

Perceptions of undergraduate students studying modern languages towards becoming a foreign
language teacher

Peter Swanson

University of Wyoming

Abstract: The purpose of this study to see how undergraduate foreign languages students view the teaching profession and how their experiences in life interact and form their perceptions of becoming a FL teacher. Six undergraduate students studying foreign languages at a mid western university participated in a basic qualitative study involving interviews and a focus group. The results are from the study are broken down into seven subsections: issues of language and learning, economics, culture, diversity and tolerance, stress, past experiences, and finally future hopes. Foreign language study is a complex issue and students expressed interests for studying foreign languages and concerns about possibly investigating a career as a foreign language educator. The researcher strongly suggests further research in the area of foreign languages teacher recruitment. The study was presented at the Northeast Council on the Teaching of Foreign Languages Annual Conference in New York City (April 2, 2005). (Contains 1 table).

National statistics confirm a bleak picture regarding French enrollments in the past few decades. Spencer (2003) found that college registration in French classes decreased by 44.6% in less than thirty years, watching enrollments shrink from 359,313 students in 1970 to 199,064 in 1998. Similar statistical stories are found in schools and colleges throughout the US.

On a national level, The American Association of Teachers of Spanish and Portuguese (AATSP) has begun a discussion on developing a national education policy for languages. The AATSP feels that the federal government needs to begin forging a national policy that will promote languages in our schools. With the *No Child Left Behind* legislation calling for scientifically-based research, it becomes even more important to establish priorities for research so that *No Language Learner is Left Behind* (Draper & Hicks, 2002).

Auburn University (AU) began initiatives to strengthen teacher competence and openly began recruitment activities to increase the number of students enrolled in French classes. AU adjusted course offerings and began to offer new courses to attract students. Collaboration among two colleges was sought to adapt a new French curriculum to fit the interests of students, one of which was the addition of French education.

More efforts to promote FL study are needed to arrest the decline in numbers of qualified FL teachers nationally. Studies of pre-service teachers' perceptions of their best and worst k-12 teachers have been performed and confirmed by other studies. Some universities are taking the next step, such as Morehead State University, by screening for vocational dispositions, using inventories and interview procedures in screening potential teachers. The Gallup Teacher Perceiver and the Witcher-Travers Survey of Educational Beliefs (WTSEB) are used measure students' beliefs towards their educational philosophy (James, Minor, Onwuegbuzie, & Witcher, 2001).

Methods to determine teacher profiles have been developed, yet little has been found in the literature on how to retain and recruit competent teachers. Even Lantolf and Sunderman (2001) conducted an eight-decade survey to support FL study for utilitarian and practical reasons. This impressive study lacks viable suggestions for retention or recruitment.

Given the new legislation requiring Wyoming schools to educate elementary school children in FL from grade K-6, teacher recruitment is needed. In Wyoming, rural areas and the western sections of the state had the highest proportions of non-certified teachers. However, Wyoming is just one example of this national problem. FL enrollments are growing and the number of certified FL teachers is shrinking.

Promoting an active stance to this crisis, I've conducted a small-scale qualitative study designed to investigate the perceptions of undergraduate students studying modern languages towards becoming foreign language teachers. I interviewed six students asking them about their feelings on teaching as a career. In the following section, I review the relevant literature noting a worthy area that needs investigation. Finally, I present and discuss the findings that are discussed in seven themes.

Review of the Literature

Crisis of FL teacher shortage

It is apparent that students of the 21st century will come from more diverse and culturally rich backgrounds. Teachers in general are leaving the profession faster than new teachers can fill the current number of jobs available. For minorities, if this trend continues, "the percentage of teachers of color will decline approximately five percent or less by the year 2005" (Newby, Swift, & Newby, 2000). As of 2004, increased enrollments of high school foreign language (FL) students add to the problem of the shortage of teachers. Draper and Hicks (2002) found that

secondary FL enrollments have increased nationally from 16.3% of total enrolled in FL in 1890 to 42.5% in 2000.

French professors' concerns about enrollments and available teachers are valid. Class sizes and number of students taking French are declining as well as course offerings. However, Spanish enrollments have been steadily climbing while French enrollments have been declining since 1964 (Draper & Hicks, 2002). Spencer (2003) found that The American Association of Teachers of French expects that "in coming years, the rate of retirement among French teachers will escalate even more rapidly than it has been doing so far" (p. 47). A general decrease in the percentage of college students enrolled in FL has decreased from 12.4% in 1970 to 7.9% in 1998.

Montana has a teacher shortage just like the rest of the nation. Nielson (2001) found that Montana was experiencing three areas of teacher shortages including FL teachers. Increased enrollments combined with a high number of teacher retirements and high turnover rates have been found to be the mitigating causes. Montana, like many other western states, has problems recruiting teachers to rural communities.

The obvious lack of competent, trained language teachers isn't just a national problem; it's also prevalent in a global sense. Tanzania, in southeastern Africa, has problems recruiting and retaining teachers. Towse, Kent, Osaki, and Kirua (2002) found that Tanzania is constrained by an inequitable distribution of capital as well as physical and human resources. Another African nation, Zimbabwe suffers the same problem. Both nations cite low wages, low status, poor career prospects, and a general poor working environment as problems to teacher recruitment (ASE, 1991). Belgium only recruit teaching staff trained to teach FL at the secondary level while Germany, the United Kingdom, and Lithuania opt for supplementary in-

service training for elementary teachers who didn't receive initial training in FL (Minguez M., Baidak, N., & Harvey, A., 2001). Western Europe is currently experimenting with the alternative of recruiting non-certified teachers who have language ability to fill the vacant FL teaching positions.

The bell is being rung and society is aware of the need for more FL teachers. But what is being done to solve this dilemma in the United States? "Everybody values education, but nobody wants to be a teacher" (Towse, Kent, Osaki, & Kirua, 2002, p. 637). As cited earlier, Auburn University's course offerings were adapted to fit the curriculum as well as the students' schedules and needs. More courses in culture and civilization were added because they were seen as "crucial components for those who intend to pursue a career in high school teaching" (Spencer, p. 47). Also, two courses were developed on the French press and were rated to be among the best and most relevant to the program by the students.

Following such great success in teaching, new French major programs were explored such as French education and French and international trade. The result was, in 2003, AU students were able to major in French and apparel merchandising, a joint effort between the Department of FL and Literature and the Department of Consumer Affairs. Even before being listed in the official course directory, talk of the new program had generated enormous interest among entering freshman and high school students (Spencer, 2003). Obviously catering to students' needs and interests was found to be an important consideration for program improvement.

In an effort to recruit and retain French teachers, as well as to promote the study of French, the Alabama Association for Foreign Language Teachers (AAFLT) took the bold step of encouraging French teachers to invite their best students to the annual meetings. High school

students had the opportunity to meet with other students and teachers from around the state to find out more about the teaching field. The AAFLT also embarked upon a two-part plan. First, by writing to their legislators to ask for their support of teaching FL and secondly, by contacting top executives of foreign-owned companies in Alabama as well as domestic companies with foreign affiliates. The AAFLT hoped for cooperation to increase public funding for public education, especially for FL instruction.

However, Scheetz (1995) found that active plans to recruit FL teachers to fill the teacher shortage only include attending career fairs, posting job vacancies on the Internet, and identifying qualities that the “best, brightest, and most talented new staff” (p. 10). Long (2000) posits that post-secondary faculty must be proactive in K-12 recruitment, yet active programs to begin recruiting are not in place. Lucke (1998) investigated the teacher shortage in her study of 46 states and reported teacher shortages exist due to retirement, increased enrollment, and a lack of funding to give teachers time off to attend meetings. She found that only nine states fund professional days for educators.

Federal funds like Eisenhower funds are available to FL teachers for continuing education, yet few know about it and many are dissuaded from applying for it by principals (Lucke, 1998). However, after so much research, Lucke lacks to offer any viable method for solving the problem. The FL Teach listserv, a great resource of information for today's FL teacher, prompted a forum on the top ten reasons teachers' burnout (Pointero, 2004).

Wilberschied and Dassier (1995) found that lack of financial aid and mentor support coupled with inadequate preparation of mainstream teachers inhibits many minorities from pursuing a career as a FL educator. While researchers, teachers, and educational groups have highlighted the shortage of fl teachers, little research has been done to explore the underlying causes of this

crisis. I sought to address this shortcoming by examining advanced foreign language students' perceptions on teaching as a career. In order to frame this study, I drew on theoretical perspectives addressing vocational development.

Theoretical perspectives and profiles

Holland's theories of vocational behavior (1985/1992) help to frame this study. The choice of an occupation is an expressive act which reflects the person's motivation, knowledge, personality, and ability. Occupations represent a way of life, an environment rather than a set of isolated work functions or skills. Furthermore, vocational preference represents several kinds of information: the person's motivation, knowledge of the occupation, and personal insight.

Holland suggests that people seek out environments that provide them with the opportunities to use their talents and share their values and attitudes with other people who are similar to them.

Later studies by Fouad (1994) have supported Holland's findings.

According to Holland, social individuals prefer activities that involve working with people that educate, inform, cure, or enlighten. This personality type is characterized by people who enjoy helping others and engaging in social activities. Kazi and Piper (1983), using Holland's vocational preference inventory, found that science teachers and medical technologists had different personality profiles. Building upon those contributions, Super (1990) states that individuals begin to crystallize a vocational preference between the ages of 14 and 18, yet many students are still investigating career choices after age 18.

Further complimenting Holland's studies, Fuller (1969) described the development of teachers in a three-stage process. For the purposes of this study, the first stage of teacher concerns about survival and adequacy is most salient. Fuller suggests that teachers are concerned with class control and discipline, being liked by their students, and their evaluations by

administrators. By knowing the profile for possible FL teaching candidates and when individuals begin to formulate ideas about vocational preference, my participants fit many of these characteristics of possible FL teachers, whereby I am hoping to fill this gap in the educational literature by not ringing the bell to alert society of a crisis; more importantly, I strive to understand the FL students' perceptions of towards education. By sharing the knowledge of perceptions of the profession and the profiles of teachers, further research can possibly lead to recruitment measures.

Methodology

This basic interpretive study is interested in how FL students view the teaching profession and how their experiences in life interact and form their perceptions of becoming a FL teacher. A solicitation was sent to the Department of Modern and Classical Languages at the University of Wyoming, requesting cooperation for this study from the Spanish Department. Participants were recruited from three third semester Spanish classes that focus on composition, conversation, oral presentations, and the review of grammar. Table 1 displays the demographics of each of the participants.

Table 1

Name	Age	Gender	Ethnicity	Marital Status	Class standing	Employed	Lived outside of US
Paco	19	M	Caucasian	Single	Soph.	Yes	No
Carolina	20	F	Caucasian	Single	Senior	Yes	No
Crystalanna	20	F	Caucasian	Single	Soph.	Yes	No
Diego	22	M	Caucasian	Single	Junior	Yes	No
Tina	34	F	Caucasian	Married	Junior	No	Yes
Deardorff	49	F	Caucasian	Divorced	2 nd Bachelor's	Yes	No
Peter	40	M	Caucasian	Single	Grad student	Yes	Yes

The six undergraduate participants range from 19 to 49 years of age. Interestingly, females outnumber males two to one and only one of the six is not currently employed. The final participant is me, the researcher. It's difficult for me not to be involved directly in this study.

I have been a FL teacher in Wyoming for the past 14 years. I've taught Spanish classes at the secondary and community college level. I coached the diving teams and also was the director of the local Special Olympics program too. I've lived and studied in many Spanish-speaking countries and I feel that I bring a lot to this study. Qualitative inquiry is a dynamic process whereby removing the researcher seems completely impossible.

For this study, thirteen protocol questions listed in appendix A were composed seek to understand the perceptions of the aforementioned six undergraduate students. Initial interviews were held in my office in McWhinnie Hall #224. My office is located on the second floor of the building. Framed photos, taken by me on my travels as a Spanish teacher to five different continents, are displayed on all of the walls. Two desks are situated on the north and south walls. Above the southern desk is a majestic photo of Machu Picchu that I took on one of my trips to Peru.

<p>Peter: What do you feel are the strengths of studying a foreign language (FL)?</p> <p>Tina: There are so many. First of all, the world is becoming smaller and I think it's important to know more than one language. You really narrow your options if you only stick with one. I think I learned far more about English grammar than I did studying just English. Hum...what else? I guess it gives you a different way of looking at the world. It broadens your horizons that way. It opens your eyes to different cultures.</p>	<p>Codes (Themes)</p> <p>Multilingual (language and learning)</p> <p>Grammar (language and learning)</p> <p>Multiculturalism (culture)</p>
---	--

Patton (1990) emphasizes, "the first decision to be made in analyzing interviews is whether to begin with case analysis or cross-case analysis" (p. 376). I started with cross-case analysis of the interviews, using the constant comparison method to group answers and make connections to common questions. I followed suggestions offered by Lincoln & Guba's (1985) four distinct stage method. A focus group was held to avoid what Fine (1998) calls "writing against 'othering'."

Other strategies for promoting validity and reliability were utilized to in addition to member checks and self-reflection. I met with various professors, for peer review purposes, to discuss the methodology, coding procedures, and conceptual conclusions of this study. Triangulation techniques were not implemented due to the nature of this short study. However, a diverse sample was used allowing for a greater range of application of the findings by consumers of this research (Merriam & Associates, 2002). The findings are broken down into seven subsections: issues of language and learning, economics, culture, diversity and tolerance, stress, past experiences, and finally future hopes.

Findings

Economics

My research questions regarding possible reasons why people do not enter the teaching profession were sought to explore more than just the theme of a low salary. Other factors have to be working in a complimentary fashion along side of this. When asked about what would be bad about becoming a FL teacher, Crystalanna stated without hesitation, as she leaned toward me, "the salary". Diego, who is currently enrolled in the College of Business, feels that he does not want to become a FL teacher because of the costs. "I don't mean to seem shallow but the costs

(pay) are the problem for me.” He felt that he would spend four to five years in college and in that time he could get his degree in education or in business.

However, Carolina helped to enlighten the inquiry because for her the inhibitor is not the salary, it's the educational level of the teaching assignment. She stated clearly that she'd consider becoming a teacher only at the university level. She cited the “ability to travel” and “increased pay” that only professors have as important reasons to consider when thinking about becoming an educator.

An additional sub theme emerged from Tina. Her economic concerns turned from the tangible to the intangible rather quickly. “What makes me concerned is that what happens if get into it (teaching) and later I begin to wonder if I'll like it or not”. Forty-nine year old Deardorff shared analogous opinions as she indicated that her age could be a serious concern about entering the profession. It would take her approximately two years to complete the program, and she's not sure if she would want to embark upon a completely new livelihood in her early fifties. Feelings of lack of retirement funds pose a heartfelt quandary for her.

The interviews quickly brought to the surface that other issues impede people from entering the teaching profession that is not found in the literature. Economic concerns are directly tied to the opportunity costs of finding employment that is deemed comfortable. In that, the stresses are lower and issues of discipline and support from the external working environment are better whereby people gravitate to a job that offers such.

In the countenance of low teacher salaries, lack of parental support, possible safety issues due to poorly behaved students, the participants mentioned frequently that “teachers really don't get the credit they deserve.” Possibly even more important than monetary reward people are weighing the benefits of respect as well as the financial reward.

Issues of language and learning

Language and learning stress themes are not found in the literature as well. The argument that people do not want to become teachers because of the negative financial perceptions seem shallow without investigating reasons people study FL in the first place. Value is placed upon learning and many times the value is assessed without a numerical expression.

My second research question was seeking to understand the reasons people take a FL in college when it's really not required. L2 acquisition themes emerged most frequently in almost all of the respondents' answers to the protocol questions. Most participants feel that having a command of a L2 aids in understanding of the intricacies of English. When asked what the participants perceived to be the strength of studying a FL, Paco stated that "it tests you in learning and it's a good indicator of other learning abilities as well." Many stated that they felt they had learned just as much about the fundamentals of English grammar as they studied FL. Learning then became multidimensional in the idea that learning one subject aids in the learning of another.

The importance of learning a FL then turns to teachers who exert catalytic excitement to children about learning. As a FL teacher for many years, I've always been thrilled seeing students experience the 'Aha Principle' as it's called by educators. For example, the students are taught something new like a new grammatical construction. As they try to be 'au fait' with how this new concept fits into their existing Spanish repertoire, they become frustrated as they struggle to master the concept. Then, all of sudden, bam, without any assistance, the student remarks, "Aha, I get it."

A sub theme of foreign travel underlies this as category and is intertwined throughout all of seven subsections. Participants value foreign travel to enhance their language skills but Paco

iterated that “it would be great to be able to use an entire country as your classroom.” Carolina shared the same thoughts but added that “you’d continue to learn (language) as were doing it.” Obviously cultural learning would take place as well and is another issue that ripples throughout the major themes.

Culture

Related to the research question of why people choose to study FL, the benefits, such as cultural awareness, of second language acquisition emerge. Culture is a broadly defined construct, thus for the purposes of this study, the multidimensionality of the construct (Young & Shaw, 1999) of cultural understanding is operationally defined as simply appreciating a foreign culture. Themes of diverse cultural understanding and forbearance of other cultures were discovered and are intertwined throughout the major themes. Tina, who lived in Guatemala, sees that one day soon “this (the US) is going to be a bilingual country.” The need for cultural understanding is going to be tantamount to living in peace.

Census figures confirm her notion that knowledge of the Spanish language will become very important in the next few years. The participants expressed more positive reasons for studying FL that again are not found in the literature. Themes of cultural understanding surfaced in almost every response regarding the participants' perceptions towards becoming a FL teacher. Many of the participants feel that cultural understanding is needed given today's international conflicts which lead to the next theme.

Diversity and tolerance

It's difficult to tease out themes of culture without discussing population diversity and the need for cultural tolerance. Deardorff, emotionally connected to the question about what is good about studying a FL, expressed domestic safety concerns to our monolingual society. “I think we

are having problems with our national security due to the lack of people not knowing other languages and cultures.” The 9/11 attacks had quite an impact on her, possibly more so than the others.

Immediately following the 9/11 attacks, the US government began unprecedented recruitment efforts to gain trained FL language personnel. Simply being conversant in a language wasn't enough to gain employment with the security agencies; an understanding of the culture was also required. Crystalanna feels that “if there was one universal language, you could communicate but there would be a lack of culture and diversity.”

Convergent themes of travel to appreciate cultural differences continued to surge throughout the interviews. The participants stressed that world travel is important because it allows people to see culture firsthand. It permits people to be “more open-minded” and “to expand your own horizons” as Carolina stated. Deardorff sees that “too many children are not tolerant of others.” However, she doesn't see it directly as a product of the school system; she feels that tolerance needs to be taught at home, especially taught by parents who model tolerance of others. Negative images of education appeared when discussing divergence and tolerance yet financial concerns were not evident. Obviously this is an issue that goes far beyond language acquisition.

Stress

Themes of low pay were complimented by feelings that being an educator could be very stressful. Diego's mother is currently a special education teacher in Wyoming. He classifies her professional life as “very stressful.” Stress is an issue that he hopes to circumvent in his chosen field of business. Even though he imagines working for a medium sized company, possibly even a large multinational corporation, he believes the stress will be positive. His mother's stress

reflects a negative image for him. "She comes home and is still stressed about the kids, the administration, the whole thing".

Themes of student discipline problems and lack of parental support toward educators weighed heavily for this group, an issue found in the literature. Crystalanna articulated her fear of classroom teaching when she stated that "it's getting harder and harder to control kids in the classroom. I think it's partially because the parents don't care and partially because the teachers can't punish the kids." Diego's mother is a teacher and he feels that she is becoming burned out because of having to deal with discipline more each day.

To reiterate Paco's feelings about the lack of credit teachers garner from society, teachers indeed feel stressed about the lack of credit they earn professionally. Equally, thoughts regarding career decision remorse, concerns if a teacher will receive tenure or not, and professional treatment by society all cause stress for the participants. All of aforementioned reasons plus public misconceptions about the teaching profession and the stress of the financial concerns are leading indicators found that may drive many away from education as a life-long profession according to the group.

Past experiences

Participant recounted stories of positive reinforcement from teachers at all levels that have motivated them in their studies. Crystalanna recounted fond memories of her upper class English teachers. She vividly recounted to me a cooperative learning assignment she and her classmates learned a lot from, a virtual trip in her Spanish class. Overall, she admired her high school Spanish teachers and senses that her contact with those people has made her consider the idea of becoming a teacher. This classroom experience and many others made her remark that "I'd like to share that with students."

Many students see their teachers in a light outside of their profession. Students, like Paco, recognize talent in their teachers that aren't displayed in the content area. I look at mainly my two Spanish teachers in high school.

They were very bright and could have done anything number of things with their Spanish speaking or whatever else they wanted. They're smart enough that they could have had jobs in anything they enjoyed what they did and weren't concerned if they made a lot of money. They were happy. They got their summers free and could travel. They are happy with what they do and I think that's more important.

At times teachers become deeply involved in the course content, whereby they are oblivious to the fact that students are learning as much about the course content as they are about the teacher as a person. Stories of fun projects, a warm environment conducive to learning, and the teachers creating a positive learning environment were elaborated on. Tina felt that her English teacher really cared about her students because "she would take me under her wing and write comments on my papers saying things like "You did a good job on this." The participants felt that when teachers take the time to notice cite the positive work in conjunction with corrections of errors, it really adds a positive feeling toward learning and achievement.

Most of the people cited as being influential in vocational decisions were educators and family members. Paco fondly recounts how his brother-in-law "travels around the county and simply loves what he does. They couldn't be happier." Paco notices how happy his sister and husband are and he feels that teaching could afford him happiness as well. Having such close familial contacts realizing a happy, successful career give him the confidence to investigate education as a life pathway.

Future expectations

After focusing on the pros and cons of education, the conversation changed to the reason for taking a third semester Spanish class. These classes are not required for most majors at UW so I felt compelled to know why. Thematic concepts such as degree requirements, lifelong learning, and wanting to “keep up on my Spanish” as Tina declared, surfaced. Deardorff, who works at UW, smiled and informed me that “fulltime employees get three semester credits free each semester and I feel I’d be wasting them if I didn’t take a class.” She hopes to gain more knowledge of Spanish so she can travel to Costa Rica soon.

In addition to travel, many felt that there were economic returns to be harvested by having proficiency in Spanish. Paco related that “Where I’m from, they call my Spanish teacher, the police officers, and she would get \$100 per hour.” The women in the study see that they will continue their education after completing their undergraduate work. They feel that being bilingual will look good on their resumes when applying to graduate school. Several expressed interest in seeking employment that requires Spanish.

Discussion

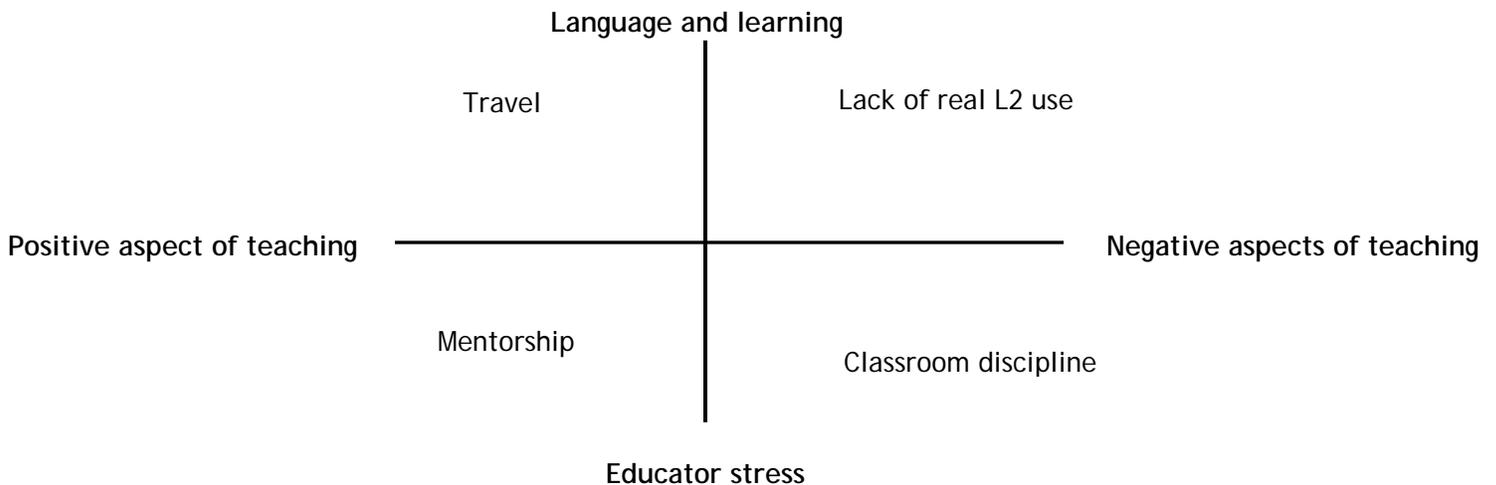
Is the perceived low salary reason enough to not pursue a career as an educator? Do problem children in the classrooms dissuade many potential teacher candidates from completing an education degree? Have all of the reasons why people do not want to become a teacher already been discovered prior to this study? No. Perhaps, the one main reason for the teacher shortage is the perceived low salary. Nielson (2001) asserted that states need to investigate the possibility of providing a loan repayment assistance program. Perhaps that would help since many of the participants reiterated stressful feelings of falling further in debt.

Participant responses helped to confirm Fuller’s work (1969) of some already known reasons that help frame this study. But it’s not enough to simply note why there’s a shortage of

teachers. This study offers new insights such as a lack of perceived credit for the profession, the time commitment needed to become a teacher, public misconceptions about the teaching profession, the need for cultural understanding and diversity, as well job related stress themes as reasons for the shortage of new teachers entering the profession. More studies to explicate the lack of available qualified FL teachers are called for. In as much as highlighting teachers' low salaries, this study shows that there are even more reasons that are very difficult to put a price on.

Many people are simply ringing the bell to call a public attention to a fact that is shown statistically nationwide. The literature of previous so-called studies found that they truly aren't studies; they are reflection pieces on the state of the system, citing reasons sans empirical data. The participants showed true concern for education and the interviews brought into specific relief the economic and other dilemmas faced by students in the vocational selection process.

This study focused part of its energy on the positive aspects of becoming a teacher as well. Themes of diversity and tolerance of others emerged quickly. Sub themes of international travel and our current national security problems became untangled from the dominant themes of language learning as well as diversity. Mild strength in past teacher mentorship was found when asking the undergraduates about influences people have made when it comes to vocational preference. The following table displays a matrix derived from the data.



The current literature reflects few studies seeking actual reasons why people elect other careers and negate a wonderfully rewarding career as a teacher. The active plans mentioned by Scheetz (1995) were not expressed by any of the participants in this study. However, catalytic validity was found during the course of this study; several of the participants began to weigh their careers options and decided to pursue a double major, Spanish and education. By having performed this study, I've been more motivated to pursue further my research findings and establish new methods for recruiting this new millennium generation to become FL teachers.

More studies need to be conducted to determine confirm these findings. Researchers need to then begin working with the systems now in place to remove these barriers and encourage more people to pursue education as a new life pathway. Scheetz (1995) also corroborates Holland's ideas regarding identifying qualities of future educators. Even though Holland's pioneering vocational inventory draws its strength from developmental psychology, it obviously has merit in the educational area since researcher are advocating developing instruments to identify FL teachers. Some of the students in this study appear to have an inclination toward Holland's social personality type.

There are an abundance of college students solely majoring in languages. Researchers must target these students and present education as a way to continue their love of language learning and embark upon a truly rewarding career. The time to stop talking about the problem is upon us. We, as educators, must stop alarming the public with bad news and embark upon a campaign to encourage people to investigate the greatest profession, education.

Appendix A

1. What they feel are the strengths of studying a foreign language (FL)?
2. What they feel are the weaknesses of studying a FL?
3. What do you think about becoming a FL teacher?
4. I'm wondering as a FL student if you've ever thought about becoming a FL teacher?
5. What do you see, from your perspective, as being good about becoming a FL teacher?
6. What do you see, from your perspective, as being bad about becoming a FL teacher?
7. What concerns do you have about possibly becoming a teacher?
8. Think about your own experiences and teachers when you answer this next question. When you look back at them both, do they have any influence over your decision to become a FL teacher?
9. What would it take for you to study education?
10. Tell me about when you decided to becoming a FL major?(if applicable)
11. When did you decide and what influenced you to take this 3rd semester Spanish class?
12. If you are a FL major, where are you headed with this degree in terms of career options?
13. If you're not a FL major, what are you thinking in terms of your career options?

Appendix B

Please fill in the following information.

Name: _____

Age: _____

Gender: ____ male ____ female

Ethnicity: ____ Caucasian/white ____ Latino/a ____ African American

____ Asian ____ Native American ____ Other

Marital status: ____ single ____ divorced ____ married

Wyoming native: ____yes ____ no

Born in the US: ____ yes ____ no

Year at UW: ____ freshman ____ sophomore ____ junior ____ senior

Do you currently have a job: ____ yes ____ no

Do you have children: ____ yes ____ no If so, how many? _____

Have you lived outside of the US (excluding foreign travel): ____ yes ____ no

Preferred pseudonym for study _____

References

- ASE (1991). *Only a teacher...?* Hatfield: Association for Science Education/British Association for the Advancement of Science/the Royal Society.
- Draper, J., & Hicks J. (2002). *Foreign language enrollments in public secondary schools: Fall 2000*. American Council on the teaching of foreign languages. ACTFL.
- Fine, M. (1998). Working the hyphens. In N. Denzin & Lincoln (Eds.), *The landscape of qualitative research* (pp. 130-155). Thousand Oaks, CA: Sage.
- Fouad, N.A. (1994). Annual review, 1991-1993: Vocational choice, decision-making, assessment, and intervention. *Journal of Vocational Behavior*, 45, 125-76.
- Fuller, F. (1969). Concerns of Teachers: A developmental conceptualization. *American Educational Research Journal*, 6(2), 207-226.
- Holland, J.L. (1985). *Vocational preference inventory (VPI): Professional manual*. Odessa, FL: Psychological Assessment Resources.
- Holland, J.L. (1992). *Making vocational choices: A theory of vocational personalities and work environments* (2nd ed.). Odessa, FL: Psychological Assessment Resources. (Original work published 1985).
- James, T., Minor, L., Onwuegbuzie A., & Witcher, A. (2001). Trends in teacher candidates' educational beliefs, Annual meeting of the Mid South Educational Research Association (pp. 2-12). Little Rock: Arkansas.
- Kazi, M., & Piper, M. (1983). A comparison of personality attributes of science teachers and medical technologists. *Journal of Research in Science Teaching*, 20(6), 529-536.
- Lantolf, J., & Sunderman, G. (2001). The struggle for a place in the sun: Rationalizing foreign language study in the twentieth century. *Modern Language Journal*, 85(1), 5-25.

- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Long, S. (2000). "Visions" of K-12 foreign language teacher recruitment in higher education. *Foreign language annals*, 33(4), 433-437.
- Lucke, M. (1998). Professional development for foreign language teachers: Preparing educators for the 21st century. Joint National Committee.
- Merriam, S. & Associates (2002). *Qualitative Research in Practice*. San Francisco, CA: Jossey-Bass.
- Minguez, M., Baidak, N., & Harvey, A. (2001). *Foreign language teaching in schools in Europe*. Belgium: EURYDICE European Unit.
- Morehead State University. (n.d.). *Dispositions and rubric evaluation guidelines*. Morehead, KY: author.
- Newby, D., Swift K., & Newby R. (2000). Encouraging and recruiting students of color to teach. *Multicultural Education*. 8(1), 8-14.
- Nielson, D. (2001). Who will teach Montana's children? Helena, MT: Certification Standards and Practices Advisory Council.
- Patton, M.Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage.
- Pointero, B. (2004, November 11). FL Teach. 10 Reasons for Teacher Burnout. Message posted to listserv, archived at <http://listserv.buffalo.edu/cgi-bin/wa?A1=ind0410&L=flteach>
- Scheetz, L.P. (1995). Recruiting trends, 1995-6. Education supplement. A study of 294 elementary and secondary school systems employing new teacher education graduates. East Lansing, Michigan State University, Collegiate Employment Research Institute.

- Spencer, S.I. (2003). From Crisis to opportunity: French and FL studies in the 20th century. *ADFL Bulletin*, 34(2), 47-50.
- Super, D.E. (1990). A lifespan, life-space approach to career development. In D. Brown & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed. pp. 197-261). San Francisco: Jossey-Bass.
- Towse, P., Kent, D., Osaki, F., & Kirua, N. (2002). Non-graduate teacher recruitment and retention: some factors affecting teacher effectiveness in Tanzania. *Teacher and Teacher Education*, 18(6), 637-652.
- Wilberschied, L., & Dassier, J. (1995). Increasing the number of minority FL educators: local action to meet a national imperative. *Modern Language Journal*, 79, 1-14.
- Young, S., & Shaw, D. (1999). Profiles of effective college and university teachers. *Journal of Higher Education*, 70(6), 670-686.