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Oregon Second Languages Survey

October 10, 1997

Dear COFLT Member:

The Oregon Joint Boards of Education (Board of Education and Board of Higher Education) recently approved the conduct of a major study on second languages. The study will investigate the implications of K-12 school reform on present and future second language instruction in the educational sector—K-12 community colleges and four-year colleges and universities. The results will be published in a report titled "1998 Study of Second Language Education in Oregon: Implications of School Reform".

for

undertaken by the
Joint Boards of Education
(Board of Education and Board of Higher Education)

- Key Participants*
- ▶ OSSHE Chancellor's Office and OSSHE institutions
 - ▶ Oregon Department of Education and Oregon public schools
 - ▶ Office of Community College Services and Oregon community colleges
 - ▶ Oregon Business Council
 - ▶ Confederation in Oregon for Language Teaching (COFLT)
 - ▶ Teacher Standards and Practices Commission (TSPC)
 - ▶ Proficiency-based Admission Standards System (PASS) Project



OFFICE OF ACADEMIC AFFAIRS
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October 10, 1997

Dear COFLT Member:

The Oregon Joint Boards of Education (Board of Education and Board of Higher Education) recently approved the conduct of a major study on second languages. The study will consider the implications of K-12 school reform on present and future second language study within all the educational sectors — K-12, community colleges, and four-year colleges and universities. Findings will be publicized in summer 1998. Forums to consider the data collected by the educational sectors will be scheduled throughout the state (or perhaps over ED-NET) in spring 1998. Further information on where and when forums will be held will be provided by COFLT to its members.

COFLT members are being asked to play a vital role in this study as the front-line experts on what is occurring right now in Oregon's second language classrooms. We would very much appreciate your taking about 15 minutes during your time at the conference to complete the attached survey form. Our plan is to group the responses received from this survey for summarization in a final report, as well as draw some quotes from your comments for use in the final report. Be assured that at no time will names of districts be linked with presentations of data to assure the confidentiality of your responses.

COFLT will collect surveys during the conference (there will be a "return" box at the registration table) and return them to my office. If you need more time to complete the survey, please send your survey to the following address no later than November 1, 1997: Office of Academic Affairs, Oregon State System of Higher Education, P.O. Box 3175, Eugene, OR 97403 (e-mail to zanvillh@osshe.edu). Also, please take along some extra surveys and provide them to foreign language teachers at your school who may not have been able to attend the COFLT Conference.

On behalf of the Joint Boards of Education, thank you for your valuable input to this study.

Sincerely,

A handwritten signature in cursive script that reads "Holly Zanville".

Holly Zanville
Associate Vice Chancellor
for Academic Affairs

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DISTRICT/SCHOOL INFORMATION

1. Name of your school district: _____

Is your school located in an area that is: Rural Suburban Urban

2. Geographical area of your school:

- Ashland/Medford/Coos Bay Area
- Bend/Redmond/Central Oregon
- Eugene/Springfield/Florence
- Klamath Falls Area
- Ontario/Southeastern Area
- Pendleton/La Grande/Northeast Area
- Portland Metro Area/ Including Astoria
- Salem/Albany/Corvallis/Newport Area

2. Has your school district recently eliminated or added second languages? Yes No

If yes, which ones? Recently eliminated: _____
Recently added: _____

Are you aware of discussions/plans to eliminate or add any? Yes No

If yes, which ones? There are plans to eliminate: _____
There are plans to add: _____

4. What is the class size of each second language class you currently teach?

Class: _____ size = _____
 Class: _____ size = _____
 Class: _____ size = _____
 Class: _____ size = _____
 Class: _____ size = _____

Have these numbers stayed about the same over the past three years, declined, or increased?

Stable Declined Increased

5. Does your district offer elementary-level second language programs? Yes No

If yes, in what languages and what type of programs (FLES, FLEX, Immersion, Other)?

Language Offered	FLES	FLEX	Immersion	Other
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe the elementary second language programs in your district. (Who teaches the courses? How much instructional time is there in the language each week? Offered during the school day or before or after school?)

Does your district plan to offer a new or additional elementary foreign language programs in the next 5 years?

- Yes, A New Program
- Yes, Added Program
- No

6. Has your school district set standards for all students for second language?

- Yes
- No

If yes, at what level? _____

7. Has your school had any student teachers in foreign languages within the past 3 years?

- Yes
- No

If yes, how well prepared were they? In what areas should they have been stronger?

8. Does your school use block scheduling? Yes No

If yes, how long is class scheduled for? _____ minutes

How do you think block scheduling compared with traditional class scheduling affects the quality of second language instruction?

- No effect
- Negative effect
- Positive effect

9. Has your school or district participated in partnership arrangements with community colleges, other K-12 schools, and/or universities in making additional second language opportunities available to students in your school?

- Yes
- No

If yes, please describe:

10. Has the new second language requirement for admission of freshman beginning fall 1997 to the public four-year universities in Oregon had an impact on second language education in your district?

- Yes
- No

In what ways?

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TEACHER INFORMATION

11. Is English your native language? Yes No
12. Indicate which language endorsements you hold in Oregon and the basis for receiving endorsement:

<u>Hold endorsement in:</u>	<u>College Program</u>	<u>A Certificate of Accomplishment</u>	<u>NTE Add-On Endorsement</u>
<input type="checkbox"/> Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Japanese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How long have you been teaching second language courses in Oregon, any other state, or country?
- 1-2 Years 3-5 Years 6-10 Years 11+ Years

14. What is your ACTFL proficiency level in each of the languages you teach? (e.g., Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Advanced)

<u>Languages You Teach</u>	<u>ACTFL Level</u>	<u>Method of Assessment</u>	
		<u>Formal Test</u>	<u>Self-Evaluation</u>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Check below if you don't know what your ACTFL level is or you are not familiar with ACTFL:

- Don't know ACTFL Level Not Familiar with ACTFL

15. What percentage are you employed by your school? _____%
- What percentage of your employment involves teaching a foreign language? _____%

16. What level of language do you currently teach? (check all that apply):
- elementary
 middle
 high school 1st year high school 2nd year high school 3rd year high school 4th/5th
 college

17. Indicate if you have been trained in ACTFL assessment techniques:
- Have had no training Some training but not ACTFL Certified ACTFL Certified Trainer

Have you been trained in PASS assessment techniques?

- Yes No

PROFESSIONAL DEVELOPMENT ISSUES/TRENDS

18. What are the areas of professional development in which you would most like assistance within the next 3-5 years? (these may not necessarily be specific to second languages)

- ▶ High Endorsement in:
 - Spanish
 - French
 - German
 - Japanese
 - Other _____
- ▶ College Course
- ▶ A Certificate of Achievement
- ▶ WTE Add-On Endorsement

19. Are you teaching second language differently than you did 5-10 years ago?

- Yes No

If yes, why did you change methods and in what ways?

Do you see yourself and/or your school/district changing the way second languages are taught within the next 3-5 years? Why and in what ways?

20. Do you find stable, declining or increasing interest among the students with whom you work in travel abroad/study abroad opportunities while in K-12?

- Stable Declining Increasing

21. Have you participated in discussions with postsecondary education faculty in foreign languages in the past 5 years, to compare what is taught at the high school level to what is taught in college-level language classes?

- Yes No

If yes, please describe what these discussions have been like, who instigated them, how helpful they may have been/may not have been.

22. Have you participated in discussions with K-12 second language teachers in the past 5 years to compare what is taught at elementary schools, middle schools and high schools in foreign languages in your districts?

- Yes No

If yes, describe what these discussions have been like, who instigated them, how helpful they may have been/may not have been.

23. How is instructional technology being used in the foreign language classes you teach, and the foreign language classes other teachers you know use? Comment on the variety of modes in place (or planned) in your school such as Internet/World Wide Web, videotape/film, distance education from satellite broadcasts, use of Oregon Public Broadcasting materials, other?

Thank you for your participation in this study.

Return to: Research Office at ORELT Conference for 2001
Oregon State System of Higher Education
P.O. Box 3175 Eugene, OR 97403-0175
Attn: Janice

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24. What do you see as being the biggest challenges facing second language educators over the next 5 years in Oregon?

Yes No

If yes, please describe what these discussions have been like, who initiated them, how useful they may have been/why not have been.

25. Have you participated in discussions with K-12 second language teachers in the past 5 years to compare what is taught at elementary schools, middle schools and high schools in foreign languages in your districts?

Yes No

If yes, describe what these discussions have been like, who initiated them, how useful they may have been/why not have been.

ADDITIONAL COMMENTS

26. How is instructional technology being used in the foreign language classes you teach, and the foreign language classes other teachers you know use? Comment on the variety of modes in place (or planned) in your school such as Internet/Intra Web, videoconferencing, distance education from satellite providers, use of Oregon Public Broadcasting materials, etc.

Thank you for your participation in this study.

*Return to Registration Table at COFLT Conference or mail to:
Oregon State System of Higher Education
P.O. Box 3175, Eugene, OR 97403-0175
Attn: H. Zanville*