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## Arguments and a strategy for including a second language into the elementary school

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ARGUMENTS AND A STRATEGY  
FOR INCLUDING A  
SECOND LANGUAGE  
INTO THE ELEMENTARY SCHOOL

MASTER'S PROJECT

Submitted to the School of Education  
University of Dayton, in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

by

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## CHAPTER I

### INTRODUCTION

#### Justification of the Problem

Why teach a second language in the elementary school? Why teach a second language at all? Why do most elementary schools in the United States not emphasize the teaching of a second language? A prominent Japanese leader also questioned this. He stated:

Why can your education system not teach foreign languages and customs and cultures of the countries where they may be traveling and working?...Your people must give greater consideration to the study of languages and customs of foreign lands or you will lose in the competitive world markets. (Ooka, 1988)

A United States Senator remarked how different the United States is to most other countries. He wrote:

I wrote to all of the nations with embassies in Washington to ask about their foreign language programs. Seventy-six nations responded, and among them, none can compare with the United States in neglect of foreign languages. (Simon, 1988)

The United States is clearly behind other nations in the study of other languages. But would it be worthwhile to begin incorporating second languages into curriculums, especially in the elementary school? Is this a situation where the United States needs to catch up with other countries?

This writer has found that a second language can benefit students. A second language has been shown to improve cognitive skills, make children more globally aware, enhance communication skills, as well as provide a higher level of proficiency in a second language.. The elementary school

presents a prime opportunity to introduce a second language to students.

### Problem Statement

The purpose of this study was to develop arguments for including a second language in the elementary school and to develop a strategy for implementing the teaching of a second language in an elementary school.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter is divided into two sections. They are: arguments for including a second language in the elementary school, and models for implementing a second language in the elementary school.

#### Arguments for Including a Second Language in the Elementary School

One argument for including a second language in the elementary school is the importance of a second language for trade, security, and cultural awareness. (Simon, 1988) After World War II the United States had one of the world's only undamaged economies; other countries came to the United States for goods and services which they could not supply. The United States was exporting larger amounts of goods than importing. The trade gap was definitely in the United States' favor. However, this situation did not last, and so today the United States has a large trade deficit.

One solution suggested to the trade gap problem is to increase the study of foreign languages and sensitivity to other cultures. The students in American schools do not adequately study foreign languages and cultures. A result is American citizens do not know their customers as well as they should, thus affecting success in sales. Consider this: in New York City alone there are 10,000 Japanese salesmen, all of whom speak English. There

are only 1,000 American salesmen in all of Japan; few of whom speak Japanese. The most useful language is the language the client speaks.(Simon, 1988) Many foreign countries become offended at the arrogance of United States' businessmen and their unwillingness to learn the language of the country. The arrogance is also in evidence by the expectation that everyone should speak English. A knowledge of a country's language will do much to open doors to trade.

Since trade is a social enterprise, knowledge of a language is essential, and a knowledge of languages and cultures could do much to help the United States' trade. For example, consider what happened in Miami. When a large influx of Cubans who spoke Spanish and became United States' citizens were integrated into the work force, Miami's exports doubled because of the new ability to communicate with the other Latin American countries. Tourism also took a huge jump. For another example, consider what happened with the Chevy NOVA. Surprised that sales were very poor in Latin America, the company investigated and discovered that the word NOVA actually had the meaning of "it doesn't go". A knowledge of languages and cultures could do much to help trade.

Since the United States is the world's leading power, the security of the nation demands that Americans be able to communicate with people everywhere. While this need for people to communicate in foreign languages increases, the number of people who actually can communicate in foreign languages decreases. President Dwight Eisenhower stated that it is important to national security that the United States' deficiency in foreign languages be overcome, but the opposite has taken place. The deficiency in foreign languages has increased. It is surprising to this writer that in



dealings with foreign countries, the United States does not have capable translators. In fact, America's leaders are dependent on the translators of the other countries to conduct talks.(Simon, 1988) President Jimmy Carter's gaff in Poland is an example of the necessity for qualified people to speak the language. President Carter spoke of a desire to learn more about the Poles and to come to a greater understanding of the people. This was translated as, "I desire to know the Poles carnally". The United States would probably hold in contempt an ambassador to the United States who did not speak English, yet many United States' ambassadors to foreign countries are not able to speak that country's language. The security of the United States is dependent on an ability to communicate with many countries.

A study of foreign languages can increase the cultural awareness of people. This is important since the United States is becoming more culturally isolated. This writer found a fascinating quotation by a notorious world leader of a culturally isolated country. This leader rants on and on about the waste of time it is to force children to learn other languages. The vast majority of children will grow up to forget entirely the language and certainly never or rarely use it. The students are being tormented needlessly and valuable time is being wasted. The notorious world leader was Adolph Hitler.(Simon, 1988) As the United States is becoming more and more culturally isolated, one result is a disinterest in foreign languages and a refusal to see the country as part of a larger world. A vocal lady once asked why a child should study a foreign language if they would never leave the area where they were born. The answer was that that was exactly the reason why that child should study a foreign language, because that child would never leave. Study of a foreign language can open ones mind to new

ideas and a new culture, without ever traveling.

Perhaps one reason study of foreign languages is not part of American society can be traced to past years when immigrants arrived and settled in the United States. The parents very strongly insisted the children learn English and speak it, even demanding English be spoken around the home. They wanted their children to become Americans. Speaking a foreign language was a matter of shame and embarrassment. At that time that attitude was very appropriate, and still applies today. Anyone living in the United States should be able to speak English. However, for those born in the United States, speaking only one language, English, it is important to increase children's cultural awareness of other countries. A study of a foreign language can help increase children's cultural awareness.

The following statistics on foreign language in the elementary school are encouraging. Three fourths of the population believes a second language should be taught in the elementary school. Ninety-two percent believe it should be taught in high school. Eighty-four percent of the population would encourage their children to take a foreign language, and forty-one percent believe it should be required in the elementary school. (Simon, 1988) This shows that while there is not a great cry for more foreign language study in our schools, there is at least no strong opposition to it. To increase our awareness, to open our minds to new ideas; study of a foreign language is an appropriate tool.

A second argument for a second language in the elementary school is that the United States' language and research capabilities are seriously deteriorated at a time when they are needed. (President's Commission on Foreign Language and International Studies, 1979) This commission did

extensive research into the United States' situation in international education and came up with conclusions and recommendations.

The commission felt that the United States was part of an increasingly hazardous international environment. In such an environment, the knowledge of other nations and an ability to communicate is an absolute necessity. In this environment, the United States' language and research capabilities are deteriorating when such capabilities are becoming more vital. The commission feels that the national security is at risk. The United States needs to be able to communicate with its allies and to earn the trust of other nations. The commission realized that the United States position has changed. Today there are many competitors on the military front. The commission stated that it is difficult to survive and compete in a world if the United States cannot communicate. According to the commission this problem begins in the elementary school where the study of foreign languages has almost disappeared. In order to better comprehend the world, children need an international perspective they lack. The study of a foreign language can provide such a perspective.

The commission made several interesting recommendations for foreign languages. The commission recommended that schools reinstate foreign language requirements. Schools should give study of foreign languages top priority, and should be given federal government support. The commission recommended that schools encourage all students to master at least one foreign language, and should consider mastering a second. Another recommendation was that foreign language study needs to begin in the early grades. The commission saw a need for all students to be involved in the study of foreign languages. The commission recommended extensive help

for teachers, including regional centers for teacher training, summer institutes, and institutes in other countries..

A third argument for a second language in the elementary school is that recommendations for improving United States' schools have included the necessity of a second language. (Bennett, 1988; National Commission on Excellence in Education, 1983) In two publications, A Nation at Risk and James Madison Elementary School, the plight of America's schools is extolled. These publications both support and recommend including the teaching of a second language in the elementary school. In fact, foreign language education is seen as a part of educational reform in the United States.

In A Nation at Risk, the National Commission on Excellence in Education repeats the point that in the new world of competitors, the United States' status as a strong leader is no longer a given. One way suggested to maintain an edge is improvement of the educational system. One recommendation was in the area of foreign language.

This commission strongly recommends two years of a foreign language in high school. The statement is made that proficiency in a foreign language takes four to six years, therefore, the study of a foreign language should begin in the elementary school.

In James Madison Elementary School, a curriculum is proposed for schools. Bennett includes as part of this curriculum strong recommendations for including the study of a foreign language in the elementary school.(Bennett, 1988) Bennett states that early study of a foreign language only makes sense. A young child is able to imitate, therefore is able to acquire a second language easier. A second language

shows children the similarities and differences in cultures and helps the children in their study of English. It has also been shown that students studying a second language performed better than their classmates in tests on the English language.

According to the report of James Madison Elementary School a goal of education should be to prepare students for serious, formal work in a second language. The report states that it is important for the instruction of a second language to begin early and to continue toward mastery. The recommendation is for study to begin no later than the fourth grade.

In conclusion, the report restates that eighty-four percent of the population supports the teaching of a second language in the elementary school, however, only twenty-two percent of the schools offer a second language in the elementary grades, and that only one half of the students in these schools take advantage of the offering.

A fourth argument for a second language in the elementary school is the high academic standards achieved at schools which offer a second language. (Ylisela, J., Jr., 1982) In a journal article, Ylisela relates the results from transforming five elementary public schools into elementary school language academies. Because of the greater discipline intensive language study demands, these academies have improved reading and mathematics scores, attendance, and behavior. However, the benefits are far greater than these or than just learning a second language. Second language study also gives children an idea of the outside world. The schools are attractive to people because the presence of a second language in the school helps insure a quality education, and they realize that better language skills improves ones chances in the job market.

A fifth argument for a second language in the elementary school is the enhanced cognitive skills evident in students who study a second language.(Rosenbusch, 1991) This argument is based on a study done in the Puget Sound area with students who were enrolled in a Spanish immersion school. The students were in kindergarten through fifth grade. The study investigated the cognitive and language development of children in the immersion language program compared to similar children in a standard program. In undertaking the study they asked two basic questions: 1) Does the acquisition of a second language enhance the development of non-verbal problem solving abilities? 2) Do immersion children demonstrate native language development on a par with children educated in a standard program?

The results showed, by using the Raven's Coloured Progressive Matrices, that the bilingual students displayed a greater growth than children in the standard program in nonverbal problem solving ability. The results of the Peabody Picture Vocabulary Test indicated that no difference existed between the second language students and the standard students in their English language development. In other words, studying a second language did not harm the students normal English language development. In addition, the knowledge and skills learned in one language transferred to work in another. The second language also was shown to have helped the children with their ability to control attention. These improvements all came about from the study of a second language, showing how study of a second language can improve the cognitive skills of children.

A sixth argument for a second language in the elementary school is students studying a second language were not hurt in their development of

English language, mathematics, or science skills. (Rosenbusch, 1989) This argument is based on a study done at an immersion school in Cincinnati with kindergarten through fifth graders. French is taught at this school, and the study was done on working and middle class students. These students in the French immersion program were matched with a control group of similar students taught completely in English. The students were given tests in English language, mathematics, and science. The science test is significant because science was taught to the immersion group only in French.

In an immersion setting students are taught one half day totally in French and one half day in English. In the French one half day the subjects are science, social studies, art, music, mathematics, and French language arts. In the English one half day the subjects are mathematics, reading, and the English language arts. In this setting, the emphasis in either one half day is on the skills of the subject rather than on the language. In other words, students are not taught the French language exclusively, but the content subjects are taught to the children in French. The control group was taught completely in English, and the tests were given in English.

In English language development, the results showed that the students in the immersion group achieved the same level as the control group, this despite the fact that they received half the instruction of the English language group.

In mathematics the immersion group actually scored better in grade one, but, in general, they again achieved the same level as the control group, this despite the fact that a good part of their math instruction was taught in French.

In science, there was no significant difference in achievement

between immersion and standard students, this despite the fact that the immersion students received all of their science instruction in French, and the test was given in English.

The students instructed in a second language had no setbacks in English language, mathematics, or science development, even though these students received half the amount of instruction in English. Apparently these students do not lose out on native language development. Language skills appear to transfer back to English, or their native language. The study of a second language was shown not to have harmed students' achievement in other content area subjects.

A seventh argument for a second language in the elementary school is the achievement of a higher proficiency level in a foreign language, the development of a global attitude and a greater understanding of foreign cultures, and the enhanced cognitive and communication skills for those students who study a second language. (Curtain, 1990) Studies show that the greater amount of time spent studying a second language, the higher degree of proficiency obtained in that language. Therefore, one can conclude that those children who begin their study of a foreign language in the elementary school achieve more than those who wait until high school to begin. This is important when one realizes that the real benefits of knowing a second language come when a higher degree of proficiency has been obtained. The longer a child is exposed to a foreign language, the better that language is learned. By beginning a foreign language in the elementary school the child has a longer opportunity to study and master a foreign language.

Study of a foreign language helps develop a global attitude in children.



Children in the elementary school are especially open to the idea of a global world. Study of a foreign language serves as an important way to expand their views. The age of ten years is important since information received before that age is received better. Therefore, a study of a second language before that age can greatly benefit children. This helps to create a child with a wider view of the world, instead of one that is narrow.

Study of a second language has been shown to enhance the cognitive skills in children. It appears that because a second language is unknown to the children, or foreign, this foreignness helps in the acquisition of new learning strategies. Such a study of a foreign language also helps the children develop a greater ability to meet new challenges. When a child is faced with a foreign language that does not fit into their way of thinking, that challenges a child's thinking and helps children to create new ways of thinking. Because of the simple fact that a second language is unknown, it creates cognitive and psychological development. Children who are exposed to two languages are more flexible and creative.

Study of a second language enhances a child's communication skills. A children's memory and listening skills are also improved. Study of a second language also helps a child become more in tune with the concept of a language.

The eighth argument for a second language in the elementary school is the traditional and economic rationales for studying a second language. (Ervin, 1990) Ervin brings different views of why a second language should be taught. The author begins by complaining how rationales of late have emphasized the employment and market goals. In other words, the reason foreign languages should be taught is so children can get jobs and earn a

good living. Therefore, Ervin presents a traditional and an economic rationale, plus other reasons for teaching a foreign language in the elementary school.

Ervin presents the points in a traditional rationale for teaching a foreign language. They are: the study of a foreign language in the elementary school enables a child to become a higher-quality individual, improves the vocabulary of a child, increases a child's facility of their native language, better prepares a child for further study in a foreign language in high school and college, leads to a sense of success, develops an ability in the child to think critically, and finally, leads to a sensitivity of other cultures. This is a review of what are traditional reasons for teaching a foreign language in the elementary school. Ervin presents these as worthwhile but states that they lack any connection to real life. Thus Ervin presents the other reasons for teaching a foreign language in the elementary school.

The other reasons follow the economic rationale, that is, children should study a foreign language in order to get a job. The International Trade reason states that the United States' negative trade balance can be partly attributed to the inability to communicate in people's language. To improve the U.S.'s trade it is necessary to speak in the language of the client. The Global Awareness reason would say that to increase global awareness, a foreign language is a great aid. The United States' security is dependent on foreign language skills. Currently, the armed services spends millions to train personnel to reach a needed degree of cultural and language proficiency. Teaching a foreign language in the elementary school would solve this problem. Local reasons state that having foreign language

English development, subject matter achievement, and an appreciation of a foreign culture. Proficiency in listening, speaking, reading, and writing is stressed in both the foreign language and English.

In an immersion classroom, for example, one would find the subject of mathematics, language, science, and social studies being taught to the children in the foreign language. The foreign language is being used as a means of communication.

There are different immersion models. Total immersion is when the foreign language is used to teach all subjects. Partial immersion is when the instruction is split up in some way, usually half of the instruction in English and half in the foreign language.

A fourth model for teaching elementary students a foreign language is the Baker model. The Baker Model stresses using developmentally appropriate practices, practices based on a child's reality, working with a child's developmental stages. Since children first learn words that refer to the most meaningful events of their daily lives, foreign language instruction should begin the same way. This model distinguishes between language as it is analyzed and language as it is used. A child should be taught first to use a foreign language, then to analyze it. In teaching a child to use a language they need activities rooted in their own lives.

The Baker Model has the purposes of: 1) getting children at ease with a foreign language, 2) integrating a foreign language into their lives, 3) enabling children to understand a foreign language, 4) enabling children to speak a foreign language, 5) giving children pleasure and respect of a foreign language, 6) encouraging curiosity of the country of the foreign language, 7) developing a desire to continue study of a foreign language,

knowledge of the foreign language and their knowledge of the country of the foreign language.

FLEX makes use of bulletin boards. In a unit on German, students can bring products on German, add German words, find American words derived from German, find famous Germans, foods, music, sports players, and customs.

In conclusion, FLEX is an excellent way to introduce students to a foreign language.

Another approach to teaching foreign language to elementary students is to use an approach called Foreign Language in the Elementary School. (FLES) The FLES model is more ambitious than FLEX. The goal of FLES is to acquire a higher degree of proficiency in listening and speaking with a lesser degree of proficiency in reading and writing. The FLES program also seeks to develop a cultural awareness of a foreign country.

Unlike FLEX, the FLES model is a part of the curriculum, and is held during school, generally from three to five times per week, for a total of two to five hours per week. In FLES the language used to teach the foreign language is English. As a class achieves a greater degrees of proficiency, a specialist is needed.

There is a stepped-up model of FLES called curriculum-integrated FLES. This is generally the same as FLES except that the foreign language is used to teach, English is used only for clarification. A higher degree of proficiency is achieved.

A third way of teaching elementary students a foreign language is to use the process of immersion. Immersion uses the foreign language to teach other content area subjects. The four goals of immersion are: fluency,

used to teach the FLEX model, relatively little foreign language is used in class.

The FLEX approach lasts from six to nine weeks. The goal of FLEX is not to teach a child to master a foreign language. The goal is to introduce children to a foreign language and culture, and to motivate children to undertake further study in a foreign language. FLEX merely gives a taste of another language and culture to students in sixth through eighth grade with the hope that these students would pursue serious study of a foreign language later on.

There are no curriculums available for FLEX, a teacher needs to develop their own units. If a teacher elects to use the FLEX model to introduce student to a foreign language, it needs to be a true and serious introduction, not just fun and games.

FLEX uses many activities and Total Physical Response. (TPR) For example, the teacher can set up phrases that students must say in the foreign language like, "Please repeat.", "What?", "I don't know.", "What page please.", and more. For another example, in teaching numbers, TPR can be used, matching a number with a body part or action. Make use of the numbers in sentences. Use nursery rhymes, such as "Eins, zwei, Polizei...", and songs like "Auch Zehn Kleine Madchen".

FLEX encourages the use of authentic materials in the foreign language such as a real calendar, advertisements, catalogs, or telephone books. Games can be played in a foreign language, for example, the game battleship is excellent for numbers and letters.

A teacher using FLEX needs to involve parents. Parents can be included by having students interview their parents concerning the parents

instruction at a local school provides for stronger employees, which can attract a company to move into a community. These last reasons, according to Ervin, need to be included in any rationale, along with traditional reasons, because they relate and connect more to real life.

In the second part of chapter two, the writer looks at models used in implementing a second language in the elementary school.

### Models for Implementing a Second Language in the Elementary School

Guidelines, theories, and practices are available to aid in implementing a second language in the elementary school. The writer describes four basic models: the FLEX model, the FLES model, the immersion model, and the Baker model. (Schinke-LLano, 1985) (Ervin, 1990)

One way to teach a foreign language to elementary aged students is to use a method called Foreign Language Exploration. (FLEX) The basic goal of FLEX is to expose children to speaking a foreign language.

The model generally stresses oral skills, vocabulary, (dealing with numbers, days, colors, etc.), and also cultural knowledge. A FLEX program will sometimes cover up to three languages a year. This exposes children to a language and culture more than anything else. There usually is no effort to integrate a FLEX program into the curriculum of a school, FLEX classes are often held before or after school. Of all the models, FLEX meets the least often and has the shortest time periods, generally one or two times a week for thirty minutes. An advantage of FLEX is that any teacher can use it, a foreign language specialist is not needed. Because English is the language

8) giving a way to learn a foreign language, and 9) having fun.

The Baker model stresses that the second language be used to develop understanding. The second language needs to be a real means of communication. The emphasis is first on listening comprehension. Since the language is taught mainly to communicate, drill and repetition should be avoided. Drill and repetition is not used to teach a first language, it need not be used to teach a second.

The following time guidelines are suggested in the Baker model:

three year olds	two five-ten minute sessions per week
four year olds	two ten-fifteen minute sessions
five year olds	two to three fifteen minute sessions
six to eight years	three twenty minute sessions
nine year olds	three twenty-five minute sessions
ten year olds	three thirty minute sessions

The curriculum should be driven by the classroom themes of the regular classroom, the children's life interests, the favorite story books of children, and special events and news. The lessons in the foreign language classroom should reinforce the skills in other lessons.

Communication lines need to be established. The parents may have a bad memory of a foreign language class. They need to be shown the fun of learning a foreign language. They need to be advised not to push for more or faster, but to let the child remain at the pace of the class. They are also to be reminded that they are not to instruct, but support. The teacher needs to find out if the children are using the foreign language at home. For example, are they singing songs, trying to teach others, attentive during a foreign language video?

The Baker Model emphasizes teaching developmentally, and it follows the practices recommended by FLES. They are:

- 1) The elementary school program is not a smaller version of a high school program.
- 2) The program should be designed to affect positive feeling toward a second language.
- 3) Use concrete activities, relevant to children's lives.
- 4) Learn from self-directed problem solving and experimentation.
- 5) Accept learner play and opinions.
- 6) Provide children chances for aesthetic expression.
- 7) Use of movement is helpful.
- 8) Motivate by using natural curiosity and a desire to make sense of the world.
- 9) Relate to children in other countries.
- 10) Respect children's opinions about songs, stories, and activities.
- 11) Use a variety. (Ervin, 1990, p. 27)

Of the four models, only immersion really develops a fluency in a second language. FLES and the Baker Model do a thorough job of teaching, but fluency is not obtained. FLEX only introduces a second language.

Any of the four models can be used to implement a second language into the elementary school. A teacher needs to decide what the goals of a foreign language program would be, and then determine the appropriate model.



## CHAPTER III

### PROCEDURE

#### A Review of Journal Articles

The writer reviewed articles found in journals pertaining to the topic of teaching a second language in the elementary school. The journal articles provided current information for this topic as well as current reviews and results of research studies from teaching a second language in the elementary school.

#### A Review of ERIC Documents

The writer made use of ERIC documents pertaining to the teaching of a second language in the elementary school. The ERIC documents were used because a major source of information on teaching a second language in the elementary school, FLES News, was found on ERIC documents.

#### A Review of Related Books

The writer made use of books pertaining to the teaching of a second language in the elementary school. Books were used because some excellent books have been written on this topic. Senator Paul Simon wrote a book on the status of foreign languages in schools. This book was an excellent source of information on this topic. Other books have been written specifically in regards to teaching a second language in the elementary school.

#### A Review of Government Documents

The writer made use of government documents pertaining to the teaching of a second language in the elementary school. The government has

conducted several studies into the educational system in recent years. Such studies have been undertaken by the Department of Education, the National Advisory Board on International Education Programs, the National Commission on Excellence in Education, and the President's Commission on Foreign Language and International Studies. Each of these documents contained information and suggestions on the teaching of a second language in the elementary school.

#### A Review of German Language Books

The writer made use of German language books to determine appropriate vocabulary, phrases, and content. In developing an introductory course to German a review of such books was necessary.

## CHAPTER IV

### RESULTS

#### Arguments for Including a Second Language in the Elementary School

In the 1940's, an incident occurred to Esther Hautzig in Siberia. Originally from Poland, the Hautzig family moved to Siberia when Esther's father was sent to prison there. Esther was about a fifth-grader, and this incident took place as Esther's mother enrolled her in school. Below is a conversation between the school principal and Esther's mother.

"Has she studied foreign languages in Poland?"

Mother told her that we did not learn any at school but that my governess had taught me German and that I had also learned Yiddish.

"Here she will have a choice of German, French, or English."

Mother raised an eyebrow. "A foreign language in the fifth grade in a ..."

"Little school in Siberia?" the principal finished mother's sentence. "Yes, it is our simple ambition to educate our children, all of them." (Hautzig, 1968)

This writer finds it fascinating that in the 1940's, in Siberia, a foreign language in the elementary school was considered important. In fact, the principal was insulted by the assumption that the school wouldn't offer it.

Contrast this view with that of Adolph Hitler, he stated:

It is impossible to understand why millions of people... must learn two or three foreign languages only a fraction of which they can make use of later and hence most of them forget entirely. They have... devoted thousands of hours to a subject which later is without value and meaning for them. So... thousands must be tormented for nothing and made to sacrifice valuable time. (Hitler, 1988)

Of the two views presented, one presents the study of a second language as a part of a good education, and the other presents it as a waste of time. The reason this writer included the first quotation was to show that most of the world, even many years ago, considers it important for children to study and master another language in addition to their native language, it is simply a part of their education. The reason this writer included the second quotation was not to insult anyone, but to try to show that merely dismissing a second language as a waste of time is a narrow view. This writer agrees with the school principal, that the study of a second language is important and has many benefits. The rest of this section is persuasive in nature and deals with the importance of teaching a second language and why this should begin in the elementary school.

Why teach a second language at all? If a person learns a second language yet never puts it to practical use, is not that just a waste of time? Are there benefits simply in learning a second language? There are benefits, they are: studying a second language is a way to introduce students to non-English speaking cultures and thus making students more globally aware. Studying a second language improves cognitive skills, such as reasoning abilities and listening skills. Studying a second language fills the needs of the United States in trade, government, and security.

The study of a second language introduces students to non-English

speaking cultures, making students more globally aware. This writer feels that it is important for children to be aware and realize that there are different cultures throughout the world. In the United States people are becoming more and more culturally isolated. The attitude of many is that other peoples should learn to speak English so they can communicate with English speaking Americans. This attitude shows an arrogance and isolation that is common among Americans. This is perhaps why language study is not a part of much of education. Yet it has always been important for people to develop an open-mindedness toward other peoples, the study of a second language can help to encourage this.

This writer feels that a goal of education should be to broaden children's perspectives of the world. The President's Commission on Foreign language and International Studies came to the conclusion that children need to develop an international perspective that they lack. (President's Commission, 1979) Often children's worlds are very narrow and center around their hometown or homestate, and very rarely do children view themselves as being a part of a global world; the study of a second language can help them to greatly expand their views.

Since the study of a second language can help children develop a global attitude, why should that study begin in the elementary school? The study of a second language should begin in the elementary school for this very reason. Children in the elementary school are especially open to the idea of a global world. (Curtain, 1990) The ages before ten have been shown to be a time when children are particularly open and receptive to other peoples and cultures.

A second language is an excellent way to teach other cultures, and since the elementary student is more open to other peoples, beginning a

second language in the elementary school would make the most use of this openness. A study of a second language opens a child's mind to other people. When they are older, children are more set in their attitudes, so it is important to begin a second language in the elementary school.

This openness of mind is increasingly necessary as our world continues to shrink. Americans can no longer isolate themselves but need to communicate and work with other peoples. A vocal lady once asked why a child should study a foreign language if that child would never leave the area where they were born. The answer was that that was exactly the reason why that child should study a foreign language, because that child would never leave. (Simon, 1988) Study of language can open ones mind to new ideas and a new culture, without ever traveling.

The study of a second language improves the cognitive skills of children. A recent article in the Chicago Tribune titled "Stimulating 5 Senses can Boost IQ", states that scientists are finding they can improve a child's development in intelligence. (Kotulak, 1993) Researchers used to think that a person's brain was set at birth and would not change. What a person was born with, that person was stuck with, like the intelligence quotient. However, new research is showing that the environment plays an important role in the brain development of children. New learning experiences and enriched environments can avoid brain development problems and improve a person's intelligence quotient. A child's intelligence quotient can be improved upon by beginning early to teach them all kinds of things. The article included teaching a second language among the things that can be done to improve a persons intelligence. Chugani, a pediatric neurologist at the University of California-Los Angeles, has done brain imaging studies which reveal that children's brains learned the

easiest and fastest between the ages of four and ten. (Kotulak, 1993) Many problems can be avoided in a child's development by beginning early with such things as a second language.

Teachers of second languages notice improved abilities to listen because the language student has to listen more carefully to directions and sounds. (Ylisela, 1982) This improved ability can carry over into all sorts of other areas. Study of a second language enhances a child's communication skills. A child's memory and listening skills are also improved. For many years the argument has been that the study of a language improves reasoning abilities. (Curtain, 1990) The research appears to support the fact that the acquisition of a second language as a child may improve certain reasoning skills. Because a second language is foreign that fact helps in the acquisitions of new learning strategies. It also helps the children develop a greater ability to meet new challenges. Children who are exposed to two languages are more flexible and creative.

Studying a second language also fills the needs of the United States in trade, governing, and security. The United States currently enjoys quite a large trade deficit. One of the solutions suggested to improve the trade gap is to increase the study of foreign languages. If schools turn out a work force more skilled in languages, that can help with the trade deficit. Consider this for an example. In New York City alone there are 10,000 Japanese salesmen, all of whom speak English. There are only 1,000 American salesmen in all of Japan, few of whom speak Japanese. The most useful language is the language of the client. (Simon, 1988)

The government and the need for security also demonstrate a need for capability in foreign languages. President Dwight Eisenhower stated that it is important to national security that the United States' deficiency in

foreign languages be overcome. The United States would probably hold in contempt an ambassador to the United States who didn't speak English, yet the reverse is not true.

Having a knowledge of a second language can be a factor in getting a job. There is a need in the working world for people with foreign language skills, if a child has that skill, they have a better chance of getting work. One out of eight jobs in American industry and one out of five jobs in American agriculture depend on foreign trade. (Ylisela, 1982) With this ever increasing shift to a world wide economy, the demand for foreign language skills will increase.

So far, this writer has mainly emphasized the importance of studying a foreign language: to obtain a wider view of the world, to improve the cognitive abilities of people, and to fill needs in the private and government sector. Why is it important to begin this study of a second language in the elementary school?

The most important reason is the simplest. A second language should begin in the elementary school because the longer a child studies a second language, the better that child will learn it. This only makes sense. For a person to become competent in a foreign language, about four to five years of study is needed. In order to achieve this, that study should begin in the elementary school. The real benefits of knowing a second language can only come when a higher degree of proficiency has been reached. Beginning the study of a second language in the elementary grades gives a child a better chance to learn a second language.

There are other reasons for beginning a second language in the elementary school. But, this writer feels the main reason for beginning a second language in the elementary school is to afford the child an



opportunity to thoroughly learn and master one.

## A Strategy for Implementing the Teaching of a Second Language in the Elementary School

### Methodology

Since this writer has the difficulty of no time allotted and no funds available for implementing a second language, the methodology will be based on these facts.

The methodology recommended is a type of minimal immersion. The language will be used as a means of communication, instead of being directly taught.

In keeping with many recommendations that a second language in the elementary school not be taught as a separate course, but rather be used to communicate, the methodology is one where the second language is used as a means of communication. Drill and repetition is not a part of the methodology. The content in the following section is introduced to the students, and then briefly practiced. From that point on, the teacher will use the German language to communicate where appropriate, instead of using English. The teacher will also demand that the children use the German language in their responses where appropriate.

For example, in September common phrases will be introduced. One such phrase is, "Konnst du mir sagen...?" (Can you tell me...?). Then, wherever appropriate, the teacher will use that phrase. As in this situation, instead of saying to a student, "Can you tell me the capital of Minnesota?" The teacher will instead say, "Konnst du mir sagen the capital of Minnesota?" The teacher in this situation could probably even go as far as

to say, "Kannst du mir sagen das Kapital von Minnesota?" and get the meaning across.

For another example, after introducing numbers, the teacher can begin to use numbers in everyday situations. Instead of saying, "Turn to page thirty." The teacher will say, "Turn to page dreissig." Or again, probably the entire phrase could be spoken in German, and the children could understand. The phrase would be, "Find Seite dreissig."

In this way, by introducing the German, and using German in the daily routine of the classroom, the children should get a good introduction to a second language.

### Content

The content to be covered is on the following pages. (Martin, 1985, & Moulton, 1983)

YEAR LONG OUTLINE  
MONTH BY MONTH  
FOR AN INTRODUCTION TO GERMAN

<u>MONTH</u>	<u>THEME</u>
SEPTEMBER	NAMES/COMMONLY USED PHRASES/PREPOSITIONS
OCTOBER	LETTERS/NUMBERS TO 100/DAYS OF WEEK
NOVEMBER	TIME
DECEMBER	CLASSROOM EXPRESSIONS/SMALL TALK
JANUARY	QUESTIONS: WHO? WHAT? WHICH? HOW? WHY?
FEBRUARY	USEFUL WORD GROUPS
MARCH	WEATHER/COLOR/FAMILY
APRIL	PARTS OF THE BODY/CLOTHING/ANIMALS
MAY	REVIEW

SEPTEMBER  
NAMES/PHRASES/PREPOSITIONS  
BOYS' NAMES

Albert	Arthur	Axel	Benno	Bruno
Christoph	Detlev	Deiter	Eberhard	Erich
Erwin	Felix	Frank	Fritz	Gerhard
Gert	Gunter	Hans	Helmut	Hermann
Horst	Hugo	Jakob	Johann	Karl
Klaus	Klemens	Konrad	Kurt	Lothar
Ludwig	Manfred	Martin	Max	Michael
Otto	Paul	Peter	Philipp	Reinhold
Richard	Robert	Rolf	Rudi	Seigfried
Stefan	Thomas	Udo	Walter	Werner
Willi	Wolfgang			

GIRLS' NAMES

Anna	Annemarie	Annette	Astrid	Barbara
Bettina	Brigitte	Christel	Christine-Tina	Doris
Dorothea	Elonore	Elisabeth	Elke	Elsbeth
Erika	Eva	Gertrud	Gisela	Gretchenj
Hanna	Hannelore	Heidi	Helene	Helga
Hilde	Ilse	Inge	Ingrid	Johanna
Karin	Katchen	Kate	Klaudia	
Liselotte-Lilo	Lore	Lottchen		
Margareta-Rita,	Grete, Gretchen, Gretl		Maria	Marianne
Marie	Martha	Monika	Petra	Pia
Rebekka	Renate	Rosmarie	Roswita	Sigrid
Silke	Sonja	Trudi	Ursel	Ursula]
Ute				

COMMONLY USED PHRASES AND WORDS

nein	nicht	ja
Guten Morgen	Herr	Frau
Fraulein	Guten Tag	Guten Abend
Gute Nacht	Wie geht es Ihnen(Wie geht's)	

Sehr gut	Danke(Danke schon)	bitte
Wiederholen Sie	Bis morgen	Bis später
Auf wiedersehen	etwas Papier	der Frühstück
Geben sie mir(Gebst du mir)		Ich möchte
Bringen Sie mir(Bringst du mir)		Ich gebe
Gib! (Geben Sie)	Wo ist?	Können Sie mir sagen

Wer ist dort?	Sehen Sie ruhig (siehst du ruhig, Halt den Mund!)	
rechts	links	
Es ist gut(schlecht)	das ist gut(schlecht)	Ich habe hunger
Es gibt	zu viel	Sprechen Sie Deutsch?

Ich bin	Wir sind
du bist	ihr seid
er ist	Sie sind (pr)
sie ist	sie sind
es ist	

### PREPOSITIONS

durch	für	ohne
aus	bei	mit
zu, nach	auf	hinter
neben	über	unter
zwischen	hier	dort
dort drüben		

OCTOBER  
LETTERS/NUMBERS TO 100/DAYS OF THE WEEK

<u>LETTERS</u>	<u>NUMBERS</u>	<u>DAYS</u>
ah	eins	Sonntag
beh	zwei	Montag
tseh	drei	Dienstag
deh	vier	Mittwoch
eh	funf	Donnerstag
eff	sechs	Donnerstag
gay	sieben	Freitag
hah	acht	Samstag(Sonnabend)
ee	neun	
yot	zehn	
kah	elf	
ell	zwolf	
em	dreizehn	
en	vierzehn	
oh	funfzehn	
peh	sechzehn	
ku	seibzehn	
err	achtzehn	
ess	neunzehn	
teh	zwanzig	
oo	dreissig	
fau	vierzig	
veh	sechzig	
iks	achtzig	
upsilonn	neunzig	
tsett	hundert	
	(tausend)	
	(million)	

NOVEMBER  
TIME

PHRASES

Wie spat ist es?	Wieviel Uhr ist es, bitte?	
Es ist ein Uhr.(zwei, drie, zwolf, dreizehn, etc. [24 hour clock])		
Mitternacht	viertel nach	viertel vor
Es ist halb drei.	Es ist zwei Uhr dreissig.	
Es ist funf vor zwolf.	Es ist funf nach zwolf.	

gestern	heute	morgen
jetzt	heute morgen	gestern morgen
heute abend	heute nacht	

der Fruhling	Januar
der Sommer	Februar
der Herbst	Marz
der Winter	April
	Mai
	Juni
	Juli
	August
	September
	Oktober
	November
	Dezember

DECEMBER  
CLASSROOM EXPRESSIONS/SMALL TALK

VOCABULARY

Was ist das? Das ist...	der Stuhl	das Fenster
der Gummi	das Buch	das Heft
der Schuler(-in)	der Lehrer(-in)	der Bleistift
der Tisch	Die Kreide	der Wischer
die Landkarte	der Kugelschreiber	das Papier
die Tur	die Tafel	die Flagge
der Bleistiftspitzer	der Feder	

COMMANDS

Offnen Sie...die Tur!	Offnet	
Machen Sie	Macht die Bucher auf! (zu)	
Schreiben Sie	Schreibt	
Wischen Sie...ab		
Horen Sie zu	Hort...zu	
Ruhe, bitte.	Seihen Sie ruhig!	Halt den Mund!
Achtung, bitte	Gebt/acht!	
Setzt euch!	Setze dich	
Steht auf!	Steh auf	Hebst deine Hand.

CLASSES

die Pause	leichtes Mittagessen	der Katechismus
die Bibel Geschichte	der Sozial Studien (studiumne)	
die Lesen Stunde	die Mathematik Stunde	
die Sprache Stunde	die Musik Stunde	
die Wissenschaft Stunde		der FuBboden

SMALL TALK

Aber sicher	Einverstanden	Das versteht sich.
Wirklich	Ich denke ja!	In Ordnung
Ich bin einverstanden.	Ich hoffe	hoffentlich
Vielleicht	Natürlich	Sicher
Sicher nicht	Machts nichts.	



JANUARY  
QUESTIONS: WHO, WHAT, WHICH, HOW, WHY?

WAS?

Was hat er gesagt?  
Mit was?  
Über was?  
Wozu?  
Was gibt es Neues?

An sen denken Sie?  
Was brauchen Sie?  
Was sagen Sie?  
Was tun Sie?  
Was mochten Sie?  
Was ist los?  
Was suchen Sie?

WIE?

Aber wie?  
Wie heissen Sie?  
Wei heisst diesse Stadt?  
Wie geht's?  
Wie sagen Sie das auf  
                                  englisch?  
Wie macht man das?  
Wieviel Uhr ist es?

HOW MUCH?

Der Preis?  
Was ist der Preis?  
Wieviel?  
Wieviel macht es?  
Wieviel für alles?  
Wieviel für jedes?

WER?

Wer hat das gesagt?  
Wer ist da?  
Wer sind sie?  
Wer weiss das?  
Wer kommt mit uns?

Wem gehört das?  
Für wen ist das?  
Mit wem sprechen Sie?  
Wen suchen Sie?

WELCHER? -E? -ES?

Welcher Mann?  
Welche Männer?  
Welches Buch?  
Welcher Tag ist heute?  
In welchem Monat sind  
                                  wir?

Welche Frau?  
Welche Frauen?  
Welche Neuigkeiten?  
Welch ein Unterschied!

WARUM?

Und warum nicht?  
Warum sagen Sie das?  
Warum hat er das getan?

HOW MANY?

Wie viele?  
Wieviel Geld?  
Wie viele Menschen?  
Wieviel Zeit?

FEBRUARY  
USEFUL WORD GROUPS

etwas  
Einige Menschen  
jemand  
zweimal  
das letzte Mal  
dieses Mal  
bis  
bis zu Ende  
bis morgen  
Ich brauche es.  
Hier ist er.  
Hier ist das Buch.  
Dort!  
Dort sind sie.

etwas Geld  
einige Wörter  
manchmal  
das erste Mal  
noch einmal  
  
bis jetzt  
bis zum Bahnhof  
bis Montag  
Hier!  
Hier ist sie.  
  
Dort ist er.

etwas Neues  
jemand  
einmal  
Das Nächste Mal  
jedes Mal  
  
bis dort  
bis heute abend  
  
Hier bin ich.  
Hier sind sie.  
  
Dort ist sie.

MARCH  
WEATHER/COLOR/FAMILY

WEATHER

Wie ist das Wetter?	Es ist schon.	Es ist heiss.
Es ist kalt.	Es ist warm.	Es ist sonnig.
Es ist kuhl.	Es ist wolkig.	Es regnet.
Es ist windig.	Es schneit.	

COLOR

gelb	rosa	schwarz
weiss	lila	grun
orange	blau	braun
rot		

FAMILY

Wie heissen Sie?	Ich heisse...
Wie heisst er?	Er heisst ...
Wie heisst sie?	Sie heisst ...
Was ist sein Vorname?	Sein Vorname ist ...
Was ist sein Familienname?	
Woher sind Sie?	Ich komme aus Jenera.
Wo sind Sie geboren?	Ich bin in Minnesota geboren.
Wie alt sind sie?	Ich bin zwanzig Jahre alt.
Wie viele Bruder haben Sie?	
Ich habe eine Schwester.	
Wann ist Ihr Geburtstag?	

der Bruder	die Schwester	die Mutter
der Vater	der Onkel	die Tante
der Vetter	die Kusine	

APRIL  
PARTS OF THE BODY/CLOTHING/ANIMALS

PARTS OF THE BODY

der Kopf	das Haar	das Auge/die Augen
die Nase	der Mund	die Zahne
die Lippen	das Ohr	die Zehen
die Hand	der Fuss/die Fussen	der Korper
der Finger	der Daumen	das Bein
die Zunge	der Hals	der Ellbogen
der Rucken	das Knie	das Gesicht
die Schulter	der Arm	

CLOTHING

die Kleidung	die Bluse	die Schuhe
die Handschuhe	das Kleid	die Stiefel
die Wolljacke	die Handtasche	der Anzug
die Hose	die Strumpfe	der Wintermantel
der Rock	die Socken	der Hut
das Hemd	der Tegenmatel	die Jacke
die Jeans	Was tragtst du?	Ich trage ...

ANIMALS

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Most elementary schools in the United States do not offer much in the area of teaching a foreign language. This writer felt that the schools of the United States could benefit from such an offering. This writer had a desire to do so in a classroom. Therefore, the writer sought to research the topic of teaching a second language in the elementary school and prepare a persuasive document for the teaching of a second language in the elementary school. The writer also sought to develop a model which would enable the writer to introduce a foreign language to students in the fifth and sixth grades.

The purpose of this study was to develop arguments for including a second language in the elementary school and to develop a strategy for implementing the teaching of a second language into an elementary school.

The writer reviewed journal articles, ERIC documents, government publications, books, and German manuals to prepare the persuasive document and the model.

The writer presented arguments for the incorporation of the teaching of a second language in the elementary school. The writer has also prepared a model of content and methodology which one can use in the classroom for the introduction of the German language to students in the fifth and sixth grade.

### Conclusions

The writer has concluded that the teaching or introducing of a second language in the elementary school has great benefits for students. Chiefly, it affords students the opportunity to study and master a foreign language. It also helps improve students cognitive skills, introduces students to foreign cultures, and gives them a skill which can be used in the workplace.

### Recommendations

The writer recommends that a second language become a part of the elementary school. The writer feels that the benefits resulting from study of a second language are important to today's students. Incorporating foreign languages into the elementary school would be part of providing a good education for students.

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