phases three, four, and five. Of course, the dialogue comes up again in class, usually at the end of a lesson when students must come before the class and recite the dialogue while using the visual cues to trigger response and indicate the sequence of action.

The dialogue is the central part of our program since it introduces the material which is later worked in verb, idiom, and structure patterns. Since dialogues make up the integral part of most audio-lingual systems, anything which can be done in order to facilitate the task of memorizing them is, of course, desirable. The system described above has been found helpful. Used as a tool for recall and reinforcement, the pictures enliven the situation at hand and make it more meaningful than would otherwise be possible with the printed text alone. Since the pictures are not intended as stimuli for initial oral response, the students are not left to grope and wonder if they are repeating what they are supposed to repeat.

**Supervision in the Foreign Language Classroom: Guidelines for the Department Chairman**

**Jerald R. Green, New York State Education Department**

In his chapter dealing with the education of the qualified public school teacher of modern foreign languages, Theodore Andersson states that the profession awaits from professional educators a satisfactory definition and measure of a teacher's effectiveness in the classroom. The MLA Proficiency Tests measure the subject-matter qualifications of foreign language teachers set forth earlier by the MLA Steering Committee, but the section of the battery that is designed to measure professional preparation fails to provide us with more than an indication of how the candidate will actually perform in the language classroom. A similar definition of qualifications in professional education and an examination to measure these qualifications will no doubt go far toward improving teacher education, but they will be of limited value to those concerned with the professional preparation and effectiveness of a language teacher in the classroom.

For the present, the Regents examinations in New York State serve as satisfactory measures of pupil proficiency on completion of a three-year sequence in modern foreign languages (two years in the case of Latin). Public school administrators are discouraged from equating pupil performance on these examinations with teacher performance in the classroom, although the pupils of teachers judged superior in the classroom usually earn excellent grades on Regents examinations.

A tentative checklist follows which may be useful to foreign language supervisors or department chairmen in evaluating teacher performance in the language classroom and laboratory.

As the task of the classroom teacher becomes increasingly more complex, the task of the supervisor or chairman also increases in complexity, particularly if he is committed to an ongoing program of classroom visitation. Assuming this to be so, he doubtless devotes a minimum of an hour each day to observing his teachers in the classroom and to discussing his visitation as soon thereafter as possible in a post-visitation conference. The tools he brings with him to the classroom on his supervisory visits and the efficiency with which he records his impressions may well determine the value of the visit, both for the chairman and the teacher. All of us who have been classroom teachers have been confronted with a sheet of hastily scribbled notes read with obvious difficulty while pupils shuffled in and out of our classroom. That this type of visitation is of ques-

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tionable value no one will deny, yet this type of supervision is commonplace in our elementary and secondary schools.

There is general agreement among supervisors and chairmen that a single classroom visit, no matter how carefully recorded, should not constitute the sole basis for evaluating a language teacher's performance. This is especially true in the case of teachers responsible for instruction on several levels and in more than one foreign language. It has been suggested above that it is reasonable to expect the conscientious supervisor or chairman to devote not less than one hour daily to supervisory activities. It is not to be inferred, however, that a checklist such as the one that follows can or should be completed in a single visit of one hour. Reasonable men differ concerning the amount of observation necessary to arrive at an adequate evaluation of a language teacher's effectiveness in the classroom. Certainly an observation period of two half days in the fall followed by an additional two half days in the spring would be an acceptable minimum for most experienced supervisors. An equally acceptable alternative would be a visit of sufficient length to permit the chairman to observe a minimum of one class on each level and in each language taught by the teacher in question. Such a master plan would reduce considerably the time necessary for effective supervision and would eliminate wasteful duplication of effort.

The posture of language instruction in the sixties is such that the knowledgeable language chairman who considers supervision one of his primary functions is faced with two equally unacceptable alternatives: he can adapt for his use a supervisory form such as those used by many public school administrators or he can devise his own guidelines to assist him. The principals' forms are rarely of any significant value to the chairman, with few exceptions, they are far too general for his specialized purposes. Certainly most language chairmen and supervisors are more than competent to design their own guidelines, but there is a genuine need for an objective and reliable instrument that can be used by supervisors, department chairmen, critic or training teachers, methods instructors, and supervisors of practice teachers in the field.

No attempt has been made to include every activity or behavior that one is likely to observe in language classrooms or laboratories. Such a comprehensive listing would prove unwieldy and would require the chairman to devote the major portion of his time to recording his observations rather than focusing his attention on the teaching and learning processes. Conversely, too selective a listing of activities and practices would be of limited value to both participants during the post-visitation conference. It was decided, therefore, to limit the scope of the instrument to specific and publicly observable classroom activities and practices which would be subject to a minimum of varied interpretations. Each item represents the consensus of the current best thinking of language educators and supervisors relative to the objectives of modern foreign language study and the activities and practices which will lead to the ultimate attainment of these objectives.

The reader will observe that the majority of the items included in the checklist are designed to evaluate a language teacher's ability to develop competency in the audio-lingual skills, particularly on the first two levels of language learning. This determination was motivated by two considerations. Most of the research that has been undertaken and reported bears largely on the problems of the language learner. This is equally true of evidence gathered by empirical investigation. The second consideration is predicated on the belief that the activities leading to the achievement of the commonly accepted intermediate and advanced level objectives are somewhat less observable in the language classroom and hence less objective than those designed specifically for the language learner. This is due perhaps to a lack of unanimity among language educators concerning the most effective methodology for the intermediate and advanced phases of language learning.

This instrument is an outgrowth of and a supplement to the foreign language self-survey guide used in connection with the New York State Education Department's Cooperative Review Service and is designed to reflect the audio-lingual approach to the teaching of modern foreign languages. This approach has been
endorsed by the Foreign Languages Education unit of the New York State Education Department and is recommended for implementation in the elementary and secondary schools of the State of New York

**Criteria for Rating**

0 There was no opportunity to observe the activity
1 The activity was observed infrequently and involved only a few of the pupils
2 The activity was observed often and involved some of the pupils
3 The activity was observed at all times and involved nearly all of the pupils

**I Classroom Tasks**

1 Corrects all pupil errors in pronunciation and intonation
2 Requires pupils to respond in a loud clear voice
3 Assigns foreign language names to pupils
4 Models, directs, and reinforces pupil responses
5 Provides opportunities for pupils to use the language in meaningful situations
6 Elicits choral, semi-choral, and individual responses
7 Uses a variety of drills and activities in a single period
8 Skilled in presenting and drilling structure via pattern practice
9 Skilled in mimcry-memORIZATION techniques
10 Makes appropriate use of gestures
11 Presents only new dialog or new structure in a single period
12 Makes appropriate use of analogy as a teaching device
13 Makes effective use of rôle-playing
14 Talks only to direct activities and develop listening skills
15 Employs a variety of audio-visual materials
16 Maintains detailed lesson and unit plans
17 Reviews learned material at appropriate intervals
18 Makes clear and meaningful homework assignments
19 Limits rapid entry of vocabulary until the phonology is mastered
20 Teaches reading as a natural outgrowth of audio-lingual experiences
21 Teaches writing skills via copying, dictation, and completion exercises
22 Evaluates language skills regularly and appropriately
23 Insists upon a high level of performance
24 Insures that pupils are aware of what is expected of them
25 Possesses native or near-native mastery of the sound system
26 Enjoys the respect of pupils and is in complete control of the classroom situation
27 Points the instruction toward accepted linguistic and cultural goals
28 Attempts to create a cultural “island”
29 Uses English only when the situation requires it
30 Requires participation of all pupils
31 Maintains a lively pace of instruction
32 Insures that comprehension accompany pupil responses
33 Places appropriate emphasis on each of the four language skills
34 Competent to adapt a “traditional” text
35 Devotes class time to talk “in” the language rather than “about” it
36 Schedules remedial instruction regularly
37 Remains standing and moves among the pupils
38 Conducts an audio-lingual pre-reading phase of instruction
39 Delays the study of literature until pupils can profit from it

**II Language Laboratory Tasks**

40 Integrates class work and machine drill
41 Uses language laboratory on a regular basis
42 Schedules machine drill immediately following presentation
43 Operates electro-mechanical aids proficiently
44 Monitors pupil responses
45 Corrects errors committed in lab (electronically or informally)

**III Professional Activities**

46 Attended NDEA or New York State Foreign Language Institute
47 Attends MLA, Northeast Conference, NY State Teachers Association Zone Meeting
48 Joins professional associations
49 Reads the professional literature
50 Continues to improve competencies via course work or workshops

*The professional activities in Part III are not publicly observable, they are included in the interest of wider applicability*

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**The Training of the Foreign Language Teaching Assistant**

*Svein Øksen Holt, Doane College*

A serious discussion of teacher training includes elements of educational philosophy, collegiate prestige, and a re-examination of college graduation requirements. Some foreign language departments are faced with a grave curriculum problem in universities where