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ABSTRACT

A survey assessing the status of foreign language and international studies instruction in Colorado in elementary, secondary, and higher education, and the needs of the international business community for individuals trained in these areas, is presented. Teachers and administrators at each of the three levels were surveyed. Response rates were high for the elementary and secondary levels (81 and 75% respectively), but low for higher education (27%). A separate survey instrument was used for each academic level, but all inquired about language programs currently available and recently discontinued; language program preferences; foreign language and cultural training and skills possessed and used professionally; support from faculty, administrators, and parents; program content and emphases; and attitudes toward international awareness. In addition, the higher education survey asked about enrollment and enrollment trends, graduate study, program rationale, admission and graduation requirements, foreign students, study abroad, and related interdisciplinary programs. The questionnaire used for businesses focused on the individual business' need for foreign language and/or cross-culturally skilled employees and the availability of such employees. Results are tabulated and discussed, and specific recommendations are presented for instructional and program improvement at each instructional level. (MSE)

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FOREIGN LANGUAGES AND INTERNATIONAL STUDIES  
ASSESSMENT IN COLORADO SCHOOLS  
K-12 PROGRAMS AND HIGHER  
EDUCATION

FINAL REPORT

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March 1983

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## STATISTICAL GUIDE

This study is comprised of three subsamples, each drawn from a unique "universe" defined by the client. Although an attempt was made to reach every member of each universe, varying degrees of non-response occurred. The following table presents the completion rate and subsequent sample size for each universe.

<u>Universe</u>	<u>Universe Size</u>	<u>Response Rate</u>	<u>Sample Size</u>
Elementary School . . . . .	234	81%	189
Secondary School . . . . .	536	75%	400
University . . . . .	418	27%	112

In addition whenever a sample is used to predict the attitudes and characteristics of a universe there is always a margin of error involved. The margin of error represents the difference between the sample results and those that would have accrued from a 100% enumeration of the universe.

The margins of error associated with each sample are presented below at the 95% confidence level. The estimates are based on an assumption that the non-response associated with each universe occurred randomly.

<u>Response Level (Percentages Close to . . .)</u>	<u>Margins of Error</u>		
	<u>Elementary (n=189)</u>	<u>Secondary (n=400)</u>	<u>University (n=112)</u>
10% or 90% . . . . .	<u>+1.9%</u>	<u>+1.5%</u>	<u>+4.7%</u>
20% or 80% . . . . .	2.5	2.0	6.3
30% or 70% . . . . .	2.8	2.3	7.3
40% or 60% . . . . .	3.0	2.4	7.8
50% . . . . .	3.1	2.5	8.0

Example: 89% of those surveyed at the secondary school level report that their institutions offer Spanish. Using the guide above, find the appropriate "Response Level" for 89%, which is "10% or 90%." Then, move horizontally to the corresponding "Margin of Error" for the Secondary sample, which is "+1.5%".

This means that chances are 19 out of 20 (the 95% confidence level) that the sample finding (89%) is within 1.5%, plus or minus, of the true universe value.

## INTRODUCTION

This survey was designed to assess the current status of foreign languages and international education studies in Colorado, and to determine the critical needs of those academic areas. In addition, it sought to assess the need of Colorado businesses for international skills, and for helping the educational community meet those needs more effectively. As intended, this survey resulted in the formulation of specific recommendations for curriculum improvement at the elementary [Chapter 1], secondary [Chapter 2], and university [Chapter 3] levels. It also assesses the need of Colorado businesses for international skills, and for helping the educational community meet those needs more effectively [Chapter 4].

Our assessment was made in direct response to the published Report of the President's Commission on Foreign Languages and International Studies, in which it was urged that, "Every state should establish an advisory council on Foreign Languages and International Studies to advise and recommend ways to strengthen these fields in their education system." On the national level, various states have already accepted this charge and created study groups, advisory councils, and task forces to address the issue of foreign languages and international studies. The action on the part of many states reflects a growing awareness of the need to deal with a severe national problem--the lack of skills, knowledge, and training in foreign languages and international studies.

The Task Force chose to capture the prevailing mood concerning foreign languages and international studies from professionals throughout the state. Toward this end we surveyed teachers, professors, and administrators from both various disciplines and institutions throughout the state. The names were randomly chosen by computer through the services of Market Data Retrieval, Inc., in Westport, Connecticut. The process of a mail questionnaire was utilized due to the advantages of its ability to provide wide geographic contact at a minimum of expense both in money and effort. The validity of a mail questionnaire, then, depended on the degree of nonresponse associated with a survey [Miller, p. 74]. Generally speaking, in both the private and public sectors of research, a response rate of 75% or better will yield results that may be considered the product of a random, representative sample [see Herbert I. Abelson and Lester R. Frankel, "On the Definition of Response Rates." New York: A Special Report of the CASRO Task Force on Completion Rates, 1982, p. 2].

With this guideline in mind, we can state with certainty that the Elementary [81% response rate] and the Secondary [75% response rate] portions of the Foreign Languages and International Studies Assessment are statistically valid. However, the University segment of the same report had a response rate of only 27%, and that figure was accomplished through a needed second mailing since the first had proven to be drastically low in the number of respondents. Consequently, the attitudes and characteristics presented in that segment may not necessarily be totally representative of the entire higher education population in Colorado. The results from the University level study



should therefore be treated with reservation unless the researcher can prove that the respondents are a random subset of the target population. At the time of this writing the Task Force does not make that claim.

The survey instrument design was the product of a collaborative effort between the Task Force and Research Services, Inc. [Denver], and the assessment was carried out during the months of May and June, 1983, for the first mailing, and September through November, 1983. for the second mailing. The low return of the first mailing necessitated the second, thereby causing our original time line to be delayed by several months. In all, over 2000 professionals were contacted through our mail questionnaires. These professionals represented educators in many different disciplines and administrators from various levels.

For the International Businesses segment we decided to carry out 35 oral interviews with representatives of companies randomly chosen from the Colorado Foreign Trade Directory. These interviews were carried out during the month of February, 1983, by the staff of Research Services. Again, the questionnaire reflected the various professional opinions of the Task Force.

Our initial findings were first publicly presented at a formal session of the annual conference of the Colorado Congress of Foreign Language Teachers [4-5 March, 1983] with Judy Rodgers for Elementary and Secondary levels, Lynn Sandstedt for Higher Education, Donald Schmidt for International Businesses, and Alain D. Ranwez presiding. A second public report is also planned for 8 April, 1983, during the all-day conference of the Council on Foreign Languages and International

Education sponsored by the Colorado Commission on Higher Education,  
Marcia Ingerson presiding.

Each chapter includes the survey instrument with the statistical  
results in bold type. For narrative answers it is necessary to refer to  
the executive report or refer to the data which is on file at the  
Library of the Auraria Campus-Denver. The survey findings are public  
and are catalogued under the name of the project.

**QUESTIONNAIRE: ELEMENTARY LEVEL**

Please answer every question. If you have no specific answer and there is nothing you can check to indicate that, please write in "nothing" or "don't know" (whichever is appropriate to that particular question).

Do your best to be legible. Your answers will be read by a third party who will be unable to call you and ask what you meant. If you need more writing space, use the reverse side of any page. We would appreciate you using an "X" when checking your answers.

Please don't hesitate to make any kind of comment that honestly tells the way you personally feel about the topics presented in this questionnaire.

1. Please check the Foreign Languages listed below that are presently taught at your school.

17%	French	7%	Other	_____
15%	German			please specify other Foreign Languages offered that do not appear on the list
33%	Spanish			
		65%	None	(No Foreign Language taught at this school)

IF A FOREIGN LANGUAGE IS TAUGHT AT YOUR SCHOOL SKIP NOW TO QUESTION 3. IF "NONE" IS CHECKED ABOVE, PLEASE ANSWER QUESTION 2 THEN SKIP TO QUESTION 4.

2. If your school were to offer a Foreign Language program, which of the following languages would your present staff be able to teach?

7%	French	3%	Other	_____
5%	German			please specify
35%	Spanish	58%	None, we are not staffed to teach any Foreign Language.	

3. For each Foreign Language taught at your school, please indicate if it is a separate class or part of a bilingual/bicultural program.

	<u>Separate Class</u>	<u>Part of Bilingual/ Bicultural Program</u>
French . . . . .	100%	_____
German . . . . .	100%	_____
Spanish . . . . .	68%	<u>29%</u>
Other _____ please specify	85%	_____

4. Are there any Foreign Languages that have been discontinued at your school within the past three years, that is, since 1979?

7% Yes

93% No (Skip to Question 5.)

Please indicate the Foreign Languages that were discontinued at your school and indicate the reason for their discontinuance.

		Reason Language Was Discontinued:			
		Lack of Enrollment	Lack of Funds	Inadequate Staff	Other: Please List
French . . .	8% . . .			100%	
German . . .	15% . . .	50%		50%	
Spanish . . .	62% . . .	38%	50%	13%	
Other	15% please specify				

Please use the space below to describe how these Foreign Language Programs that have been discontinued could be reinstated.

Programs could not be reinstated.

Please list below the reasons the programs could not be reinstated.

5. Please check the Foreign Language(s) you would prefer be taught at the elementary grade level, and for each one indicate the specific grade at which you feel that language should be implemented.

		Grade Levels are:					
		1st	2nd	3rd	4th	5th	6th
French . . .	25% . . .	44%	25%	38%	54%	52%	52%
German . . .	15% . . .	39%	21%	39%	43%	68%	57%
Spanish . . .	60% . . .	58%	39%	51%	47%	46%	46%
Other	5% please specify	44%	11%	33%	56%	33%	33%

None, there are no Foreign Languages I would prefer to have taught at the elementary level.

6. For each of the Foreign Languages listed below, please indicate if you have ever studied that language either at the high school or college level.

		<u>High School</u>	<u>College Level</u>
French . . . . .	<b>28%</b>	<b>26%</b>	<b>45%</b>
German . . . . .	<b>19%</b>	<b>26%</b>	<b>57%</b>
Spanish . . . . .	<b>56%</b>	<b>46%</b>	<b>26%</b>
Other	<b>23%</b>	<b>68%</b>	<b>18%</b>
----- please specify			

**16%** Never studied any Foreign Language at any level

-----

Please tell us how you utilize your Foreign Language training in your current teaching position.

\_\_\_\_\_ Don't use my Foreign Language training in my present position.

-----

7. Please indicate the degree of support your school's Foreign Language program gets from each of the following:

IF YOUR SCHOOL DOES NOT PRESENTLY HAVE A FOREIGN LANGUAGE PROGRAM, PLEASE INDICATE THE DEGREE OF SUPPORT YOU FEEL A FOREIGN LANGUAGE PROGRAM WOULD RECEIVE IF ONE WERE TO BE IMPLEMENTED.

	<u>Program Receives:</u>			
	<u>A great deal of Support</u>	<u>Some Support</u>	<u>Not Much Support</u>	<u>No Support</u>
This school's administration . .	<b>30%</b>	<b>34%</b>	<b>18%</b>	<b>11%</b>
This school's faculty . . . . .	<b>20%</b>	<b>35%</b>	<b>28%</b>	<b>11%</b>
The parents of students in this community . . . . .	<b>24%</b>	<b>41%</b>	<b>23%</b>	<b>6%</b>

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8. Please identify the areas of your school's curriculum that place emphasis on Global/International Awareness.

**SOCIAL STUDIES 80%**  
**FOREIGN LANGUAGES 11%**  
**(others in report)**

**7%** None

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9. To what degree do the areas identified above emphasize the following concepts? If you feel it is not "emphasized at all", write a "1" on the line, if you feel it is "emphasized as much as possible", write in a "5". Use 2, 3, and 4 to represent "degrees" of importance between the "1" and "5".

Cultural diversity and understanding . . . . .	3.51 mean
World perspective . . . . .	2.87 mean
Global problems/issues . . . . .	2.97 mean
Cross-Cultural Communication . . . . .	2.99 mean
Global interrelationships . . . . .	2.82 mean

---

10. To what degree do the following subject areas of your program emphasize the concepts listed above? (Please use the same scale as you did for the previous question.)

Social Studies . . . . .	3.76 mean
Language Arts . . . . .	2.62 mean
Foreign Languages . . . . .	2.68 mean
Art/Music . . . . .	2.79 mean
Mathematics/Science . . . . .	2.06 mean

---

11. Which degree of importance describes how you feel about a greater need for Global/International Awareness at the upper elementary school level? In other words, if you feel it is "very important", write a "5" on the line, if you feel it's of "no importance at all", write in a "1". Use 2, 3, and 4 to represent "degrees of importance" between "very important" and "not at all important".

3.71 mean  
Degree of importance

---

12. Please use the remaining space on this questionnaire (and the reverse side of any preceding pages) to tell us what you would need to place greater emphasis on Global/International Awareness in the curriculum at your school.

How many students are enrolled in your school \_\_\_\_\_

Thank you very much for your cooperation.

Please indicate the school district you represent: \_\_\_\_\_

## CHAPTER I

### Results of the Elementary School Study

The questionnaire sent to elementary schools was designed to elicit information about instruction in the areas of foreign language and global awareness. Respondents were asked to identify specific foreign languages taught in their schools, the nature of the programs, the extent of their personal foreign language training and the degree to which they currently utilize that training. In addition, they were asked to rank the importance of foreign language and global awareness for the elementary level, indicate the degree of support for foreign language study in their respective schools and identify curricular areas where global awareness concepts are taught.

#### Foreign Language

Of the 189 elementary schools comprising the sample, 123 do not offer any type of foreign language instruction. Those schools which responded affirmatively offer instruction in Spanish, German, or French. Spanish is the language most commonly taught in Colorado elementary schools. One-third [33%] of the grade schools contacted offer it, while significantly fewer offer French [17%], or German [15%].

Spanish is also the only language presented as part of a bilingual-bicultural program at the elementary level. Three in ten schools offer Spanish in this context. ~~Fifty~~ <sup>thirty-nine</sup> percent of the schools not currently offering foreign language indicated that with their present staff they could offer French [7%], German [5%], or Spanish [35%].

Fifty eight percent of the schools responding felt they could not offer any foreign language with the present staff. A large majority of the respondents preferred that Spanish be the foreign language taught at the elementary school. Approximately one third preferred that no foreign language be offered at the elementary level.

Seven percent of the schools surveyed report that, since 1979, they have discontinued the teaching of a foreign language. More specifically Spanish has been a primary target of these terminations. Reasons given for the termination include funding cutbacks [50%] and declining enrollment [35%]. When asked what would help to reinstate foreign language programs that have been discontinued, respondents listed increased funds, increased interest, and increased staff. Approximately one-third replied that the programs could not be reinstated.

The majority [62%] of elementary school instructors believe that foreign languages should be taught at the grade school level. Four out of five of the surveyed teachers have studied a foreign language at some time during their training. More than 50% did so at the college level. Approximately one-fourth of the teachers currently utilize their foreign language training. They do so in a variety of ways.

"To communicate with Spanish speaking parents."  
"I use it in word derivation."  
"Incorporate in English language."  
"Use in teaching compound words."  
"I teach Spanish."

Some 72% do not utilize their foreign language training in their present position.



### Global Awareness

Respondents indicated a definite need for greater emphasis on global/international awareness at the elementary level. On a five point scale, the mean rating was 3.71, with 57% of the teachers indicating greater than average need.

They also stated that global/international awareness is emphasized to the highest degree in social studies [80%], and then in foreign language [11%], and language arts [12%] classes.

In order to accomplish a greater emphasis, teachers stated that a variety of things would be needed. Their suggestions fell under four major classifications: staff, materials, goals, and curriculum development. It was felt that staff would have to be expanded or educated in order to improve and increase the teaching of global awareness.

"Our staff would need motivation to include these concepts in their general instruction and courses and inservice for information and techniques."

"More resource people needed with expertise in many areas, such as world religions, holidays, folk-ways, mores, world economics. A special need would be to have inservice training and cultural awareness for the teachers who would be uneasy about incorporating such a program."

"More skilled foreign language trained people on staff."

"More travel to foreign countries with credit toward recertification for each country visited."

Additional materials were viewed as critical in order to place greater emphasis on global awareness.

"If appropriate materials were available, we could place more emphasis than if placed on this area."

"Greater emphasis on the use of newspapers and magazines in the classroom to achieve a world perspective on economy, trade, sports, people, defense, and how we work together as nations."

"Units prepared with necessary material."

Teachers indicated that educational goals must be redefined. Time is a major factor and only so much can be accomplished during the school day. If global awareness is to be incorporated then there needs to be a restructuring of time on task and curricular content. There also needs to be a greater commitment to cultural diversity and greater awareness of the importance of teaching global concepts.

The development of curriculum is also cited as a major need in improving the teaching of global awareness.

"Itinerant teachers to present appropriate units in each building. Denver's integrated arts program is an example of the type of plan that I have in mind."

"Curriculum revision would help: I would like to see interdisciplinary teaching going on. So much is there to be shared by art/music/social studies/languages, language arts...that much more (or even some of it) should be going on..."

"I think it should be written into the curriculum in other areas besides social studies."

"We would need a much more extensive program of student exchanges and teacher exchanges with foreign countries. We should also have immersion type foreign language camps, weekends or longer."

### Summary

Several possibilities are suggested in light of the information gathered as a result of this study.

The study of foreign language is perceived to be desirable and important at the elementary level. In view of the fact that a large portion of elementary teachers have had foreign language training, it is feasible that with some additional training they could begin foreign language instruction with their elementary students. In one half of the schools surveyed, teachers indicated that present staff is already equipped to begin such instruction.

Greater emphasis on global awareness is also seen as a definite need at the elementary level. Although some instruction pertaining to global/international concepts is currently taking place in social studies classrooms, teachers feel that more needs to be done.

It is clear that work would have to be done in the areas of teacher training, curriculum development and materials acquisition in order to meet both needs.

Greater awareness of the importance of foreign language and global awareness instruction must be developed on the part of school boards and administration. District instructional priorities need to be reviewed and revised in order to place increased emphasis on these two areas. Given the limited time of the school day, areas of major importance must be agreed upon and clearly defined. That accomplished, curriculum development could then take place and units, scope, and sequence be created to meet the instructional needs. One suggestion made frequently during the course of the study, i.e. use of an integrated or interdisciplinary approach, seems a very effective way to incorporate foreign language and global awareness instruction. This could form the foundation of the social studies curriculum at the elementary level. However, there are numerous other ways in which the incorporation might be accomplished. School Districts could examine presently followed curriculum and identify appropriate lessons and units for expansion in order to include specific global concepts. Foreign language instruction could be offered as a separate class, activity period, or parent supported program. The use of itinerant teachers to present special units and activities may also be a plausible solution.

Whatever the option selected by a school district, careful attention would have to be given to the structure and sequence of the program. The periods of instruction should be in a logical, sequential order designed to move students forward as they learn the information and master the concepts. The structure must also help students progress to higher and higher levels of thinking, ever adding to their foundation of knowledge. This is a particularly true vis a vis foreign language instruction at the elementary level. Language acquisition must move gradually from simple verbal communication to more sophisticated usage. The inherent danger is instruction which plateaus at a relatively low level and does not give students the opportunity to move beyond colors, days of the week, numbers, etc. The same trap exists in the area of global awareness. It is critical that students move beyond an understanding of holiday celebrations, ethnic foods, and traditional dress. That is why the development of a sound structure and sequence is vital.

A fairly extensive amount of curricular development has already been done in the areas of foreign language and global awareness instruction for the elementary level. The Center for Teaching International Relations has a wide array of materials, units, and resources. Private and public schools in the Denver metro area have materials on elementary foreign language instruction. The task of curriculum development could be simplified by sharing process and opportunities for discussion and mutual collaboration.

This type of cooperative effort could also extend to acquisition of materials. It would be most helpful to school districts to hear comments and critiques pertaining to materials before making purchasing

decisions. The Center for Teaching International Relations would be an excellent resource for materials as well as serving as a clearing house for ideas on techniques, methodology, and assessment of materials.

The training of staff is an area which must also be addressed. Many possibilities exist. With regard to foreign language inservice, the Colorado Congress of Foreign Language Teachers is in a position to serve as a key resource. Teams of individuals from the organization could act as consultants, give workshops, aid in program development and help with the assessment and selection of materials. Many universities could also provide consultants to help with these same tasks. In the area of global awareness, teacher training could be conducted by the Center for Teaching International Relations. This organization currently conducts teacher seminars, inservice sessions, and classes for teachers in grades K-12. Planned idea sharing sessions within a school district are also an effective way for teachers to present ideas to colleagues and form support systems.

Most importantly, the Colorado Department of Education could provide direction, continuity and resources in meeting the need for foreign language and global awareness instruction. Support for these programs at the state level would be invaluable. Under the auspices of the Department, materials could be developed, information disseminated, and resources identified. The department could provide out-reach services across the state and be instrumental in furthering the goals of foreign language and global awareness instruction at the elementary level.



Please use the space below to describe how these Foreign Language Programs that have been discontinued could be reinstated.

**19%** Programs could not be reinstated.

Please list below the reasons the programs could not be reinstated.

4. Listed below are some Foreign Languages. We'd like to know for each one offered in your school, if the enrollment has increased, has decreased, or has stayed the same during the past three years, that is, since 1979.

	Enrollment Has:			
	Increased	Decreased	Stayed Same	Not Offered
Chinese . . . . .	0%	1%	0%	54%
French . . . . .	18%	7%	13%	32%
German . . . . .	9%	6%	9%	55%
Italian . . . . .	0%	---	1%	54%
Spanish . . . . .	19%	11%	17%	12%
Russian . . . . .	0%	1%	1%	53%
Others . . . . .	4%	2%	2%	47%

5. What, if any, Foreign Language requirements are necessary for graduation from your school?

<b>1%</b> 1 year credit	<b>1%</b> 4 years credit
<b>2%</b> 2 years credit	<b>3%</b> Other _____
<b>1%</b> 3 years credit	please specify
	<b>91%</b> No Foreign Languages are required for graduation from this school.

6. Please check which of the following are offered at your school.

**21%** Student study trips and/or tours abroad  
**14%** A foreign student exchange program  
**38%** None of the above  
**27%** Both programs

7. (Please answer this question if you teach a Foreign Language.) For each area listed below, please indicate if your training was excellent, good, fair, or poor.

	Training Was:				Mean
	Excellent	Good	Fair	Poor	
Teaching Methodology . . . . .	38%	40%	17%	4%	3.13
Language Competency Skills . . . . .	48%	43%	7%	0%	3.40
Global Perspectives . . . . .	24%	39%	21%	13%	2.77
Career Orientation . . . . .	11%	36%	26%	24%	2.34

8. In what ways has your knowledge of a second language helped you in teaching world affairs?

23% The knowledge of a second language has not been helpful in teaching world affairs

14% I have never studied a Foreign Language

9. Please identify the areas of your school's curriculum that place emphasis on Global/International Awareness.

8% None

10. To what degree do the areas identified above emphasize the following concepts? If you feel it is not "emphasized at all", write a "1" on the line, if you feel it is "emphasized as much as possible", write in a "5". Use 2, 3, and 4 to represent "degrees" of importance between the "1" and "5".

Cultural diversity and understanding . . . . .	3.62 mean
World perspective . . . . .	3.31 mean
Global problems/issues . . . . .	3.40 mean
Cross-Cultural Communication . . . . .	3.09 mean
Global interrelationships . . . . .	3.15 mean

11. To what degree do the following subject areas of your program emphasize the concepts listed above? (Please use the same scale as you did for the previous question.)

Social Studies . . . . .	3.87 mean
Language Arts . . . . .	2.57 mean
Foreign Languages . . . . .	3.79 mean
Art/Music . . . . .	2.32 mean
Mathematics/Science . . . . .	1.77 mean



12. (Please answer this question if you teach Social Studies.) For each field listed below, please indicate if your training was excellent, good, fair, or poor.

	Training Was:			
	Excellent	Good	Fair	Poor
Teaching diverse cultural lifestyles	21%	45%	20%	10%
Teaching global perspectives . . . .	23%	44%	26%	5%
Teaching global issues and problems	27%	38%	26%	6%
Study of a second language . . . . .	15%	27%	21%	33%

13. Please check the word below that describes the cooperation that exists between the Foreign Language courses and the Global/International Awareness courses in your school.

Why do you feel this way?

The cooperation is	8%	Excellent	_____
	27%	Good	_____
Mean = 2.26	29%	Fair	_____
	21%	Poor	_____

8% Foreign Language isn't taught at this school.

14. How important do you personally feel it is that the following be emphasized more strongly in the curriculum as it presently exists at your school?

	It is:			
	Very Important	Somewhat Important	Not Too Important	Not at All Important
Foreign Language . . . .	55%	33%	7%	1%
Global/International Awareness . . . . .	64%	30%	3%	1%
Global Perception . . .	55%	35%	4%	1%
Career Orientation . . .	49%	35%	11%	1%

15. We'd like to know which degree of importance describes how you feel about a greater need for Global/International Awareness at the secondary school level. In other words, if you feel it is "very important", put a "5" on the line, if you feel it's of "no importance at all", write in a "1". Use 2, 3, and 4 to represent "degrees of importance" between "very important" and "not at all important".

4.43 mean  
\_\_\_\_\_ degree of importance

16. Please use the remaining space on this questionnaire (and the reverse side of any preceding pages) to tell us what you would need to place greater emphasis on Global/International Awareness in the curriculum at your school.

How many students are enrolled in your school \_\_\_\_\_

Thank you very much for your cooperation.

Please indicate the school district you represent \_\_\_\_\_

## CHAPTER II

### Results of the Secondary School Study

The secondary school survey was also designed to gather information pertaining to instruction in the areas of foreign language and global awareness. The secondary questionnaire did differ in format from the elementary questionnaire owing to the program and curricular differences which exist between the two levels. Respondents were asked to identify specific foreign languages taught in their respective schools, enrollment patterns in these courses, and enrichment foreign language programs. Teachers were also asked to rank their preparatory training as it related to methodology, language competence, global perspectives, cultural lifestyles, and global issues. In addition, the questionnaire sought to ascertain the need for increased foreign language and global awareness instruction, the curricular areas where global concepts are currently being taught, and the degree of cooperative efforts between social studies and foreign language departments.

#### Foreign Language

Ninety one percent of the secondary schools contacted offer foreign language. Spanish is most typically the language offered [89%], with 69% of the schools offering French and 45% offering German. Only one school in ten offers no foreign language. More than half [62%] of the schools surveyed also provide special enrichment opportunities related to foreign language study. One in five offer a study abroad program,

while one in seven have a foreign exchange program. Approximately one-fourth of the schools provide both. Despite the high percentage of schools offering foreign language and enrichment opportunities, 91% do not require credits in this area for graduation. Over half [55%] of the teachers surveyed felt it was very important that greater emphasis be given to foreign language instruction.

As was the case at the elementary level, some schools have had to discontinue a foreign language course. Over the past three years, one in five secondary schools has been faced with this situation. The discontinuation of a foreign language course has included German [44%], French [22%], and Spanish [14%]. Lack of enrollment and inadequate staff were cited as the primary reasons. Teachers felt that increased interest [36%] and increased staff [21%] would help to reinstate the foreign language program that was discontinued.

These findings somewhat contradict other findings in the study. With regard to numbers of students in foreign language programs, the survey revealed that in Spanish, French, and German, enrollments increased or remained constant in greater proportion than they decreased. Also, respondents stated that with present staff, German [15%] and Spanish [53%] could be offered.

Nineteen percent of the respondents felt that a foreign language course, once discontinued, could not be reinstated. The reasons given included lack of interest and lack of staff, as well as rigid scheduling practices, lack of flexibility, need for awareness, and the elective/exploratory approach to developing course offerings.

Foreign language teachers in the sample were asked to evaluate

their preparatory training in the subject area. In teaching methodology, 78% ranked their training from good to excellent. Ninety-one percent gave a similar rating to their training in language competency, whereas that figure dropped to 63% regarding training in global perspectives. Fifty percent felt that their training in career orientation as related to foreign language was fair to poor.

### Global Awareness

A majority [64%] of the teachers surveyed felt that it is very important that global/international awareness be emphasized more strongly in the secondary curriculum. Thirty-three percent felt it is somewhat important that greater emphasis be placed on this area. Fifty-five percent stated a need for greater emphasis on global perception as well.

As reflected in current practices, respondents indicated that global awareness is emphasized primarily [82%] in social studies classes and to a lesser degree [34%] in foreign language classes. The ranking of the degree of emphasis given to specific global concepts, i.e., cultural diversity and understanding, world perspective, global problems and issues, cross-cultural communication and global interrelationships, resulted in mean scores ranging from 3.62 to 3.09 on a 5 point scale, 1 being "not emphasized", 5 being "well emphasized."

The majority of social studies teachers in the sample view their preparatory training relating to global awareness as good to excellent with the exception of their foreign language training. Forty-two percent of the social studies teachers rated their foreign language training good to excellent; in global perspectives, 67% rated their

training good to excellent; and in their training in teaching global issues and problems, 65% gave ratings of good to excellent. Fourteen percent of the social studies teachers surveyed have never studied a foreign language.

The study of a foreign language has helped social studies teachers in their classes in a variety of ways. The area of increased sensitivity awareness is a primary way in which knowledge of foreign language proves helpful.

"I'm aware of different perspectives on world issues, cultures, etc."

"I'm more tolerant."

"To better understand other cultures."

"It has helped me to understand why other people think differently from us."

Increased access to foreign language media and information was also cited as very valuable.

"I've been able to read about a country in it's language."

"Access to news from sources other than U.S. press and Government releases."

"Easier communication with persons of foreign countries in order to gain their personal perspective on the world affairs of their country."

Teachers felt they gained credibility and improved their teaching skills.

"It has helped me tremendously in teaching Career Education units and cultural units."

"Knowledge of Russian, Russian travel helped with World Studies."

"I have studied four foreign languages and teach social studies. They are extremely helpful to me in teaching World History, Sociology, Psychology, and World Religions."

"Any discussion of current events can be supported by another (1) philosophy of thought, (2) geographical influences, and (3) foreign cultural living differences."

Knowledge of a foreign language also gave teachers greater confidence in

usage and a better understanding of terms that are commonly used in social studies. Examples include laissez-faire, entrepreneur, fait accompli, esprit de corps. Many stated that knowing the correct pronunciation of names of persons, places, and terms was also a benefit.

Despite the apparent positive transfer of knowledge of a foreign language and its application in social studies classes, there is not a high degree of cooperation between the two departments. Fifty percent of the respondents rated the cooperation from fair to poor. Thirty five percent rated it good to excellent. In 8% of the cases, there was not a foreign language department in the school.

Several explanations were offered as to the lack of cooperation. Poor communication was frequently given as a reason.

"There is no communication between departments."

"The different courses tend to have little interaction with one another."

"No interdepartmental meetings."

"Not significant interdepartmental communication/planning."

The lack of time for joint planning, discussion, and coordination efforts was also established as a major cause of the lack of cooperation. A third reason which was frequently given has to do with how foreign language is perceived in the school and its place in the total curriculum.

"Our scheduling set up emphasizes academic teams and foreign language is not part of that concept."

"I believe that social studies teachers do not consider foreign language as an integral part of the curriculum."

"Foreign language teachers are seldom approached for their expertise."

"The Foreign Language Department is not used with any effectiveness. We are not asked to participate with the other departments."

Secondary teachers responded in the same way as elementary teachers when asked to describe what would be needed in order to place greater emphasis on global/international awareness.

They cited expansion or education of staff, development of curriculum, and acquisition of materials as essential for meeting the goal. They also included reassessment of goals and priorities.

Education of staff was seen as particularly important.

"Faculty as a whole needs to be more informed on world happenings."

"Inservice for combined social science and foreign language teachers."

"Inservice for combined English and foreign language teachers."

"Some of our teachers are not oriented in this direction and prefer a more nationalistic or conservative point of view in their teaching. Perhaps we could all use some updated courses in this area."

"A second need is to prepare staff members to provide instruction in all disciplines that address global issues; most do not receive that training in their undergraduate career. I believe this must be in-district, not college course offerings."

Many comments made reinforced the idea that staff members need to see how global awareness is related to and relevant to their area of teaching.

Respondents felt that curriculum development would greatly enhance efforts to increase the emphasis on global/international awareness.

"We could use more interdisciplinary units that could be used and coordinated in several subject areas."

"It is more imperative to require that students study about global perspectives."

"Curriculum suggestions relating to existing academic courses."

"Better coordination of programs."

The acquisition of materials and use of resources was another area of need addressed by teachers.

"Perhaps some textbooks would need to be studied by teachers for more background. Classroom texts would have to be chosen with global



awareness kept in mind. Current events as presented in news magazines would be an important aspect."

"Map activities that teach relationships."

"More current resources. Availability of outside resources. Usage of locals to enhance inter-cultural aspects."

"...a periodical devoted to global/international awareness..."

"Smaller texts that deal with multiplicity of influences that made a unique culture called America. Mini-texts that deal with lifestyles (including filmstrips, tapes) of Latin America and target language areas including Japan, USSR, and especially the Arab World. For all our efforts, students are still ignorant of their culture."

Additional suggestions included foreign newspapers, speakers, improved library materials, and more exchange programs.

Reassessment of goals and priorities would have to occur in order to achieve greater global emphasis. Global/international awareness would have to be established as an instructional priority at the district administrative levels as well as at the state level.

"Superintendent mandate to teach global perspectives."

"The support and understanding of upper level and middle level administrators..."

"Policy makers at the state level and local board members must support global education by providing leadership and money for curriculum improvement projects, teacher in-service and materials."

"...need for direction from the Board of Education and the Assistant Superintendent of Instruction that issues related to global/international awareness are important and merit a revision of curriculum to focus attention and infuse the content and concepts associated with global/international awareness into all academic disciplines offered."

Teachers recognize the importance of global/international as a priority but acknowledge the need for administrative support in order to move forward in this area.

Summary

The secondary teachers surveyed view foreign language and global awareness as very important elements of the curriculum. They feel strongly that greater emphasis should be placed on both.

Making foreign language a graduation requirement was suggested as one means of achieving greater emphasis. Teachers also suggested the integration of global concepts throughout the secondary curriculum. Teachers frequently recommended an interdisciplinary approach and specified foreign language, social studies, and language arts as likely areas for team planning and team teaching with regard to global awareness.

It is clear from the responses that whatever the option selected to increase the emphasis on global awareness, administrative and state level support are critical to the success of any new programs, courses, or approaches that may be developed. Teachers feel a need for administrative commitment and direction in this area.

A primary factor in generating this support is the creation of a greater awareness on the part of administration and the community as to the importance of foreign language and global awareness instruction. The Colorado Department of Education could play a major role in heightening awareness as well as in the development of a rationale for greater emphasis in these two areas.

It is also the opinion of the respondents that teachers too must be made more aware of the relevancy of global awareness as well as learning specific methodology. The Center for Teaching International Relations and the Colorado Congress of Foreign Language Teachers could provide

assistance in meeting these needs. Both could provide workshops, inservice sessions, and consultation for staff.

In looking to future needs, it was suggested that undergraduate teacher training include global awareness components. Teachers would then be better equipped to deal with global concepts in their respective courses. This idea should be pursued with the education departments of state universities.

The apparent lack of cooperation between social studies and foreign language departments is an area in need of improvement. There is much to be gained by a closer relationship. Increased communication between the Colorado Congress of Foreign Language Teachers and the Colorado Council for the Social Studies is one way this issue could be addressed. By working together, the two organizations could exchange ideas and develop plans to promote greater cooperation. Within buildings, inter-departmental meetings to open lines of communication could be very effective. Review of curriculum in order to identify related areas of study is another beneficial activity. Teachers can work together to develop a continuum of global competencies they want students to acquire. Interdisciplinary units as instructional activities that reinforce concepts and skills taught in both areas could be jointly developed. Another way the relationship might be made more rewarding is for foreign language teachers to take the initiative in providing resources, expertise and support to social studies teachers. The survey revealed that in many cases foreign language is not viewed as a major part of the curriculum. Rather than assume a defensive attitude, foreign language teachers must work to demonstrate the relevance of

foreign language instruction and be generous in giving help and offering assistance of a specific nature to social studies teachers. This is most easily accomplished by working with one teacher at a time and building credibility with the individual department members.

Financial constraints that districts are currently facing place definite limitations on what districts are able to do as they review instructional priorities and examine ways to improve the quality of their programs. The consortium approach may be one way to proceed that is economically feasible. Foreign language teachers could serve more than one school district and be utilized on an itinerant basis. A consortium of districts could also ensure that study abroad opportunities and exchange student programs be available to students. There is also the possibility of shared in-service, consultants, and training opportunities.

QUESTIONNAIRE: COLLEGE AND UNIVERSITY LEVEL

Please answer every question. If you have no specific answer and there is nothing you can check to indicate that, please write in "nothing" or "don't know" (whichever is appropriate to that particular question).

Do your best to be legible. Your answers will be read by a third party who will be unable to call you and ask what you meant. If you need more writing space, use the reverse side of any page. We would appreciate you using an "X" when checking your answers.

Please don't hesitate to make any kind of comment that honestly tells the way you personally feel about the topics presented in this questionnaire.

SECTION I

Please check each Foreign Language listed below that is presently offered at your university.

- |     |         |     |         |
|-----|---------|-----|---------|
| 34% | Chinese | 88% | Spanish |
| 87% | French  | 58% | Russian |
| 87% | German  | 50% | Others  |
| 47% | Italian |     |         |
- Please specify other Foreign Languages offered that do not appear on the list.
- 3% No Foreign Languages are offered.

(If no Foreign Languages are offered, skip to Section II.)

What percentage of your institution's total enrollment study the following Foreign Languages?

	<u>Not Offered</u>	<u>Percentage Is:</u>
_____ Chinese	_____	_____
_____ French	_____	_____
_____ German	_____	_____
_____ Italian	_____	_____
_____ Spanish	_____	_____
_____ Russian	_____	_____
_____ Others	_____	_____
	_____	_____

please specify

SEE  
REPORT

Listed below are some Foreign Languages. We'd like to know for each one offered in your school, if the enrollment has increased, has decreased, or has stayed the same during the past three years, that is, since 1979.

	Enrollment Has:			
	Increased	Decreased	Stayed Same	Not Offered
Chinese . . . . .	11%	2%	1%	63%
French . . . . .	17%	13%	13%	7%
German . . . . .	8%	14%	23%	7%
Italian . . . . .	7%	3%	9%	49%
Spanish . . . . .	20%	11%	13%	5%
Russian . . . . .	6%	10%	9%	38%
Others <u>please specify</u>	13%	4%	7%	46%

Does your institution offer a Major program in Foreign Languages?

73%	Yes	In what languages are majors offered?	
14%	No	22%	Chinese
		72%	French
		62%	German
		36%	Italian
		97%	Spanish
		34%	Russian
		17%	Others <u>please specify</u>

Does your institution offer a Minor program in Foreign Languages?

49%	Yes	In what languages are minors offered?	
30%	No	20%	Chinese
		92%	French
		88%	German
		31%	Italian
		94%	Spanish
		51%	Russian
		10%	Others <u>please specify</u>

Does your institution offer a teacher training program in Foreign Languages for:

	<u>Yes</u>	<u>No</u>
Undergraduate Students . . . . .	54%	25%
Graduate Students . . . . .	33%	44%

On which of the following groups is your Foreign Language program focused? (Please check as many as apply.)

- 27% Graduate Students
- 43% Teachers for Secondary Schools
- 46% Career Orientation
- 52% Graduation Requirements

Please indicate for which of the Foreign Languages listed below your institution has a graduate program.

For each graduate Foreign Language program offered at your institution please indicate if the enrollment in that course has increased, has decreased, or has stayed the same since 1979.

	Grad Program Not Offered	Grad Program Offered	Enrollment		
			Increased	Decreased	Stayed Same
Chinese . . . .	55%	5%	20%	—	—
French . . . .	43%	31%	9%	9%	19%
German . . . .	44%	31%	3%	28%	16%
Italian . . . .	51%	14%	—	33%	—
Spanish . . . .	43%	32%	15%	9%	15%
Russian . . . .	49%	16%	—	18%	6%
Others	55%	7%	14%	—	14%
<u>specify</u>					

Please specify why Foreign Languages are presently offered as part of your curriculum.

- 62% Broadening of Knowledge
- 53% Career Orientation
- 72% General Education
- 39% Student Demand
- 18% Other
- Please specify

## SECTION II

Please indicate what Foreign Language requirements are necessary for admission to your university.

- 1% 1 year of High School Language
- 8% 2 years of High School Language
- 7% 3 years of High School Language
- 4 years of High School Language
- 4% Other
- Please specify
- 65% No Foreign Language requirements are necessary for admission.