	3	20.0%	1	8.3%
11-15 years	32	37.7%	1	6.7%	2	16.7%
16-20 years	28	32.9%	2	13.3%	1	8.3%
21-25 years	18	21.2%	0	0.0%	0	0.0%
More than 25 years	0	0.0%	0	0.0%	1	8.3%

The second language specialists were asked how many years they have taught a second language in the elementary grades. Table 4 shows that five respondents (41.7%) had taught a second language one year in the elementary grades, five respondents (41.7%) two years, one respondent (8.3%) five years, and one respondent (8.3%) more than six years in the elementary grades.

TABLE 4

YEARS AS A SECOND LANGUAGE SPECIALIST  
IN THE ELEMENTARY GRADES

<u>Years</u>	Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>
1 year	5	41.7%
2 years	5	41.7%
3 years	0	0.0%
4 years	0	0.0%
5 years	1	8.3%
6 years	0	0.0%
More than 6 years	1	8.3%

Table 5 reports the number of second language specialists who plan to continue teaching second languages in the elementary grades. Twelve respondents (100.0%) said that they do intend to continue as second language specialists in the elementary grades.

TABLE 5

FUTURE PLANS TO CONTINUE TEACHING AS SECOND LANGUAGE SPECIALIST IN ELEMENTARY GRADES

<u>Response</u>	Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>
Yes	12	100.0%
No	0	0.0%

The administrators were asked to indicate in what areas they had had teaching experience. Table 6 reports this information. Seven administrators (46.6%)\* noted several areas in which they had taught. Two of these respondents had had teaching experience in elementary education and in another area. One administrator said he had taught second languages and another area. One respondent said he had taught elementary education and in the humanities. Three of these respondents did not specify an area. Forty (40.0%) of the total number of administrators had taught in the elementary grades.

TABLE 6

## AREA OF TEACHING EXPERIENCE

<u>Area</u>	Administrators N=15	
	<u>Number</u>	<u>Percent</u>
Elementary Education	6	40.0%
Second Languages	1	6.7%
Humanities	0	0.0%
Math/Science	1	6.7%
*Other	7	46.6%

In the questionnaire, the second language specialists were asked to indicate in what areas they were certified to teach. They were given no limit on the number of responses they could mark. Table 7 reports this information. The majority of the respondents (58.4%) are certified to teach in grades 9-12. Five respondents (41.7%) said that they are certified to teach kindergarten-grade 4, five respondents (41.7%) grades 4-6, and three respondents (25.0%) said they are currently seeking certification.

TABLE 7

## AREA(S) OF CERTIFICATION

<u>Area</u>	Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>
Kindergarten-Grade 4	5	41.7%
Grade 4-Grade 6	5	41.7%
Grade 6-Grade 8	2	16.7%
Grade 9-Grade 12	7	58.4%
Currently seeking certification	3	25.0%

The administrators were asked to state what foreign language or languages they had studied. Table 8 reports that the majority of the respondents (66.7%) had studied French; six (40.0%), Spanish.

TABLE 8

## FOREIGN LANGUAGE(S) STUDIED

<u>Language</u>	Administrators N=15	
	<u>Number</u>	<u>Percent</u>
French	10	66.7%
Spanish	6	40.0%
German	0	0.0%
Other	2	13.3%

Table 9 reports that the majority of the elementary school classroom teachers (67.0%) responding have a Bachelor of Arts or a Bachelor of Science Degree. Thirty-three teachers (33.0%) have a Master of Arts or a Master of Education Degree. Seven administrators (46.7%) responding have a Sixth Year Degree, six (40.8%) have a Master of Arts or a Master of Education Degree, and two (13.3%) have a Doctorate. The majority of the second language specialists (58.4%) responding have a Bachelor of Arts or a Bachelor of Science Degree, and four (33.3%) have a Master of Arts or a Master of Education Degree. One second language specialist (8.3%)\* noted that he received his degree in Belgium.

TABLE 9

## HIGHEST EARNED DEGREE

<u>Degree</u>	Elementary Classroom				Second Language	
	Teachers		Administrators		Specialists	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
B.A./B.S.	67	67.0%	0	0.0%	7	58.4%
M.A./M.Ed.	33	33.0%	6	40.0%	4	33.3%
6th Year	0	0.0%	7	46.7%	0	0.0%
Doctorate	0	0.0%	2	13.3%	0	0.0%
*Other	0	0.0%	0	0.0%	1	8.3%



Table 10 shows that the majority of respondents, 77 elementary classroom teachers (88.5%), 12 administrators (80.0%), and 11 second language specialists (91.7%), have FLES programs (Foreign Language in the Elementary School) in their schools. One classroom teacher (1.5%), one administrator (6.7%), and one second language specialist (8.3%) have a partial immersion program in their schools. One administrator (6.6%)\* noted that his school offers a FLES program and a partial immersion program.

TABLE 10

## TYPE OF SECOND LANGUAGE PROGRAM

<u>Type</u>	Elementary Classroom Teachers N=100		Administrators N=15		Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
FLEX (Foreign Language Experience)	9	10.3%	0	0.0%	0	0.0%
FLES (Foreign Language in the Elementary School)	77	88.5%	12	80.0%	11	91.7%
Partial Immersion	1	1.5%	1	6.7%	1	8.3%
Immersion	0	0.0%	1	6.7%	0	0.0%
*Other	0	0.0%	1	6.6%	0	0.0%

In the questionnaire, the respondents were asked to indicate which language or languages are offered in their schools. They were given no limit on the number of responses they could make. Table 11 reports that French is the language taught most often in the elementary classroom teachers' (65.0%) and the administrators' (53.3%) elementary schools. One-half (50.0%) of the second language specialists indicated that French is the language taught; 50.0% Spanish. Forty-one classroom teachers (41.0%) and seven administrators (46.7%) said Spanish is the language taught.

TABLE 11  
LANGUAGE(S) TAUGHT IN THE ELEMENTARY SCHOOL

<u>Language</u>	Elementary Classroom				Second Language	
	Teachers		Administrators		Specialists	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
French	65	65.0%	8	53.3%	6	50.0%
Spanish	41	41.0%	7	46.7%	6	50.0%
German	1	1.0%	0	0.0%	0	0.0%
Latin	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%	1	8.3%

Table 12 shows that the majority of the second language programs in the elementary schools have been in existence for two years. Seventy-five elementary classroom teachers (93.8%), 11 administrators (73.3%), and ten second language specialists (90.9%) indicated two years. Two administrators (13.3%) and one second language specialist (9.1%) indicated one year. Only five classroom teachers (6.2%) and one administrator (6.7%) said three years. One administrator (6.7%)\* noted that the FLES program in his school has been in existence for two years and the partial immersion program for one year.

TABLE 12

## YEARS PROGRAM HAS BEEN IN EXISTENCE

<u>Years</u>	Elementary Classroom Teachers N=100		Administrators N=15		Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1 year	0	0.0%	2	13.3%	1	9.1%
2 years	75	93.8%	11	73.3%	10	90.9%
3 years	5	6.2%	1	6.7%	0	0.0%
4 years	0	0.0%	0	0.0%	0	0.0%
5 years	0	0.0%	0	0.0%	0	0.0%
6 years	0	0.0%	0	0.0%	0	0.0%
Over 6 years	0	0.0%	0	0.0%	0	0.0%
*Other	0	0.0%	1	6.7%	0	0.0%

Table 13 indicates that the majority of the elementary classroom teachers' (93.2%) students have participated in the second language program two years, and five respondents (6.8%) three years. No respondents indicated that their students have participated more than three years, and no respondents reported fewer than two years of participation in a second language program.

TABLE 13

YEARS STUDENTS HAVE PARTICIPATED IN  
SECOND LANGUAGE PROGRAM

<u>Years</u>	Elementary Classroom Teachers N=100	
	<u>Number</u>	<u>Percent</u>
1 Year	0	0.0%
2 Years	69	93.2%
3 Years	5	6.8%
4 Years	0	0.0%
5 Years	0	0.0%
6 Years	0	0.0%

Table 14 indicates the average number of times per week the second language specialist met with the students. The most frequently cited number by each group of respondents was three. Fifty-one classroom teachers (52.6%), nine administrators (60.0%), and five second language specialists (41.7%) gave this response.

TABLE 14

NUMBER OF TIMES PER WEEK SECOND LANGUAGE  
SPECIALIST MEETS WITH STUDENTS

<u>Number of times</u>	Elementary Classroom				Second Language Specialists	
	Teachers N=100		Administrators N=15		N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1 time	0	0.0%	0	0.0%	0	0.0%
2 times	21	21.7%	2	13.3%	0	0.0%
3 times	51	52.6%	9	60.0%	5	41.7%
4 times	0	0.0%	0	0.0%	0	0.0%
5 times	24	24.7%	3	20.0%	2	16.6%
Other	1	1.0%	1	6.7%	5	41.7%

Each group of respondents was asked to tell the length of instruction time per second language class. As shown in Table 15, the majority of classroom teachers (67.7%), indicated that the length of second language instruction time was 20-25 minutes per class. The majority of administrators (60.0%) and one-half of the second language specialists (50.0%) said the length of instruction time was 15-20 minutes.

TABLE 15

## LENGTH OF INSTRUCTION TIME

<u>Time</u>	Elementary Classroom Teachers N=100		Administrators N=15		Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
10-15 minutes	0	0.0%	0	0.0%	0	0.0%
15-20 minutes	0	0.0%	9	60.0%	6	50.0%
20-25 minutes	23	67.7%	3	20.0%	1	8.3%
25-30 minutes	9	26.5%	0	0.0%	1	8.3%
30-35 minutes	1	2.9%	0	0.0%	0	0.0%
35-40 minutes	1	2.9%	0	0.0%	0	0.0%
40-45 minutes	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	3	20.0%	4	33.4%

Table 16 reports the grade levels involved in the second language programs. The administrators and second language specialists were given no limit on the number of responses they could mark. Both groups indicated that the majority of the second language programs were in kindergarten through grade 2.

TABLE 16

## GRADE LEVELS OF SECOND LANGUAGE PROGRAM

<u>Grade Level</u>	Administrators N=15		Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Kindergarten	13	86.7%	9	75.0%
First Grade	13	86.7%	10	83.3%
Second Grade	13	86.7%	10	83.3%
Third Grade	2	13.3%	0	0.0%
Fourth Grade	2	13.3%	1	8.3%
Fifth Grade	2	13.3%	1	8.3%

Table 17 reports the average size of the second language classes. The majority of the elementary classroom teachers (60.2%) and administrators (66.7%) indicated that the classes contained 21-25 children. The majority of the second language specialists (66.7%) said their classes contained 26-30 children. Twenty-five teachers (25.5%) and two administrators (13.3%) said the second language classes contained 26-30 children.

TABLE 17

## AVERAGE SIZE OF SECOND LANGUAGE CLASSES

<u>Class Size</u>	Elementary Classroom				Second Language	
	Teachers N=100		Administrators N=15		Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
0-5	0	0.0%	0	0.0%	0	0.0%
6-10	0	0.0%	0	0.0%	0	0.0%
11-15	0	0.0%	0	0.0%	0	0.0%
16-20	14	14.3%	3	20.0%	1	8.3%
21-25	59	60.2%	10	66.7%	3	25.0%
26-30	25	25.5%	2	13.3%	8	66.7%



The three groups of respondents were asked to report who is involved in arranging the class load of the second language specialist. They were not limited to the number of times they could mark. As indicated in Table 18, the response most often reported was that the principal arranges the load. Sixty-nine classroom teachers (69.0%), 11 administrators (73.3%), and eight second language specialists (66.7%) said the principal arranges the class load. The next most frequently given response was that the second language specialist arranges the class load. Thirty-six teachers (36.0%), five administrators (33.3%), and four specialists (33.3%) marked this answer.

TABLE 18

## WHO ARRANGES CLASS LOAD OF SECOND LANGUAGE SPECIALIST

<u>Response</u>	Elementary Classroom				Second Language	
	Teachers		Administrators		Specialists	
	N=100		N=15		N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Second Language Specialist	36	36.0%	5	33.3%	4	33.3%
Classroom Teachers	1	1.0%	2	13.3%	0	0.0%
Principal	69	69.0%	9	60.0%	8	66.7%
Second Language Supervisor	35	35.0%	2	13.3%	3	25.0%
Other	6	6.0%	3	20.0%	0	0.0%

The administrators and second language specialists were then asked to report in how many schools each second language specialist taught daily. This information is in Table 19. Over one-half (53.3%) of the administrators indicated the second language specialists taught in two schools daily. Two administrators (13.4%)\* noted that their second language specialist taught in one or two schools daily. One-half (50.0%) of the second language specialists said that they taught in one school daily. The next largest group of specialists (41.7%) reported that they taught in two schools daily.

TABLE 19

NUMBER OF SCHOOLS IN WHICH SECOND  
LANGUAGE SPECIALIST TEACHES DAILY

<u>Number of Schools</u>	Administrators N=15		Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1	5	33.3%	6	50.0%
2	8	53.3%	5	41.7%
3	0	0.0%	1	8.3%
*Other	2	13.4%	0	0.0%

Table 20 indicates the average number of classes the second language specialist taught daily. The majority of administrators (40.0%) said the second language specialist taught 6-10 classes daily. One administrator (6.6%)\* noted that the second language specialist in the FLES program met 6-10 classes daily and the partial immersion program involved 1-5 classes daily. Nine second language specialists (66.7%) indicated that they taught 6-10 classes daily. Three respondents (25.0%) said they taught 11-15 classes daily.

TABLE 20

AVERAGE DAILY NUMBER OF CLASSES OF  
SECOND LANGUAGE SPECIALIST

<u>Number of Classes</u>	<u>Administrators</u> N=15		<u>Second Language</u> <u>Specialists</u> N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1-5	4	26.7%	1	8.3%
6-10	6	40.0%	8	66.7%
11-15	4	26.7%	3	25.0%
16-20	0	0.0%	0	0.0%
*Other	1	6.6%	0	0.0%

The respondents' opinions of the second language specialist's class load are reported in Table 21. The most frequently indicated response by each group was that the specialist's class load was manageable. Eighty-two classroom teachers (85.4%), 13 administrators (86.6%), and 11 (91.7%) second language specialists gave this answer. One administrator (6.7%)\* noted two responses, that the specialist's load was manageable and that it was manageable and unburdensome.

TABLE 21

## OPINIONS OF SECOND LANGUAGE SPECIALIST'S CLASS LOAD

<u>Response</u>	Elementary Classroom				Second Language	
	Teachers		Administrators		Specialists	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Manageable	82	85.4%	13	86.6%	11	91.7%
Unmanageable	2	2.1%	1	6.7%	0	0.0%
Manageable and unburdensome	8	8.3%	0	0.0%	1	8.3%
Unmanageable and burdensome	4	4.2%	0	0.0%	0	0.0%
*Other	0	0.0%	1	6.7%	0	0.0%

The elementary classroom teachers, administrators, and second language specialists were asked to report who plans the second language curriculum. They were not limited to the number of responses they could give. Table 22 reports that ninety-nine teachers (99.0%), 15 administrators (100.0%), and 12 second language specialists (100.0%) said the second language specialist plans the curriculum. The next largest groups, 27 classroom teachers (27.0%), two administrators (13.3%), and five specialists (41.6%) said the second language supervisor plans the curriculum.

TABLE 22

## WHO PLANS THE SECOND LANGUAGE CURRICULUM

<u>Response</u>	Elementary Classroom Teachers N=100		Administrators N=15		Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Second Language Specialist	99	99.0%	15	100.0%	12	100.0%
Classroom Teachers	0	0.0%	2	13.3%	3	25.0%
Second Language Supervisor	27	27.0%	2	13.3%	5	41.6%
Principal	3	3.0%	0	0.0%	1	8.3%

Table 23 records the classroom teachers' and second language specialists' opinions of how the second language specialist involves the teachers in planning the second language curriculum. The majority of the classroom teachers (49.0%) and second language specialists (66.7%) said that the specialist involved the teachers occasionally in planning. Forty-one teachers (42.7%) indicated that the specialist never involved them in planning the second language curriculum.

TABLE 23

SECOND LANGUAGE SPECIALISTS' INVOLVEMENT OF CLASSROOM  
TEACHER IN PLANNING THE SECOND LANGUAGE CURRICULUM

<u>Involvement</u>	Elementary Classroom Teachers N=100		Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Frequently	8	8.3%	3	25.0%
Occasionally	47	49.0%	8	66.7%
Never	41	42.7%	1	8.3%

In the questionnaire, the classroom teachers were asked to mark how often they were present in the second language class with their students. As indicated in Table 24, 81 teachers (81.8%) said they were always present in the second language class. The next largest group (12.2%) reported that they were often present in the class.

TABLE 24

## PRESENCE OF CLASSROOM TEACHER IN SECOND LANGUAGE CLASS

<u>Presence</u>	Elementary Classroom Teachers N=100	
	<u>Number</u>	<u>Percent</u>
Always	81	81.8%
Often	12	12.2%
Occasionally	3	3.0%
Seldom	1	1.0%
Never	2	2.0%

The classroom teachers were also asked to indicate how often they participated in the second language class with their students. Table 25 records this data. Thirty-nine respondents (39.8%) reported that they participated often in the second language class. The next largest group (29.6%) indicated that they always participated in the second language class.

TABLE 25

## CLASSROOM TEACHERS' PARTICIPATION IN SECOND LANGUAGE CLASS

<u>Participation</u>	Elementary Classroom Teachers N=100	
	<u>Number</u>	<u>Percent</u>
Always	26	26.6%
Often	39	39.8%
Occasionally	18	18.4%
Seldom	8	8.1%
Never	7	7.1%



In the questionnaire, the classroom teachers and administrators were asked to report their opinions of the second language programs in their schools. Forty-six classroom teachers (47.4%) felt their programs were beneficial, and forty-four (45.4%) said the programs were very beneficial. The majority of the administrators (80.0%) reported that they felt the second language programs were very beneficial, and three (20.0%) said they were beneficial. Only seven respondents, 7.2% of the classroom teachers, indicated that they saw their programs as having little or no benefit. Table 26 reports these answers.

TABLE 26

## OPINIONS OF THE BENEFITS OF THE SECOND LANGUAGE PROGRAM

<u>Response</u>	Elementary Classroom			
	Teachers N=100		Administrators N=15	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Very beneficial	44	45.4%	12	80.0%
Beneficial	46	47.4%	3	20.0%
Little or no benefit	7	7.2%	0	0.0%

In the questionnaire, the administrators and second language specialists were asked to give their opinions of the classroom teachers' responses to the second language programs in their schools. As indicated in Table 27, the majority of the administrators (80.0%) felt the classroom teachers viewed their programs as being very beneficial, and three (20.0%) beneficial. Eight second language specialists (66.7%) said that they felt the classroom teachers viewed their programs as being beneficial, and four (33.3%) very beneficial. No respondents indicated that they felt the classroom teachers saw the program as having little or no benefit.

TABLE 27

OPINIONS OF THE CLASSROOM TEACHERS' RESPONSE  
TO THE SECOND LANGUAGE PROGRAM

<u>Response</u>	Administrators N=15		Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Very beneficial	12	80.0%	4	33.3%
Beneficial	3	20.0%	8	66.7%
Little or no benefit	0	0.0%	0	0.0%

Table 28 records the classroom teachers' and second language specialists' opinions of their principals' responses to their second language program. The majority of the teachers (61.7%) and specialists (63.6%) felt their principals viewed their programs as being very beneficial. The next largest groups, 34 teachers (36.2%) and four second language specialists (36.4%), felt their principals saw the second language program as being beneficial. Only two respondents, 2.1% of the classroom teachers, indicated that they felt their principals saw the program as having little or no benefit.

TABLE 28

OPINIONS OF THE PRINCIPALS' RESPONSE TO  
THE SECOND LANGUAGE PROGRAM

<u>Response</u>	Elementary Classroom Teachers		Second Language Specialists	
	N=100		N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Very beneficial	58	61.7%	7	63.6%
Beneficial	34	36.2%	4	36.4%
Little or no benefit	2	2.1%	0	0.0%

Table 29 reports the classroom teachers' and second language specialists' opinions of the response of the Central Office to their second language programs. Sixty-two teachers (68.9%) and ten specialists (83.3%) said they felt the Central Office saw the program as very beneficial. The other respondents, 28 teachers (31.1%) and two specialists (16.7%) indicated that they felt the Central Office viewed the program as beneficial. No respondents felt the Central Office saw the program as having little or no benefit.

TABLE 29

OPINIONS OF THE RESPONSE OF THE CENTRAL OFFICE  
TO THE SECOND LANGUAGE PROGRAM

<u>Response</u>	Elementary Classroom Teachers N=100		Second Language Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
	Very beneficial	62	68.9%	10
Beneficial	28	31.1%	2	16.7%
Little or no benefit	0	0.0%	0	0.0%

Table 30 reports the elementary classroom teachers', administrators', and second language specialists' opinions concerning the attitudes of the students' parents toward the second language program. Forty-five teachers (48.9%) indicated that they felt the parents saw the program as being beneficial. Thirteen administrators (86.7%) said that they felt the parents saw the program as being very beneficial. One-half (50.0%) of the second language specialists indicated that they felt the parents saw the program as being very beneficial and one-half (50.0%) beneficial.

TABLE 30

OPINIONS OF THE RESPONSE OF PARENTS TO  
THE SECOND LANGUAGE PROGRAM

<u>Response</u>	Elementary Classroom				Second Language	
	Teachers		Administrators		Specialists	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Very beneficial	37	40.2%	13	86.7%	6	50.0%
Beneficial	45	48.9%	2	13.3%	6	50.0%
Little or no benefit	10	10.9%	0	0.0%	0	0.0%

Table 31 shows that the majority of elementary classroom teachers (74.8%), administrators (100.0%), and second language specialists (100.0%) felt the second language program had strengthened their curriculum. Twenty-one classroom teachers (21.2%) said that the second language program had not affected the elementary curriculum. Only four respondents, 4.0% of the elementary classroom teachers, indicated that they felt the second language program had had a negative effect on the elementary curriculum in their schools.

TABLE 31

EFFECT OF SECOND LANGUAGE CURRICULUM  
ON ELEMENTARY CURRICULUM

<u>Effect</u>	Elementary Classroom				Second Language	
	Teachers		Administrators		Specialists	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Strengthened curriculum	74	74.8%	15	100.0%	12	100.0%
Not affected curriculum	21	21.2%	0	0.0%	0	0.0%
Negative effect on curriculum	4	4.0%	0	0.0%	0	0.0%

The respondents were asked to address the strengths of the second language program. They were given no limit on the number of items they could mark on the questionnaire. Table 32 reports these responses. The classroom teachers, administrators, and second language specialists indicated the following responses most frequently: outstanding teachers, a sequential program beginning in the earliest grade in the school, the program challenges and motivates the students, strong support from the principal, and Central Office support. The classroom teachers (66.0%) and administrators (73.3%) cited the support of the classroom teachers as a strength. Over one-half of the classroom teachers (52.0%) and second language specialists (58.4%) said the program integrated the elementary curriculum. The elementary classroom teachers (65.0%) also cited good teaching materials as a strength. The administrators (73.3%) and specialists (50.0%) indicated that the support of the parents is another strength of the second language program.

TABLE 32

## STRENGTHS OF SECOND LANGUAGE PROGRAM

<u>Strengths</u>	Elementary Classroom				Second Language Specialists	
	Teachers N=100		Administrators N=15		N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Outstanding teachers	75	75.0%	14	93.3%	9	75.0%
A sequential program beginning in the earliest grade in our school	76	76.0%	11	73.3%	11	91.7%
Good teaching materials	65	65.0%	5	33.3%	4	33.3%
It challenges and motivates the students	74	74.0%	13	86.7%	10	83.3%
It integrates the elementary curriculum	52	52.0%	7	46.7%	7	58.4%
Strong support from principal	63	63.0%	13	86.7%	9	75.0%
Central Office support	55	55.0%	10	66.7%	11	91.7%
Support of classroom teachers	66	66.0%	11	73.3%	5	41.7%
Support of parents	46	46.0%	11	73.3%	6	50.0%
Manageable class size	37	37.0%	5	33.3%	1	8.3%

The three groups of respondents were also asked to address the weaknesses of their second language programs. Again, they were given no limit on the number of items they could mark. Table 33 records these responses. The most frequently given responses by the three groups were the following: large



classes, the large class load of the second language specialist, and insufficient materials. The second language specialists (66.7%) also indicated that the lack of support from the classroom teachers is a weakness of the second language program.

TABLE 33

## WEAKNESSES OF SECOND LANGUAGE PROGRAM

<u>Weaknesses</u>	Elementary Classroom				Second Language Specialists	
	Teachers N=100		Administrators N=15		Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Nonsequential curriculum	6	6.0%	1	6.7%	0	0.0%
Large classes	35	35.0%	5	33.3%	6	50.0%
Large class load of second language specialist	37	37.0%	4	26.7%	4	33.3%
Insufficient materials	21	21.0%	10	66.7%	5	41.7%
Lack of integration with other areas of curriculum	18	18.0%	2	13.3%	0	0.0%
Lack of support from principal	0	0.0%	0	0.0%	0	0.0%
Lack of support from Central Office	0	0.0%	0	0.0%	0	0.0%
Lack of support from classroom teachers	4	4.0%	0	0.0%	8	66.7%
Lack of support from parents	7	7.0%	0	0.0%	0	0.0%

The classroom teachers, administrators, and second language specialists were asked about areas in which they would like to see assistance with the second language program. They were given no limit on the number of responses they could mark. Table 34 records these responses. The areas most often reported by the three groups as needing assistance were the following: supplemental teaching materials and additional planning time with the classroom teachers. The classroom teachers (38.0%) and administrators (33.3%) also indicated the allotment of extra teachers per school as an area needing assistance. The second language specialists (66.7%) cited additional planning time as an area in which they would like to see assistance with the program.

TABLE 34

## AREAS IN WHICH YOU WOULD LIKE TO SEE ASSISTANCE

<u>Areas</u>	Elementary Classroom				Second Language Specialists	
	Teachers N=100		Administrators N=15		Specialists N=12	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Supplemental teaching materials needed	44	44.0%	12	80.0%	11	91.7%
Additional planning time	11	11.0%	3	20.0%	8	66.7%
Additional planning time with classroom teachers	49	49.0%	8	53.3%	7	58.4%
Allotment of extra teachers per school	38	38.0%	5	33.3%	3	25.0%
Teacher scholarships to attend second language institutes and workshops	29	29.0%	3	20.0%	5	41.7%
Other	0	0.0%	0	0.0%	0	0.0%

In the questionnaire, the classroom teachers, administrators, and second language specialists were allowed the opportunity to respond freely to a question which asked them to list changes and improvements needed in the second language program of North Carolina in order for the program to succeed. Table 35 reports the responses to this question and the personal comments made by the respondents. All three groups cited the need for additional supplemental materials. The elementary classroom teachers (20.0%) and second language specialists (16.6%) indicated the need for additional instructional time per week. The teachers (12.0%) and specialists (16.6%) also cited the need for a reduced class load for the second language specialist. The elementary classroom teachers (12.0%) and the administrators (13.0%) cited the need for additional second language specialists per school. The administrators (20.0%) also indicated the need for better integration of the second language with the overall curriculum. Other needs cited by the second language specialists were the following: continued supported and participation of the classroom teachers (25.0%), a classroom provided for the second language specialist (16.6%), and additional planning time for the specialist (25.0%).

TABLE 35

NEEDS OF A SUCCESSFUL SECOND LANGUAGE PROGRAM  
IN THE ELEMENTARY SCHOOLS OF NORTH CAROLINA

<u>Need</u>	Elementary Classroom		Second Language
	Teachers N=100 <u>Number</u>	Administrators N=15 <u>Number</u>	Specialists N=12 <u>Number</u>
Additional instructional time per week	20	—	2
Additional supplemental materials	14	4	4
Reduced class load for second language specialist	12	—	2
Additional second language specialists per school	12	2	1
Better articulation in kindergarten-grade 12	10	1	—
Better integration of second language with overall elementary curriculum	8	3	—
Continued support and participation of classroom teachers	7	—	3
Reduced class size	7	1	1
Classroom provided for second language specialist	7	1	2
Workshops in second languages for classroom teachers	6	—	—

<u>Need</u>	Elementary Classroom		Second Language
	Teachers N=100 <u>Number</u>	Administrators N=15 <u>Number</u>	Specialists N=12 <u>Number</u>
Additional planning time for second language specialists and classroom teachers	4	—	1
Additional planning time for second language specialist	4	1	3
Better trained second language teachers to work in elementary grades	4	1	—
Consistency between languages offered within school systems	2	—	—
Parent involvement	2	—	—
State level guidelines for second language program at each grade level	1	—	—
Continued support of Central Office	—	—	1
Teacher scholarships for second language institutes and workshops	—	—	1
State adopted textbooks	—	1	—
Curriculum based on natural acquisition of language with communicative competence as its goal	—	1	—
Better structured curriculum	—	1	—

## PERSONAL COMMENTS

### Elementary Classroom Teachers

In order to assure the success of the second language program, a minimum of three teaching exposures per week from the language specialist is vital. Less than three periods per week does not provide enough repetition for the children . . . I also believe that the classroom educator plays a most vital role. If my students observe that I participate (this includes learning, playing, and making mistakes), then I relay to them that this time and the material being presented must be important.

I believe it is a great program. I like the fact that it is sequential. Our county is planning to continue this program with the starting students all the way through elementary school.

Foreign language specialists need to be provided with adequate classroom space instead of having to 'shuttle' from room to room.

Our French teacher has a very heavy load of students at two different schools. I feel there needs to be one teacher at each school with more time allowed for classes.

The second language teacher and classroom teacher should work closer together so the classroom teacher can help reinforce what the language teacher has introduced.

The success of the foreign language program for the K-1 students in our school can be attributed to the expertise of the teacher in both the language and early childhood education. I feel that the program in North Carolina will not be successful if the foreign language teacher does not have a background in the grade level that she is teaching.

Provide materials appropriate to their curriculum. Our language teacher has used some very innovative materials and techniques because there is nothing available for her [to purchase].

### Administrators

We have a very good program. We need to be able to have more teachers so that we will be able to have smaller classes.

Second language needs to be integrated with some areas of instruction and the correlation needs to be more specific.

Better physical facilities. We are jammed!

Give more time for planning, particularly for writing the curriculum.

Consistency of all students receiving the same amount of contact time throughout the district.

Additional materials are needed, especially in French.

### Second Language Specialists

We need to see the children in grades above kindergarten no less than three times a week.

Second language teachers need a classroom, and curriculum planning time is needed for a well-coordinated program.

Better scheduling that makes it possible to integrate better with fewer disruptions in the regular day. I think this would improve teacher attitudes toward the program, and consequently, they may be able to reinforce or at least support the material being taught.

We need continued funding for teaching materials. Since our program is new, a continued source of new materials is essential for continued growth. It is often difficult to obtain materials in the target language.

Must reduce the number of classes to reduce the stress of 400-500 students.

This is our second year of second language in the elementary school, and I feel that it has been received very well by the schools and more importantly we have tremendous support from the administrators. Nonetheless, I feel that the following could help with the total program: 1) an orientation meeting for the regular classroom teachers prior to the actual starting date for the language, 2) pre-planning for goal setting, 3) in-service workshops for new teachers, 4) sufficient time with all the language team to plan classroom visits per semester, and 5) individual classroom for the language teacher.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was twofold:

- 1) To identify the characteristics of the planning and implementation process of the second language programs in the elementary school that are common in three school districts in North Carolina.
- 2) To determine which of these characteristics are important in order to create and maintain a successful second language program in the elementary school.

The following questions guided this study:

- 1) What is the professional background of each respondent?
- 2) What type of second language program is offered in each respondent's school?
- 3) Who arranges the second language specialist's class load?
- 4) Who plans the second language curriculum?
- 5) What are the attitudes of the elementary classroom teachers, the administrators, and the parents toward the second language program?
- 6) In what ways does each respondent feel that the second language program has affected the overall elementary curriculum?

Three questionnaires were used to collect data from three groups of participants in this study. The questionnaires were mailed to 204 participants: 19 administrators, 15 second language specialists, and 170 classroom teachers in the Gates County Schools, the Catawba County Schools, and the Greensboro



Public Schools. One hundred twenty-seven (127) questionnaires were returned: 15 administrators, 12 second language specialists, and 100 classroom teachers.

### SUMMARY OF THE GUIDING QUESTIONS

**Research Question Number One:** What is the professional background of each respondent?

The majority of the elementary classroom teachers reported that they taught kindergarten-grade 2 (Table 1), and that they had more than eleven years' experience (Table 3). The majority of the teachers had a Bachelor of Arts or a Bachelor of Science Degree (Table 9).

The majority of the administrators indicated that they were principals (Table 2), and that they had held this position over three years (Table 3). The majority of the administrators also reported that they had had experience teaching in several subject areas. The next largest group indicated that they had taught in the elementary grades (Table 6). The majority of the respondents said that French was the second language they had studied (Table 8). The highest degree held by the majority of the administrators was a Sixth Year Degree (Table 9).

Over one-half of the second language specialists reported that they had fewer than two years' teaching experience (Table 3). Of the total number of second language specialists, 41.7% reported that they had taught a second language one year in the elementary grades, and 41.7% reported that they had taught a second language two years in the elementary grades (Table 4). All of the respondents indicated that they planned to continue teaching as

a second language specialist in the future (Table 5). The majority of the second language specialists indicated that they were certified to teach in grades 9-12, and that they held a Bachelor of Arts or a Bachelor of Science Degree (Table 9).

**Research Question Number Two:** What type of second language program is offered in each respondent's school?

The majority of the elementary classroom teachers, administrators, and second language specialists reported that their schools offered FLES programs (Foreign Language in the Elementary School) (Table 10), and that French was the language most often taught (Table 11). The majority of the respondents said that their second language programs have been in existence for two years (Table 12), and that their students have participated in the programs two years (Table 13). The majority of the participants also indicated that the second language specialist met with the students an average of three times per week (Table 14). The majority of the classroom teachers said the average length of instruction time per second language class was 20-25 minutes. The majority of administrators and one-half of the second language specialists indicated that the average length of instruction time was 15-20 minutes (Table 15). The majority of the second language specialists and administrators reported that their second language programs were offered in kindergarten-grade 2 (Table 16). The majority of the administrators and elementary classroom teachers reported that the average second language class contained 21-25 children. The majority of second language specialists said their classes contained 26-30 children (Table 17).

**Research Question Number Three:** Who arranges the second language specialist's class load?

The majority of the elementary classroom teachers, administrators, and second language specialists indicated that the principal arranges the class load of the second language specialist (Table 18). The majority of the administrators and one-half of the second language specialists said that the specialist taught in two schools daily (Table 19), and that the average number of classes taught each day was 6-10 (Table 20). The majority of the administrators, classroom teachers, and second language specialists also reported that they felt the specialist's class load was manageable (Table 21).

**Research Question Number Four:** Who plans the second language curriculum?

The majority of the elementary classroom teachers, administrators, and second language specialists reported that the second language specialist plans the second language curriculum (Table 22). The majority of the elementary classroom teachers and second language specialists said that the specialist involved the teachers occasionally in planning (Table 23). The majority of the elementary classroom teachers said they were always present in the second language classroom with their students (Table 24), and the largest group of teachers reported that they participated often in the class (Table 25).

**Research Question Number Five:** What are the attitudes of the elementary classroom teachers, the administrators, and the parents toward the second language program?

The majority of the administrators indicated that they felt the second language programs were very beneficial. 47.4% of the classroom teachers

said they felt the programs were beneficial, and 45.4% of this group said the programs were very beneficial (Table 26). The majority of the administrators also said that they felt the classroom teachers viewed the second language programs as being very beneficial. The majority of the second language specialists reported that they felt the classroom teachers viewed their programs as being beneficial (Table 27).

The majority of the classroom teachers and second language specialists indicated that they felt the principals viewed their second language programs as being very beneficial (Table 28). These two groups also said that they felt the Central Office viewed their programs as being very beneficial (Table 29). The majority of the second language specialists and administrators reported that they felt the parents of the students participating in the second language programs viewed the programs as being very beneficial. The majority of the classroom teachers said they felt the students' parents saw the program as being beneficial (Table 30).

**Research Question Number Six:** In what ways does each respondent feel that the second language program has affected the overall elementary curriculum?

The majority of elementary classroom teachers, administrators, and second language specialists said that the second language program had strengthened the overall curriculum (Table 31). The three groups cited the following strengths of the program most often: outstanding teachers, a sequential program beginning in the earliest grade in the school, the program challenges and motivates the students, strong support from the principal, and Central Office support (Table

32). The three groups of participants cited the following as weaknesses of the second language program: large classes, the large class load of the second language specialist, and insufficient materials (Table 33). The classroom teachers, administrators, and second language specialists cited supplemental teaching materials and additional planning time with the classroom teachers as areas in which they would like to see assistance (Table 34). The three groups of participants indicated again in the final question that additional supplemental materials are needed if the second language program in North Carolina is to succeed. The classroom teachers and second language specialists listed additional instructional time per week and a reduced class load for the second language specialist as needed improvements. The classroom teachers and administrators cited the need for additional second language specialists per school (Table 35).

### CONCLUSIONS

The purpose of this study was to examine the planning and implementation process of second language programs in the elementary schools of the three school districts in North Carolina. The study was done in order to determine what aspects of this process are important to elementary classroom teachers, administrators, and second language specialists to create and maintain a successful second language program. The following conclusions are made based on the findings of this study:

1. The majority of the elementary classroom teachers and second language

specialists participating in the study held either a Bachelor of Arts or Bachelor of Science Degree. The majority of the elementary classroom teachers had taught more than 11 years. It is interesting to note that the majority of the second language specialists responding indicated that they had fewer than two years' teaching experience, and that this experience was as a second language specialist in the elementary grades. Currently, colleges and universities in North Carolina are changing their certification programs in foreign languages from the secondary level (grades 9-12) to kindergarten-grade 12. The specialists in this study would most likely have held a secondary certificate in French or Spanish, and it is unusual that all would have begun teaching only in the last two years. The majority of administrators responding were principals with over three years' experience, and they held a Sixth Year Degree. Most of the administrators indicated that French was the language they had studied.

All three groups cited the quality of language instruction as a strength of their programs. The years of experience and the teaching backgrounds of each of the groups provide the expertise needed to plan and implement a strong second language program in the elementary school. The classroom teacher's knowledge of the young child, the second language specialist's knowledge of the language and how a child learns a language, and the administrator's skill in coordinating the development and expansion of the program are all tools that are necessary to create and maintain a second language program that is both effective and successful.

2. FLES (Foreign Language in the Elementary School) and partial immersion were the two types of second language programs offered most often in the three school districts which participated in the study. These programs have been in existence at least two years, and French was the language offered most often. It should be noted that most school districts in North Carolina offer Spanish in the elementary school, and this is largely due to the greater availability of teachers and to the prevailing view that it is the more practical language to learn. Many of the administrators who participated in this study indicated that French was the language they had studied. This may have been an influencing factor in the decision to offer French as the language or as one of the languages in their second language programs.

3. The classroom teachers, administrators, and second language specialists involved in the second language programs in the elementary schools of Gates County, Catawba County, and Greensboro Public Schools support their programs and feel that this support is essential to a successful program. All three groups cited the support from the classroom teachers, the principal, and the Central Office as a strength of their programs. The high number of returned questionnaires from the three groups of participants, 58.8% of the classroom teachers, 79.9% of the administrators, and 80.0% of the second language specialists, also indicates a great interest in the programs in their early stages.

4. Evidence of the support of the second language program is also found in the respondents' opinions concerning the benefits of the second language program. All three groups of respondents feel that the second language

curriculum has strengthened the overall elementary curriculum and that it challenges and motivates the students. They also feel that the second language program integrates the elementary curriculum well. The attitudes of the respondents toward the program indicate that they feel the second language program is important to the overall elementary program. The elementary classroom teachers and the administrators feel that their second language programs have been quite beneficial overall. The classroom teachers and second language specialists feel that the principal and the Central Office see the programs as being very beneficial. All three groups feel that the parents of the students participating in the second language program also see the program as being beneficial.

The administrators' opinions of their second language programs show that they feel strongly about them. This attitude is supported by the classroom teachers' and second language specialists' opinions that the administrators see the programs as being very beneficial.

The second language specialists feel that the elementary classroom teachers do not see their programs as being as beneficial as the administrators feel that they are. The second language specialists' attitudes toward the classroom teachers indicate that the specialists feel that they do not receive the support they would like to have or that they need in order to make the program successful. On the other hand, the specialist involves the classroom teachers only occasionally in planning the second language curriculum. The classroom teachers are almost always present during the language class and participate in the class on a regular



basis with their students. The second language specialists' attitudes that the classroom teacher does not show adequate support for the program may be attributed to the teachers' feelings of wanting to be involved more in the planning of the program. Some classroom teachers may view their presence in the room with their students as active participation in the class. The second language specialist may feel that the teacher's presence is helpful, but that active participation with the students in the language experiences would show more support for the program.

5. The second language specialist is generally the person responsible for planning the second language curriculum. All three groups of respondents feel that the second language specialist needs more time to plan the second language curriculum with the classroom teacher in order to maintain a strong program. The cooperation between the two may prove to be beneficial to the overall program in that there may be a common understanding of the goals and objectives that are expected. The second language specialist and the classroom teachers may also be better able to reinforce the content areas of the elementary curriculum and the second language skills being taught if they work together to coordinate the program. This planning time is an important component of the development and implementation process and will continue to be crucial to the success of the program as it is expanded in higher grades. The classroom teacher and second language specialist should be able to work together on a regular basis to plan the program and develop a curriculum that will integrate the elementary curriculum most effectively.

6. The principal is the person who is responsible for arranging the second language specialists' class load. Most of the specialists teach 6-10 classes daily, and many are in two schools each day. The administrators, classroom teachers, and second language specialists feel that the specialist's load is manageable. It should be noted as well that all three groups cited the large class load of the specialist as a weakness of the second language program. Even though the majority of the respondents feel that the specialist's load is unburdensome, there are specialists who teach more than 11 classes daily and who commute between two schools. In addition to the heavy class load of the specialist, there is the problem of large classes. The classroom teachers, second language specialists, and administrators feel that the large number of students in each class is a weakness of the language program. The specialists and classroom teachers cite a reduced class load for the specialist as a way to improve the program. The administrators and classroom teachers feel the addition of specialists per school will improve and strengthen the overall program by making the class load of the second language specialist more manageable.

Arranging a schedule that allows the specialist adequate time to move from classroom to classroom and from school to school if necessary will also eliminate some of the added stress that accompanies the already heavy demands required of teachers. The addition of classroom space for the specialist has also been recommended by participants in all three groups in the study as a way to improve the existing second language program. Many specialists feel that their program is not yet an important part of the total elementary curriculum

because they do not have their own classroom as other teachers do and must move their materials from class to class and from school to school. Many specialists view this situation as a lack of support of their programs.

7. The second language specialists and classroom teachers feel strongly that a second language program should offer a greater amount of instruction time per week in the language than they have in their programs at the present time. Most of the respondents said that their second language programs were offered in kindergarten through grade two, and that the specialist met with the children three times per week for either 15-20 minutes or 20-25 minutes. The specialists and classroom teachers who have been involved in the program for a long period of time understand the benefits of increased exposure to a second language and feel strongly that the second language program challenges and motivates the children. As the second language program is expanded in the higher grades, a minimum of three hours of instruction will be needed for the program to continue to be effective.

Results from achievement tests in states such as Louisiana and Ohio show that the child who has studied a second language on a regular basis for an extended period of time scores higher in the content areas than students who have had no exposure to a language. As the second language programs in the elementary schools are expanded, it will be essential that additional specialists are added in each school in order to provide the increased contact hours in the language that will be required in each grade level.

8. The classroom teachers, second language specialists, and administrators

indicated that a strength of the second language program is its sequential expansion beginning in the earliest grade in school. This approach to program implementation will allow the time required to develop the curriculum, hire additional specialists, and schedule classes that will continue to provide the most effective instruction. This sequential expansion of the second language program will be an important consideration in the articulation of a strong kindergarten through grade 12 program.

9. The classroom teachers, second language specialists, and administrators feel very strongly about the need for additional supplemental teaching materials. The classroom teachers feel that the materials the second language specialists use are quite good and very appropriate for teaching languages in the elementary grades. Second language specialists must develop and make many of the materials which they use because the second language program is still in its early stages and there are not yet many commercially-made items available. It is also necessary for the specialists to develop instructional materials that they are able to use with their second language curriculum in various grade levels, and that are practical to transport from classroom to classroom and from school to school.

#### RECOMMENDATION FOR FURTHER STUDY

The following recommendations are made based on the findings of this study:

1. To study the planning and implementation process of the second language program in the school districts of Gates County, Catawba County, and Greensboro

Public Schools as they continue to expand their programs in kindergarten-grade 5. Further research is needed to determine the approach to program expansion that is most effective in achieving the expected goals.

2. To study the involvement of the classroom teacher, the second language specialist, and the administrator in the planning of the second language curriculum in the elementary school in the school districts in Gates County, Catawba County, and Greensboro Public Schools as they continue to expand their programs in kindergarten-grade 5. Further research is needed to determine how the teachers and administrators work together to develop a curriculum that forms a well-articulated second language program in kindergarten-grade 5 and then in kindergarten-grade 12.

3. To study the attitudes of the classroom teachers, the administrators, and the second language specialists in the school districts of Gates County, Catawba County, and Greensboro Public Schools toward their second language programs in the elementary schools when there is fully implemented kindergarten-grade 5 program.

4. To study the affect of the kindergarten-grade 5 second language program on the students' test scores in other subject areas. Further research is needed to determine how the integration of second languages into the curriculum affects achievement in other areas.

5. To study the availability of supplemental materials that are appropriate for use in the second language program in the elementary school. Further research is also needed to determine the importance of giving second language

specialists additional planning time to develop their own materials.

The findings of future studies may be used to make recommendations to other school districts which are in the beginning stages of the planning and implementation of second language programs in the elementary school.

## BIBLIOGRAPHY

- Andersson, Theodore. Foreign Languages in the Elementary School: A Struggle Against Mediocrity. Austin, Texas: University of Texas Press, 1969.
- Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession. A Nation Prepared: Teachers for the 21st Century. New York: Carnegie Forum, 1986.
- Catawba County Schools FLES Program Teacher Guide. Catawba County Schools. Newton, North Carolina, 1987.
- Clark, Margaret. State Involvement in FLES Increases. FLES News, Spring 1988, 1(3), 1, 5, 7.
- Conner, Michael. Telephone Interview. 25 July, 1989.
- Cowan, Jane. Telephone Interview. 25 July, 1989.
- Curtain, Helena Anderson and Carol Ann Pesola. Languages and Children - Making the Match. New York: Addison-Wesley Publishing Company, Inc. 1988.
- Duncan, Greg. Administrators and Counselors: Essential Partners to FLES. FLES News, Winter 1988-1989, 2(2), 1, 6.
- Ferndale School District. Why Foreign Language? Ferndale, Michigan, n.d.
- Foster, Karen and Carolyn K. Reeves. FLES Improves Cognitive Skills. FLES News, Spring 1989, 2(3), 4-5.
- Gardner, David P., ed. A Nation at Risk: The Imperative for Educational Reform. Washington, D.C.: U.S. Department of Education, 1983.
- Halsted, Henry. Foreign Language Instruction in Elementary School. rpt. The Wingspread Journal. Racine, Wisconsin: The Johnson Foundation, Inc., 1988.
- Hoch, Fran. Personal Interview. 6 September, 1988.
- Holmes Group. Tomorrow's Teachers: A Report of the Holmes Group. East Lansing, Michigan: Holmes Group, 1986.

- Holobow, Naomi E. The Effectiveness of Partial French Immersion for Children from Different Ethnic and Social Class Backgrounds. FLES News, Fall 1988, 2(1), 2-3; 5-8.
- Interim Review Report of the Greensboro Public Elementary Schools. Greensboro, North Carolina, November, 1982.
- Krashen, Stephen D. Principles and Practices in Second Language Acquisition. New York: Pergamon Press, Inc., 1982.
- Krashen, Stephen D., and Tracy D. Terrell. The Natural Approach. Hayward, California: The Alemany Press, 1983.
- Met, Myriam. Decisions! Decisions! Decisions! Foreign Language in the Elementary School. Foreign Language Annals. 1985, 18(6), 469-473.
- Met, Myriam. Walking on Water and Other Characteristics of Effective Elementary School Teachers. Foreign Language Annals. 1989, 22(2), 175-181.
- Newmark, Maxim, ed. Twentieth Century Modern Language Teaching. New York: The Philosophical Library, Inc., 1948.
- North Carolina State Board of Education. The Basic Education Program for North Carolina's Public Schools. Raleigh: North Carolina State Board of Education, 1988.
- North Carolina State Department of Public Instruction. Teacher Handbook Second Language Studies Grades K-12. Raleigh: Division of Communication Skills Instructional Services, 1985.
- Omaggio, Alice C. Teaching Language in Context. Proficiency-Oriented Instruction. Boston: Heinle and Heinle Publishers, Inc., 1986.
- Pentlin, Susan Lee. The Views of the American Founding Fathers on the Study of the Modern Foreign Languages. Paper presented at meeting of the International Standing Committee on the History of Education, Wolfenbuttel, West Germany, 1984.
- Piekarski, Barbara. Telephone Interview. 25 July, 1989.
- President's Commission on Foreign Languages and International Studies. Strength Through Wisdom: A Critique of U.S. Capability. Washington, D.C.: U.S. Government Printing Office, 1979.



- Project Turn Around of the Catawba County Schools. Catawba County Schools. Newton, North Carolina, 1988.
- Regan, Maureen. If Forty is Foxy and Fifty is Nifty, How Come by Eleven We're Over the Hill? unpublished paper, 28 October 1985.
- Regan, Maureen. Why FLES Fails: Lack of Funds or American Provincialism? Children and Languages. Research, Practice, and Rationale for the Early Grades. Comp. by Rosemarie Benya. Ed. Kurt Muller. New York: The American Forum, 1988.
- Rhodes, Nancy C., and Marguerite Ann Snow. Foreign Language in the Elementary School: A Comparison of Achievement. Children and Languages Research, Practice, and Rationale for the Early Grades. Comp. by Rosemarie Benya. Ed. Kurt Muller. New York: The American Forum, 1988.
- Rhodes, Nancy C. and Rebecca L. Oxford. Foreign Languages in Elementary and Secondary Schools: Results of a National Survey. Foreign Language Annals, 1988, 21(1), 51-61.
- Rubio, Al. Telephone Interview. 24 July, 1989.
- Schinke-Llano, Linda. Foreign Language in the Elementary School: State of the Art. Washington, D.C.: Center for Applied Linguistics, 1985. ED 264 715.
- Self Study Report of the Gates County Schools. Public Schools of Gates County. Gatesville, North Carolina, April, 1989.
- Self Study Report of the Greensboro Public Elementary Schools. Greensboro Public Schools. Greensboro, North Carolina, November, 1982.
- Simon, Paul. The Tongue-Tied American. Confronting the Foreign Language Crisis. New York: Continuum Publishing Corporation, 1980.
- State of Louisiana Department of Education. Elementary Foreign Language Program (Grades 4-8) Administrator's Handbook. rev. Bulletin No. 1536. Baton Rouge: Louisiana Department of Education, n.d.
- The American Association of French FLES/Exploratory National Commission Report. The Many Faces of Foreign Languages in the Elementary School: FLES, FLEX, and Immersion. Ed. Gladys Lipton et al. Catonsville, MD: American Association of Teachers of French, November, 1985.

The Five Year Interim Review of the Catawba County Schools. Catawba County Schools. Newton, North Carolina, 1987.

The Foreign Languages Curriculum Study Committee. Curriculum Study Foreign Languages. North Carolina Department of Public Instruction. Raleigh, 1983.

The Louisiana Report: Second Language Study Improves Basic Skills. FLES News, Winter 1987-1988, 1(2), 1, 4.

The National Society for the Study of Education. Learning a Second Language. Seventy-ninth Yearbook of the National Society for the Study of Education. Part II. Ed. Frank M. Grittner. Chicagno: The University of Chicago Press, 1980.

Timpe, Eugene F. The Effect of Foreign Language Study on ACT Scores. ADFL Bulletin, 1979, 11(2), 10-11.

Toussaint, Gerard. Personal Interview. 11 July, 1989.

Watts, George B. The Teaching of French in the United States: A History. The French Review, 1963, 37, 11-165.

**APPENDIX A**

Letter to School Districts' Contact Persons

924A Chatfield Drive Box 56  
Jamestown, NC 27282  
March 1, 1989

Mrs. Alline Riddick  
Director of Curriculum  
Gates County Schools  
P. O. Box 125  
Gatesville, NC 27938

Dear Mrs. Riddick:

I appreciate your interest and time in helping me begin my study concerning the planning and implementation of the elementary second language program in selected school districts in North Carolina. As a doctoral student in second language education at UNCGreensboro and as a former elementary and secondary French teacher, I support North Carolina's K-12 second language program wholeheartedly. Dr. Fran Hoch, Director of the Second Language Division in the State Department of Public Instruction, cited your school system as an excellent example of good planning and organization of your elementary second language program.

In a few days, I will send a questionnaire to you, the second language supervisor, the second language specialists, the principals whose schools offer a language, and to the classroom teachers whose students are involved. I would appreciate your completing the questionnaire to help me with my research.

Thank you very much for your help with this project.

Sincerely,

Mary Lynn Brafford

**APPENDIX B**

Letter to Central Office Administrators

924A Chatfield Drive Box 56  
Jamestown, NC 27282  
March 2, 1989

Mrs. Aline Riddick  
Director of Curriculum  
Gates County Schools  
P. O. Box 125  
Statesville, NC 27938

Dear Mrs. Riddick:

I have enclosed a copy of the questionnaire which I am using in my study of the planning and implementation of the elementary second language program in selected school districts of North Carolina. I would appreciate your completing the questionnaire to help me in my research. I have also enclosed an addressed and stamped envelope to use in returning the questionnaire to me. I would appreciate your returning the questionnaire before March 22.

I hope to use the results of the study to make recommendations to other school systems as they begin implementing their programs. I will send you the results of the study when it is completed.

Thank you again for your help.

Sincerely,

Mary Lynn Brafford

Enclosure

**APPENDIX C**

Letter to Principals

924A Chatfield Drive Box 56  
Jamestown, NC 27282

Dear Colleague:

My name is Mary Lynn Brafford and I am a doctoral student in second language education at the University of North Carolina at Greensboro. As part of my doctoral program, I am writing my dissertation on the planning and implementation of the elementary second language program in selected school districts in North Carolina. Dr. Fran Hoch, Director of the Second Language Division in the State Department of Public Instruction, cited your school system as one example to follow in planning and organizing the second language program in the elementary school.

I have talked with your second language coordinator, Mrs. Alline Riddick, and she has granted me permission to ask for your help in my study. I would appreciate your completing the enclosed questionnaire addressed to you and distributing the others to your teachers. I have enclosed an addressed and stamped envelope in each letter to use in returning the questionnaire to me. I would appreciate your returning the questionnaire before March 22.

As a former elementary and secondary French teacher, I am especially interested in looking at North Carolina's elementary second language programs in their beginning stages. I hope to use the results of this study to make recommendations to other school systems as they begin planning their programs.

Thank you for your help in this project.

Sincerely,

Mary Lynn Brafford



**APPENDIX D**

Letter to Classroom Teachers

924A Chatfield Drive Box 56  
Jamestown, NC 27282

Dear Colleague:

My name is Mary Lynn Brafford and I am a doctoral student in second language education at the University of North Carolina at Greensboro. As part of my doctoral program, I am writing my dissertation on the planning and implementation of the elementary second language program in selected school districts in North Carolina. Dr. Fran Hoch, Director of the Second Language Division in the State Department of Public Instruction, cited your school system as one example to follow in planning and organizing the second language program in the elementary school.

I have talked with your second language coordinator, Mrs. Alline Riddick, and she has granted me permission to ask for your help in my study. I would appreciate your completing the two answer sheets which accompany the enclosed questionnaire. I have enclosed an addressed and stamped envelope to use in returning the answer sheets and the final page (question #7) to me. I would appreciate your returning these before March 22.

As a former elementary and secondary French teacher, I am especially interested in looking at North Carolina's elementary second language programs in their beginning stages. I hope to use the results of this study to make recommendations to other school systems as they begin planning their programs.

Thank you for your help in this project.

Sincerely,

Mary Lynn Brafford

**APPENDIX E**

Letter to Second Language Specialists

924A Chatfield Drive Box 56  
Jamestown, NC 27282

Dear Colleague:

My name is Mary Lynn Brafford and I am a doctoral student in second language education at the University of North Carolina at Greensboro. As part of my doctoral program, I am writing my dissertation on the planning and implementation of the elementary second language program in selected school districts in North Carolina. Dr. Fran Hoch, Director of the Second Language Division in the State Department of Public Instruction, cited your school system as one example to follow in planning and organizing the second language program in the elementary school.

I have talked with your second language coordinator, Mrs. Alline Riddick, and she has granted me permission to ask for your help in my study. I would appreciate your completing the enclosed questionnaire. I have enclosed an addressed and stamped envelope to use in returning the questionnaire to me. I would appreciate your returning the questionnaire before March 22.

As a former elementary and secondary French teacher, I am especially interested in looking at North Carolina's elementary second language programs in their beginning stages. I hope to use the results of this study to make recommendations to other school systems as they begin planning their programs.

Thank you for your help in this project.

Sincerely,

Mary Lynn Brafford

**APPENDIX F**

Questionnaires

**FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL****Elementary School Classroom Teachers' Survey**

Please record your answers on the two answer sheets provided. Do not sign your name or otherwise identify yourself on the answer sheets. Upon completion, place the unfolded answer sheets in the accompanying self-addressed, stamped envelope along with the last page (question number 7). Please return no later than March 22, 1989.

1. How many years have you been an elementary school teacher?
  - A. 0-2 years
  - B. 3-5 years
  - C. 6-10 years
  - D. 11-15 years
  - E. 16-20 years
  - F. 21-25 years
  - G. More than 25 years
  
2. What grade do you teach?
  - A. Kindergarten
  - B. First Grade
  - C. Second Grade
  - D. Third Grade
  - E. Fourth Grade
  - F. Fifth Grade
  
3. What is your highest earned degree?
  - A. B.A./B.S.
  - B. M.A./M.Ed.
  - C. 6th year
  - D. Doctorate
  
4. What type of second language program does your school have?
  - A. FLEX (Foreign Language Experience)
  - B. FLES (Foreign Language in the Elementary School)
  - C. Partial Immersion
  - D. Immersion

5. What language is taught in your school? (You may give more than one response.)
- 5A. French
  - 6A. Spanish
  - 7A. German
  - 8A. Latin
  - 9A. Other
10. How many years has your program been in existence?
- A. 1 year
  - B. 2 years
  - C. 3 years
  - D. 4 years
  - E. 5 years
  - F. 6 years
  - G. Over 6 years
11. How many years have your students participated in the second language program?
- A. 1 year
  - B. 2 years
  - C. 3 years
  - D. 4 years
  - E. 5 years
  - F. 6 years
  - G. Over 6 years
12. In what ways do you think the second language program in your school has affected the elementary curriculum?
- A. The second language program has strengthened our curriculum
  - B. The second language program has not affected our curriculum
  - C. The second language program has had a negative effect on our curriculum

13. What do you see as strengths of your second language program? (You may give more than one response.)
- 13A. Outstanding teachers
  - 14A. A sequential program beginning in the earliest grade in our school
  - 15A. Good teaching materials
  - 16A. It challenges and motivates the students
  - 17A. It integrates the elementary curriculum
  - 18A. Strong support from principal
  - 19A. Central Office support
  - 20A. Support of classroom teachers
  - 21A. Support of parents
  - 22A. Manageable class size
23. What do you see as weaknesses of your second language program? (You may give more than one response.)
- 23A. Nonsequential curriculum
  - 24A. Large classes
  - 25A. Large class load of second language specialist
  - 26A. Insufficient materials
  - 27A. Lack of integration with other areas of the curriculum
  - 28A. Lack of support from principal
  - 29A. Lack of support from Central Office
  - 30A. Lack of support from classroom teachers
  - 31A. Lack of support from parents
32. In what area(s) would you like to see assistance with your second language program? (You may give more than one response.)
- 32A. Supplemental teaching materials is needed
  - 33A. Additional planning time
  - 34A. Additional planning time with classroom teachers
  - 35A. Allotment of extra teachers per school
  - 36A. Teacher scholarships to attend second language institutes and workshops
37. How do you feel about the second language program in your school?
- A. The second language program has been very beneficial
  - B. The second language program has been beneficial
  - C. The second language program has been of little or no benefit



38. What has your principal's response been to your second language program?
- A. The second language program has been very beneficial
  - B. The second language program has been beneficial
  - C. The second language program has been of little or no benefit
39. What has been the response of the Central Office to your second language program?
- A. The second language program has been very beneficial
  - B. The second language program has been beneficial
  - C. The second language program has been of little or no benefit
40. What has been the response of the majority of parents to your second language program?
- A. The second language program has been very beneficial
  - B. The second language program has been beneficial
  - C. The second language program has been of little or no benefit
41. How many students are in your class?
- A. 0-5
  - B. 6-10
  - C. 11-15
  - D. 16-20
  - E. 21-25
  - F. 26-30
42. How many times per week does your second language specialist meet with your students?
- A. 1 time
  - B. 2 times
  - C. 3 times
  - D. 4 times
  - E. 5 times
  - F. Other

43. What is the length of instruction time per class?
- A. 10-15 minutes
  - B. 15-20 minutes
  - C. 20-25 minutes
  - D. 25-30 minutes
  - E. 30-35 minutes
  - F. 35-40 minutes
  - G. 40-45 minutes
  - H. Other
44. How do you consider the second language specialist's class load to be?
- A. Manageable
  - B. Unmanageable
  - C. Manageable and unburdensome
  - D. Unmanageable and burdensome
45. Are you present in the second language class with your students?
- A. Always
  - B. Often
  - C. Occasionally
  - D. Seldom
  - E. Never
46. Do you participate in the second language class with your students?
- A. Always
  - B. Often
  - C. Occasionally
  - D. Seldom
  - E. Never
47. Who plans the second language curriculum? (You may give more than one response.)
- 47A. Second language specialist
  - 48A. Yourself
  - 49A. Second language supervisor
  - 50A. Principal

Please record the following answers on the second answer sheet.

1. Does the second language specialist involve you in planning the second language program?
  - A. Frequently
  - B. Occasionally
  - C. Never
  
2. Who arranges the class load of the second language specialist? (You may give more than one response.)
  - 2A. Second language specialist
  - 3A. Yourself
  - 4A. Principal
  - 5A. Second language supervisor
  - 6A. Other



## FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

### Administrators' Survey

Unless noted, please mark only one answer for each item. Do not sign your name or otherwise identify yourself on the answer sheet. Please return the questionnaire in the self-addressed, stamped envelope by no later than March 22, 1989.

1. How many years have you worked as administrator?

- A. 0-2 years
- B. 3-5 years
- C. 6-10 years
- D. 11-15 years
- E. 16-20 years
- F. 21-25 years
- G. More than 25 years

2. In what capacity do you work as an administrator?

- A. Director of Curriculum
- B. General Supervisor
- C. Elementary Grades Supervisor
- D. Second Language Supervisor
- E. Principal
- F. Other

3. In what area do you have teaching experience?

- A. Elementary education
- B. Second languages
- C. Humanities
- D. Math/Science
- E. Other

4. What foreign language have you studied? (You may give more than one response.)

- A. French
- B. Spanish
- C. German
- D. Latin
- E. Other

5. What is your highest earned degree?

- A. B.A./B.S.
- B. M.A./M.Ed.
- C. 6th year
- D. Doctorate

6. What type of second language program in the elementary schools do you have?

- A. FLEX (Foreign Language Experience)
- B. FLES (Foreign Language in the Elementary School)
- C. Partial Immersion
- D. Immersion

7. What language do you offer? (You may give more than one response.)

- A. French
- B. Spanish
- C. German
- D. Latin
- E. Other

8. How many years has your program been in existence?

- A. 1 year
- B. 2 years
- C. 3 years
- D. 4 years
- E. 5 years
- F. 6 years
- G. Over 6 years

9. In what ways do you think the second language program in the elementary schools has affected the elementary curriculum?

- A. The second language program has strengthened our curriculum
- B. The second language program has not affected our curriculum
- C. The second language program has had a negative effect on our curriculum

10. What do you see as strengths of your second language program? (You may give more than one response.)

- \_\_\_\_\_ A. Outstanding teachers
- \_\_\_\_\_ B. A sequential program beginning in the earliest grade in our school
- \_\_\_\_\_ C. Good teaching materials
- \_\_\_\_\_ D. It challenges and motivates the students
- \_\_\_\_\_ E. It integrates the elementary curriculum
- \_\_\_\_\_ F. Strong support from principal
- \_\_\_\_\_ G. Strong support from Central Office
- \_\_\_\_\_ H. Strong support from classroom teachers
- \_\_\_\_\_ I. Strong support from parents
- \_\_\_\_\_ J. Manageable class size

11. What do you see as weaknesses of your second language program? (You may give more than one response.)

- \_\_\_\_\_ A. Nonsequential curriculum
- \_\_\_\_\_ B. Large classes
- \_\_\_\_\_ C. Large class load
- \_\_\_\_\_ D. Insufficient materials
- \_\_\_\_\_ E. Lack of integration with other areas of the curriculum
- \_\_\_\_\_ F. Lack of support from principal
- \_\_\_\_\_ G. Lack of support from Central Office
- \_\_\_\_\_ H. Lack of support from classroom teachers
- \_\_\_\_\_ I. Lack of support from parents

12. In what area(s) would you like to see assistance with your second language program? (You may give more than one response.)

- \_\_\_\_\_ A. Supplemental teaching materials as needed
- \_\_\_\_\_ B. Additional planning time for second language specialist
- \_\_\_\_\_ C. Additional planning time with classroom teachers
- \_\_\_\_\_ D. Allotment of extra teachers per school
- \_\_\_\_\_ E. Teacher scholarships to attend second language institutes and workshops

13. What has been the response of the majority of the regular classroom teachers to your second language program?

- \_\_\_\_\_ A. The second language program has been very beneficial
- \_\_\_\_\_ B. The second language program has been beneficial
- \_\_\_\_\_ C. The second language program has been of little or no benefit

14. How do you feel about your second language program?
- A. The second language program has been very beneficial
  - B. The second language program has been beneficial
  - C. The second language program has been of little or no benefit
15. What has been the response of the majority of parents to your second language program?
- A. The second language program has been very beneficial
  - B. The second language program has been beneficial
  - C. The second language program has been of little or no benefit
16. What is the average second language class size?
- A. 0-5
  - B. 6-10
  - C. 11-15
  - D. 16-20
  - E. 21-25
  - F. 26-30
17. What is the average number of classes that the second language specialist teaches daily?
- A. 1-5
  - B. 6-10
  - C. 11-15
  - D. 16-20
18. How many times per week does the second language specialist meet each class?
- A. 1 time
  - B. 2 times
  - C. 3 times
  - D. 4 times
  - E. 5 times
  - F. Other



19. What is the length of instruction time per class?
- A. 10-15 minutes
  - B. 15-20 minutes
  - C. 20-25 minutes
  - D. 25-30 minutes
  - E. 30-35 minutes
  - F. 35-40 minutes
  - G. 40-45 minutes
  - H. Other
20. In how many schools does each second language specialist teach daily?
- A. 1
  - B. 2
  - C. 3
21. How do you consider the second language specialist's class load to be?
- A. Manageable
  - B. Unmanageable
  - C. Manageable and unburdensome
  - D. Unmanageable and burdensome
22. In what grades do you have a second language program? (You may give more than one response.)
- A. Kindergarten
  - B. First Grade
  - C. Second Grade
  - D. Third Grade
  - E. Fourth Grade
  - F. Fifth Grade
23. Who plans the second language curriculum? (You may give more than one response.)
- A. Yourself
  - B. Second language specialist
  - C. Classroom teachers

24. Who arranges the class load of the second language specialist? (You may give more than one response.)

- A. Yourself
- B. Second language specialist
- C. Classroom teachers
- D. Other

25. What do you see as needed changes and improvements in the second language program in North Carolina elementary schools if the program is to succeed?

---

---

---

---

---

---

---

**FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL****Second Language Specialists' Survey**

Unless noted, please mark only one answer for each item. Do not sign your name or otherwise identify yourself on the answer sheet. Please return the questionnaire in the self-addressed, stamped envelope by no later than March 22, 1989.

1. How many years have you been a second language specialist?  
 A. 0-2 years  
 B. 3-5 years  
 C. 6-10 years  
 D. 11-15 years  
 E. 16-20 years  
 F. 21-25 years  
 G. More than 25 years
  
2. What language do you teach? (You may give more than one response.)  
 A. French  
 B. Spanish  
 C. German  
 D. Latin  
 E. Other
  
3. How many years have you taught a second language in the elementary grades?  
 A. 1 year  
 B. 2 years  
 C. 3 years  
 D. 4 years  
 E. 5 years  
 F. 6 years  
 G. More than 6 years
  
4. What is your highest earned degree?  
 A. B.A./B.S.  
 B. M.A./M.Ed.  
 C. 6th year  
 D. Doctorate

5. In what area are you certified to teach? (You may give more than one response.)
- A. Kindergarten - Grade 4
  - B. Grade 4 - Grade 6
  - C. Grade 6 - Grade 8
  - D. Grade 9 - Grade 12
  - E. Currently seeking certification
6. What type of program do you teach?
- A. FLEX (Foreign Language Experience)
  - B. FLES (Foreign Language in the Elementary School)
  - C. Partial Immersion
  - D. Immersion
7. How many years has your program been in existence?
- A. 1 year
  - B. 2 years
  - C. 3 years
  - D. 4 years
  - E. 5 years
  - F. 6 years
  - G. Over 6 years
8. In what ways do you think the second language program in the elementary schools has affected the elementary curriculum?
- A. The second language program has strengthened our curriculum
  - B. The second language program has not affected our curriculum
  - C. The second language program has had a negative effect on our curriculum

9. What do you see as strengths of your second language program? (You may give more than one response.)

- A. Outstanding teachers
- B. A sequential program beginning in the earliest grade in our school
- C. Good teaching materials
- D. It challenges and motivates the students
- E. It integrates the elementary curriculum
- F. Strong support from principal
- G. Central Office support
- H. Strong support from classroom teachers
- I. Strong support from parents
- J. Manageable class size

10. What do you see as weaknesses of your second language program? (You may give more than one response.)

- A. Non-sequential curriculum
- B. Large classes
- C. Large class load
- D. Insufficient materials
- E. Lack of integration with other areas of the curriculum
- F. Lack of support from principal
- G. Lack of support from Central Office
- H. Lack of support from classroom teachers
- I. Lack of support from parents

11. In what area(s) would you like to see assistance with your second language program? (You may give more than one response.)

- A. Supplemental teaching materials as needed
- B. Additional planning time
- C. Additional planning time with classroom teachers
- D. Allotment of extra teachers per school
- E. Teacher scholarships to attend second language institutes and workshops

12. What has been the response of the majority of the regular classroom teachers to your second language program?

- A. The second language program has been very beneficial
- B. The second language program has been beneficial
- C. The second language program has been of little or no benefit

13. What has been the response of the majority of principals to your second language program?
- \_\_\_\_\_ A. The second language program has been very beneficial  
\_\_\_\_\_ B. The second language program has been beneficial  
\_\_\_\_\_ C. The second language program has been of little or no benefit
14. What has been the response of the Central Office to your second language program?
- \_\_\_\_\_ A. The second language program has been very beneficial  
\_\_\_\_\_ B. The second language program has been beneficial  
\_\_\_\_\_ C. The second language program has been of little or no benefit
15. What has been the response of the majority of parents to your second language program?
- \_\_\_\_\_ A. The second language program has been very beneficial  
\_\_\_\_\_ B. The second language program has been beneficial  
\_\_\_\_\_ C. The second language program has been of little or no benefit
16. What is your average second language class size?
- \_\_\_\_\_ A. 0-5  
\_\_\_\_\_ B. 6-10  
\_\_\_\_\_ C. 11-15  
\_\_\_\_\_ D. 16-20  
\_\_\_\_\_ E. 21-25  
\_\_\_\_\_ F. 26-30
17. How many second language classes do you teach daily?
- \_\_\_\_\_ A. 1-5  
\_\_\_\_\_ B. 6-10  
\_\_\_\_\_ C. 11-15  
\_\_\_\_\_ D. 16-20

18. How many times per week do you teach each class?

- A. 1 time
- B. 2 times
- C. 3 times
- D. 4 times
- E. 5 times
- F. Other

19. What is the length of instruction time per class?

- A. 10-15 minutes
- B. 15-20 minutes
- C. 20-25 minutes
- D. 25-30 minutes
- E. 30-35 minutes
- F. 35-40 minutes
- G. 40-45 minutes
- H. Other

20. In how many schools do you teach daily?

- A. 1
- B. 2
- C. 3

21. How do you consider your class load?

- A. Manageable
- B. Unmanageable
- C. Manageable and unburdensome
- D. Unmanageable and burdensome

22. In what grades do you currently teach a second language? (You may give more than one response.)

- A. Kindergarten
- B. First Grade
- C. Second Grade
- D. Third Grade
- E. Fourth Grade
- F. Fifth Grade

23. Who plans the second language curriculum you teach? (You may give more than one response.)

- \_\_\_\_\_ A. Yourself  
 \_\_\_\_\_ B. Principal  
 \_\_\_\_\_ C. Classroom teachers  
 \_\_\_\_\_ D. Second language supervisor

24. Do you involve the classroom teacher in the planning of the second language program?

- \_\_\_\_\_ A. Frequently  
 \_\_\_\_\_ B. Occasionally  
 \_\_\_\_\_ C. Never

25. Who arranges the class load you teach? (You may give more than one response.)

- \_\_\_\_\_ A. Yourself  
 \_\_\_\_\_ B. Principal  
 \_\_\_\_\_ C. Classroom teachers  
 \_\_\_\_\_ D. Second language supervisor  
 \_\_\_\_\_ E. Other

26. What do you see as needed changes and improvements in the second language program in North Carolina elementary schools if the program is to succeed?

---



---



---



---

27. Do you plan to continue teaching as a second language specialist in the elementary grades? If not, why?

- \_\_\_\_\_ A. Yes  
 \_\_\_\_\_ B. No \_\_\_\_\_  
 \_\_\_\_\_