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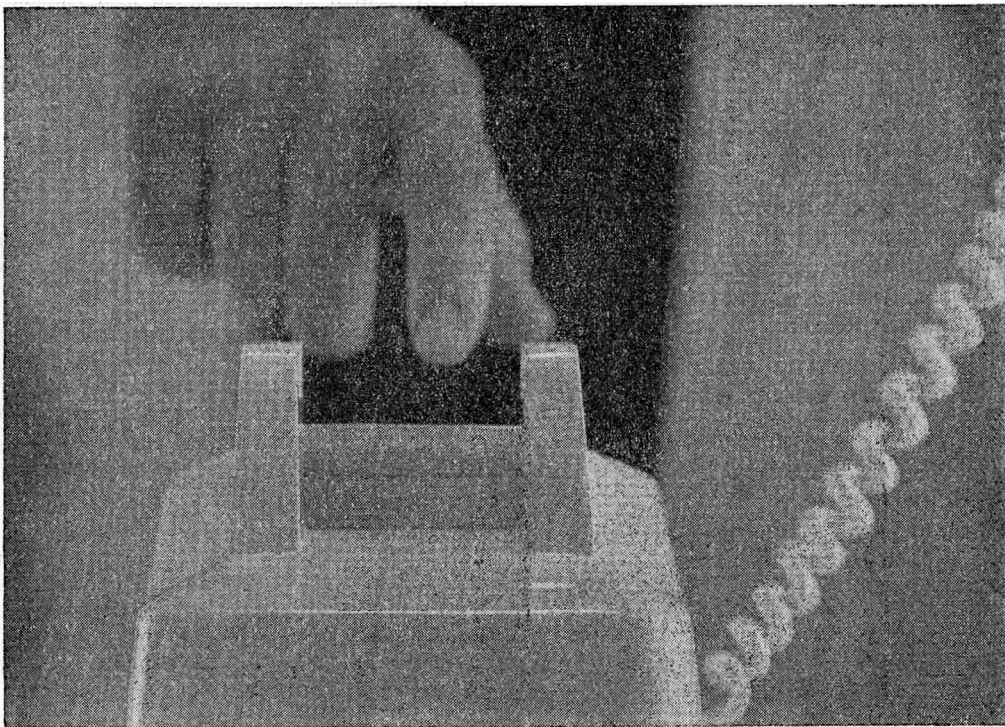
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GUIDELINES FOR TEACHER EDUCATION

Recommendations of the Modern Foreign Language Teacher Preparation Study of the Modern Language Association in cooperation with the National Association of State Directors of Teacher Education and Certification with the support of the Carnegie Corporation of New York.

(The official statement below is addressed to college and university personnel who are engaged in or are planning to engage in programs to prepare teachers of modern foreign languages in American schools. The statement was prepared in a special MLA project directed by F. André Paquette. At various stages of development the statement has had the benefit of review and comment by more than 500 members of the foreign language profession, and it has been approved by the MLA Foreign Language Program Advisory Committee. Throughout the project, members of the National Association of State Directors of Teacher Education and Certification [NASDTEC] provided much helpful professional advice, and the statement carries the formal endorsement of NASDTEC.)

A. The Preparation of the American School Teacher: The preparation of a teacher in this country usually consists of: *general education*, courses and experiences which help him become a well-educated person; *academic specialization*, courses and experiences which help him become proficient in an area of concentration; and *professional education*, courses and experiences which help him prepare himself as an educator.

The statement which follows is concerned only with *academic specialization* and *professional education*. It is intended to define the role of the modern foreign language teacher, to state the minimal competence which should be provided by a training program, and to characterize such a program.

B. The Modern Foreign Language Teacher in American Schools: The teacher of a modern foreign language in American schools is expected to:

1. Develop in students a progressive control of the four language skills (listening, speaking, reading, writing).

2. Present the language as an essential element of the foreign culture and show how that culture is similar to and different from that of the United States.

3. Present the foreign literature in such a way as to bring the students to understand it and to appreciate its values.

4. Make judicious selection and use of approaches, methods, techniques, aids, material, and equipment for language teaching.

5. Correlate his teaching with that in other areas.

6. Evaluate the progress and diagnose the deficiencies of student performance.

C. Minimal Objectives for a Teacher Education Program in Modern Foreign Languages:* The program to prepare a beginning modern foreign language teacher must provide him with the opportunity to develop:

1. Ability to understand conversation at normal tempo, lectures, and news broadcasts.

2. Ability to talk with a native with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation.

3. Ability to read with immediate comprehension prose and verse of average difficulty and mature content.

4. Ability to write a simple "free composition," such as a letter or message, with clarity and correctness in vocabulary, idiom, and syntax.

5. An understanding of the differences between the sound systems, forms, and structures of the foreign language and of English and ability to apply this understanding to modern foreign language teaching.

6. An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own. First-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.

7. Knowledge of the present-day objectives of modern foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives. Knowledge of the use of specialized techniques, such as educational media, and of the relation of modern foreign language study to other areas of the curriculum. Ability to evaluate the professional literature of modern foreign language teaching.

D. Features of a Teacher Education Program in Modern Foreign Languages: An institution that seeks approval of its modern foreign language teacher education

* Based on the "Good" level of the "Qualifications for Secondary School Teachers of Modern Foreign Languages," *The Bulletin of The National Association of Secondary School Principals*, xxxix (Nov. 1955), as revised in Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," *PMLA*, lxxvii (Sept. 1962, Part 2), 38.

PROGRAMS IN MODERN FOREIGN LANGUAGES

program accepts the responsibility for demonstrating that its program provides students with the opportunity to acquire the competences named above. It is characterized by the features listed below.

1. The institution has a clearly formulated policy concerning admission to, retention in, and completion of the program. The statement of this policy includes precise information about when and how to apply for admission to the program and what criteria are used in screening applicants; it states the minimal achievement required for successful completion of the program and it indicates when, how, and by what professional criteria students are eliminated from the program. A printed statement of this policy is available to all who request it.

2. The institution evaluates the previous language experience of all applicants for admission to the institution as well as of that of applicants to the modern foreign language teacher education program through the use of proficiency tests in the four language skills. It uses the results of such evaluation for student placement in modern foreign language instruction.

3. In order to provide candidates of varied backgrounds with the opportunity to achieve at least the level of "Good" in the seven areas of competence outlined in Section C above, the institution offers, or provides by special arrangement, instruction in:

a. The four language skills (listening, speaking, reading, writing). This instruction includes regular and extensive exposure to several varieties of native speech through teachers, lecturers, native informants, or mechanically reproduced speech, and exposure to several varieties of the written language through books, newspapers, magazines, documents, etc.

b. The major works of the literature. This instruction is largely or entirely in the foreign language.

c. Other aspects of the culture and civilization. The instruction includes the study of the geography, history, and contemporary civilization.

d. Language analysis, including a study of the phonology, morphology, and syntax of the modern foreign language and comparison of these elements with those of American English.

e. Professional education, including a study of the social foundations and the organization of public education in the United States, human growth and development, learning theory, and curriculum organization, including the place of foreign languages in the curriculum.

f. Methods of teaching modern foreign languages. A study of approaches to, methods of, and techniques to

be used in teaching a modern foreign language. There is instruction in the use of the language laboratory and other educational media.

4. The institution provides an opportunity for systematic, supervised observation of a variety of modern foreign language teaching situations of differing quality in elementary and secondary schools, at beginning, intermediate, and advanced levels of instruction, in classroom and language laboratory.

5. The institution provides student-teaching experience under expert supervision in which the candidate can demonstrate his actual or potential ability to be a modern foreign language teacher.

6. The institution has a staff whose combined competences are superior to the level of instructional proficiencies which are the objectives of the program. The teachers of the methods courses and the classroom teachers (cooperating teachers) who supervise the student teaching are experienced foreign language teachers and are themselves proficient at least at the level of "Good" in the seven areas of competence. In addition, the cooperating teachers are interested in having student teachers work under their supervision.

7. The institution maintains a curriculum library containing the materials and equipment commonly used in teaching modern foreign languages in elementary and secondary schools.

8. The institution provides all students of modern foreign languages with such opportunities for reinforcement of their classroom learning as a language laboratory, foreign films, plays, and lectures; language reading and listening rooms with books, periodicals, records, and tapes; language houses and language tables.

9. The institution, if it does not have its own program outside the United States, calls to the attention of all foreign language majors specific foreign study programs which have been carefully selected.

10. A candidate's achievement in the seven areas of competence is evaluated through appropriate tests, his teaching skill is appraised by experts, and the results of the evaluation and appraisal are available for advising him in his continuing education and for recommending, licensing, and employing him. His readiness to teach is certified in the name of the whole institution. An official designated to make such certification is able to demonstrate that he has received information about the candidate from all units in the institution concerned with the candidate's preparation.



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