

# FOREIGN LANGUAGE FACULTY STUDY

completed for

The Joint Boards of Education

— Board of Education and Board of Higher Education —

## INTRODUCTION

In fall 1992, the Joint Boards of Education requested a profile of Oregon's foreign language teachers, kindergarten through college, to provide information needed to prepare for the reforms called for in the Oregon Educational Act for the 21st Century (HB 3565), and in anticipation of planned actions by the Board of Education and the Board of Higher Education.<sup>1</sup> The Joint Boards were particularly interested in learning about the current assignments of language teachers in Oregon's K-12 schools and their readiness for implementation of proficiency-based second language programs.

Similar questions were asked about foreign language faculty at community colleges and four-year colleges and universities, particularly postsecondary institutions' readiness to prepare teachers for the school reforms expected to impact foreign language programs at all educational levels in the future. Two companion studies were, therefore, initiated in winter 1993, one focusing on K-12 foreign language teachers and one on postsecondary level faculty. This is a report of the postsecondary study.

## STUDY DESIGN/METHODOLOGY

A cover letter and 35-item questionnaire were mailed on April 8, 1993 to all postsecondary education institutions in the state -- 16 community colleges, seven OSSHE institutions (excluding the Oregon Health Sciences University which does not provide foreign language programs), and 13 private institutions, for a total of 36. Mailings were sent to campus chief academic officers (provosts and academic deans) with a request that they distribute surveys to every faculty member, both full- and part-time, teaching a foreign language class at their institution.

Administrators were asked to complete a response postcard indicating the number of surveys they distributed on their campus (number of faculty teaching foreign language at their campus), or to indicate if no foreign language instruction is provided at their campus. Administrators were also asked some questions about demand for foreign language courses at their campus.

<sup>1</sup> In January 1993, the Board of Education approved a second language component as part of the Certificate of Initial Mastery, with second language learning opportunities to be available within the Certificate of Advanced Mastery. In February 1993, the Board of Higher Education approved a Second Language College Admissions Requirement, to be effective in 1997-98 for all students seeking admission to a State System institution. In December 1992, the Oregon Progress Board issued the following relevant benchmarks: "a percentage of baccalaureate graduates who are proficient in a language other than English; a percentage of 25-year olds who have had a meaningful experience abroad; and a percentage of Oregon adults who are multilingual and who participate in cultural exchanges."

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Follow-up telephone calls were made to campus administrators during April and May to encourage them to return their response cards, and encourage faculty members to return their surveys.

By June 1, 1993, 32 campus administrators had returned their response card to the Office of Academic Affairs, Oregon State System of Higher Education, for a response rate of 89 percent. By this same date, 175 responses from faculty were received. Campuses that did not return a response card were contacted in August by telephone to complete information on the number of faculty teaching foreign language classes at their campuses.

The population of foreign language faculty in the state, based on 100 percent of the campuses' responses (see page 3), is 375. Using this number as the best estimate of the population of faculty, the response rate for this study is roughly 47 percent.

Data entry was completed by Precision Data Services, Eugene. Computer analysis was completed by Dr. Lee Young, University of Oregon research assistant on special assignment to the State System. Data were reviewed with the Oregon Department of Education and a core group of K-12 and postsecondary foreign language faculty in August.

This report is a summary of the findings from this study. Full data summaries are being provided to the Oregon Department of Education and interested groups. Inquiries about the study should be referred to Dr. Holly Zanville, Associate Vice Chancellor for Academic Affairs, Oregon State System of Higher Education, who served as project director for the Joint Boards' study.

## GENERAL CONTEXT FOR FOREIGN LANGUAGES

A 1987 study by the Oregon Department of Education (*Foreign Languages in Oregon Schools*) found that foreign language instruction was provided in 67 percent of all postsecondary education institutions -- in 39 campuses out of the then population of 56 (continuing education units were counted as separate entities at that time). The majority of public two- and four-year colleges and universities provided foreign language instruction (93 and 88 percent, respectively); 59 percent of the private institutions and 25 percent of the continuing education units (counted as 8 decentralized schools) provided foreign language classes.

In 1987, 23 different languages were taught in post-secondary education institutions. The majority of post-secondary student enrollments (93 percent) were in six languages: Spanish, French, German, Japanese, Russian, and Chinese.

The 1993 study reveals that 100 percent of the public two-year colleges and 88 percent of the public four-year colleges/universities currently provide foreign language instruction at their campuses. Seventy-seven percent of the private institutions provide foreign language instruction.

Based on the administrators' responses to this study (see page 3), most of the campuses have a small number of faculty teaching foreign language; for example, 69 percent of the institutions have nine or fewer faculty members who teach foreign language at their campuses; 25 percent (seven community colleges and five private colleges) have three or fewer faculty members who teach foreign language at their campuses.

By contrast, four campuses have 24+ faculty -- the University of Oregon with 95 faculty, Portland State University with 51, Portland Community College with 29, and Oregon State University with 24. (The faculty numbers at the OSSHE universities do not include graduate teaching fellows.)

### Additional Background on the Public Institutions

#### Community Colleges

A 1988-89 study completed by the Oregon Office of Community College Services found that all the community colleges were providing foreign language classes. All 16 provided classes in Spanish, 12 in French and/or German, and 11 in Japanese.

A majority of the students at the community colleges took foreign language classes as a self-improvement course (58 percent). Of those taking language as a lower division college course, the majority (78 percent) took it at the first-year level, about one-fourth (22 percent) at the second-year level.

Spanish was taken by one half of all the language students in the community colleges, followed by French (14 percent), German (13 percent), Japanese (12 percent), and all other languages (11 percent).

#### OSSHE Institutions

An OSSHE study of enrollments in fall term 1991 found that all seven of the eight OSSHE institutions (excluding the Oregon Health Sciences University) were providing foreign language classes. All seven provided classes in Spanish; six in French and German; four in Russian, Chinese, and Japanese; two in Italian and Latin; and one in 14 other languages.

Spanish enrollments accounted for 34 percent of credit hours earned, followed by French (19 percent), German (13 percent), Japanese (11 percent), Russian (4 percent), Chinese and Italian (each 3 percent), and all other languages (13 percent).

In 1991-92, 253 students received degrees in foreign languages, with the percentage of degrees awarded by the following institutions: the University of Oregon, 64 percent; Portland State University, 19 percent; Oregon State University, 9 percent; Western Oregon State college, 6 percent; Southern Oregon State College, 6 percent; and Eastern Oregon State College, 0 percent.

Seventy-eight percent of the degrees were bachelors, 19 percent masters, and 3 percent doctoral degrees. Three languages accounted for nearly two-thirds of the degrees: Spanish (31 percent), French (20 percent), and German (13 percent).

In 1991-92, 538 OSSHE students enrolled in study abroad programs in 37 different countries. Most of the students (70 percent) studied in the following seven countries: France (90 students), Germany (62), Ecuador (59), Italy (66), Mexico (58), Spain (17), and the former USSR (23).

**Number of Faculty Teaching Foreign Language  
in Oregon Postsecondary Institutions**

<u>Community Colleges</u>		<u>OSSHE Institutions</u>		<u>Private Institutions</u>	
Blue Mountain	3	Eastern Oregon State College	4	Columbia Christian	0
Central Oregon	9	Oregon Health Sciences University	-	Concordia College	4
Chemeketa	9	Oregon Institute of Technology	2	George Fox College	4
Clackamas	4	Oregon State University	24	Lewis and Clark College	10
Clatsop	2	Portland State University	51	Linfield College	13
Columbia Gorge	1	Southern Oregon State College	10	Marylhurst College	3
Lane	17	University of Oregon	95	Northwest Christian	0
Linn Benton	1	Western Oregon State College	16	Pacific University	10
Mt. Hood	6			Reed College	17
Oregon Coast	3		202	University of Portland	5
Portland	29			Warner Pacific College	1
Rogue Valley	2			Willamette University	7
Southwestern Oregon	6			Western Baptist	0
Tillamook Bay	2				
Treasure Valley	1				74
Umpqua	4				
	<hr/> 99				

\* As reported on campus administrator response cards to the survey, see page 2.

Administrators were asked about demand for foreign language classes at their campuses in the present context.

- Several of the public colleges and universities (none of the private) indicated that their campuses cannot meet all the demand for foreign language classes at the 100/Introductory level: Blue Mountain Community College, Chemeketa Community College, Clackamas Community College, Clatsop Community College, Eastern Oregon State College, Portland Community College, Portland State University, Rogue Community College, Southern Oregon State College, the University of Oregon (in Spanish), and Western Oregon State College.
- Some campuses also indicated they cannot meet all the demand for foreign language classes at the 200/Intermediate level: Clackamas Community College, Clatsop Community College, Eastern Oregon State College, Portland State University, and Rogue Community College.
- Two OSSHE institutions indicated they cannot meet all the demand for foreign language classes at the 300-400/Advanced level at their campus: Oregon Institute of Technology and Eastern Oregon State College.
- Both Portland State University and the University of Oregon indicate that graduate teaching assistants teach a large percentage of the 100-level foreign language classes at their campuses; the University of Oregon uses graduate assistants to teach at the 200 level as well.

**FACULTY PROFILE: GENDER, AGE, AND ETHNICITY**

Among the 175 respondents to the survey, the majority are female (60 percent), over 36 years old (78 percent), and white (73 percent).

Age		
	<u>No.</u>	<u>Percent</u>
25 and Under	2	1%
26-35	35	20%
36-45	59	34%
46-55	55	32%
56+	21	12%

Gender		
	<u>No.</u>	<u>Percent</u>
Female	105	60%
Male	56	32%
Decline to Respond	14	8%

Ethnicity		
	<u>No.</u>	<u>Percent</u>
White	127	73%
American Indian	1	1%
African-American	0	0%
Hispanic	16	9%
Japanese	12	7%
Other Asian	5	3%
Decline to respond	13	7%

0228-4

Nearly one-half of faculty (42 percent) indicate that English was not their native language. Spanish was the most commonly cited native language (24 percent of the non-native speakers), with Japanese (20 percent), French, (17 percent), and German (18 percent) accounting for about one-half (55 percent).

<u>Native Languages Other than English</u>	<u>No.</u>	<u>Percent</u>
Spanish	18	24%
Japanese	15	20%
French	13	17%
German	14	18%
Italian	4	5%
Russian	3	4%
Chinese	2	3%
Korean	1	1%
Other	6	8%

Eighty-five faculty (49 percent) have received a Ph.D., with 29 percent of them majoring in a foreign language.

<b>Academic Preparation</b>			
<b>Baccalaureate Degree</b>		<b>Major in Language</b>	
<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
143	82%	85	49%
<b>Masters Degree</b>			
<u>No.</u>	<u>Percent</u>	79	45%
140	80%		
<b>Doctorate Degree</b>			
<u>No.</u>	<u>Percent</u>	50	29%
85	49%		

Some faculty are more likely to have been language majors during their degree programs. A majority of the faculty teaching French and Spanish majored in those languages at the undergraduate level (60 and 57 percent respectively), compared to the other languages. Fewer advanced-degree holders majored in their language (the language they teach) in their advanced degrees; the exception is in German and Chinese.

## RETIREMENT/TURNOVER PROJECTIONS

Thirteen percent of the faculty participating in the survey indicate they expect to retire or leave teaching within the next five years, with 7 or 4 percent expecting to do so within the next two years.

<b>Expect to Retire or Leave Teaching</b>		
	<u>No.</u>	<u>Percent</u>
1-2 Years	7	4%
3-5 Years	15	9%
6-10 Years	29	18%
11+ Years	115	69%

More than three-fourths of the faculty (87 percent) expect to remain in teaching for the next several years, indicating a relatively stable faculty teaching pool for the near future.

	<u>B.A.</u>	<u>M.A.</u>	<u>Ph.D.</u>
French	60%	52%	36%
Spanish	57%	53%	27%
Russian	50%	33%	17%
German	46%	68%	46%
Chinese	40%	60%	60%
Italian	33%	0%	0%
Japanese	5%	0%	0%
Other	25%	0%	0%

## PREPARATION

Eighty-two percent of the faculty responding to the survey have received a baccalaureate degree. Of these, about one half (49 percent) indicate their major in college was a foreign language.

Eighty percent of the faculty indicate they have received a master's degree, with 45 percent indicating their major was a foreign language.

Statistical analysis revealed that faculty are more likely to be teaching in different kinds of institutions based on their preparation. More faculty with Ph.D.'s are teaching in OSSHE institutions (60 percent) compared to private institutions (33 percent) and community colleges (7 percent). Degree differences are also reflected further by type of institutions, with more faculty with Ph.D.'s teaching in universities (77 percent) compared to regional colleges (12 percent) and community colleges (11 percent).

Seventeen percent of the faculty currently hold an Oregon teacher license (to teach in K-12 public schools) with an endorsement in a foreign language. The greatest number of licenses are held in Spanish.

**Oregon Language Endorsements  
Held By Faculty**

<u>Language</u>	<u>No.</u>
Spanish	16
French	7
German	4
Japanese	3

The majority of faculty (71 percent) have been teaching for several years. Nearly three-fourths (71 percent) of the faculty report they have more than five years experience teaching foreign language at the college/university level in Oregon, another state, or country. One-fifth of the faculty (20 percent) have taught foreign language at the elementary school level previously, and about the same number at the middle/junior high school level (18 percent). Nearly half (43 percent) have taught previously at the high school level.

## EMPLOYMENT STATUS/ TEACHING ASSIGNMENTS

About two-thirds (64 percent) of the faculty are fulltime faculty, although teaching status is affected by the type of institution at which they are teaching. Only 41 percent of the community college faculty are fulltime compared to 75 percent of OSSHE faculty and 76 percent of private institution faculty.

The overwhelming majority of faculty (95 percent) are teaching at a single institution; only five percent of the faculty report they teach at more than one campus. Two-thirds of the faculty are teaching at four-year institutions, the remainder at community colleges.

**Employment Status and  
Type of Campus Teaching In**

	<u>No.</u>	<u>Percent</u>
Fulltime Faculty	109	64%
Part-time Faculty	62	36%
OSSHE Institution	76	43%
Private Institution	39	22%
Community College	60	34%

0228-5

The majority of the faculty (77 percent) have taught one foreign language over the past five years at the college level. Nineteen percent have taught two languages; two percent have taught three or four languages, and two percent have not taught language classes during the past five years.

Spanish courses have been taught by the greatest number of faculty participating in the study, followed by French, German, and Japanese.

**Languages Taught At  
College Level in Past Five Years\***

<u>Language</u>	<u>Number of Faculty Teaching Each Language</u>
Spanish	63
French	40
German	35
Japanese	23
Chinese	6
Russian	11
Italian	5
Latin	4
Greek	4
Other	20

\* Some faculty teach more than one language.

In most languages, a larger percentage of faculty teach at the lower levels (100-200) than at the advanced levels (300+). These are depicted for all languages and by individual languages on the bar charts on pages 6-7.

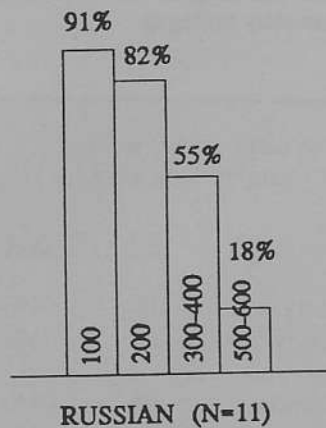
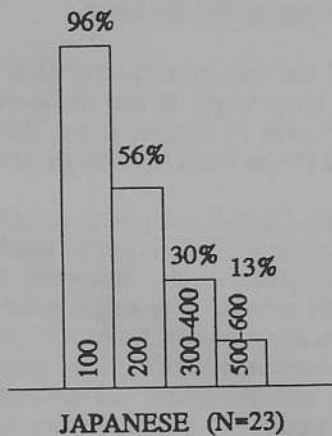
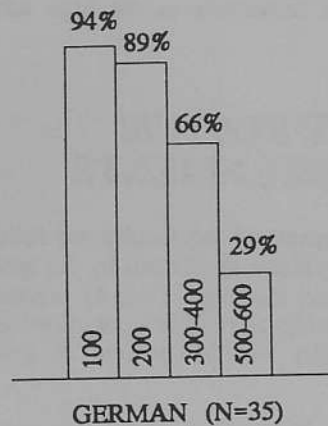
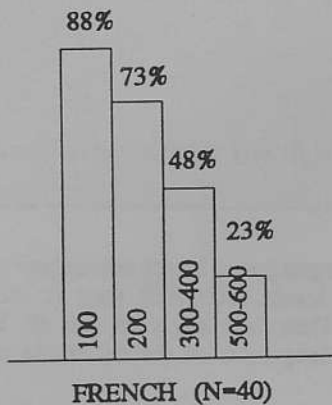
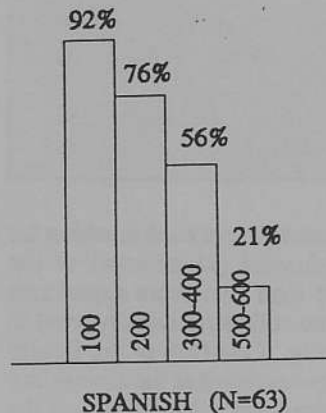
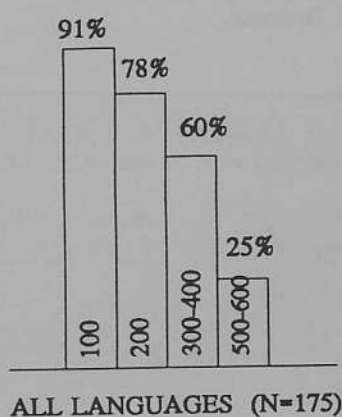
Nearly all of the community college faculty (56 out of 60 or 93 percent) participating in the study report they have taught 100-level language classes in the past five years. Somewhat fewer, though the majority (75 percent), have taught classes at the 200-level.

Most of the four-year faculty (103 out of 115 or 90 percent) have taught at the 100-level, 80 percent at the 200-level, and 79 percent at the 300-400 levels. About one-third (36 percent) have taught at the 500-600 levels.

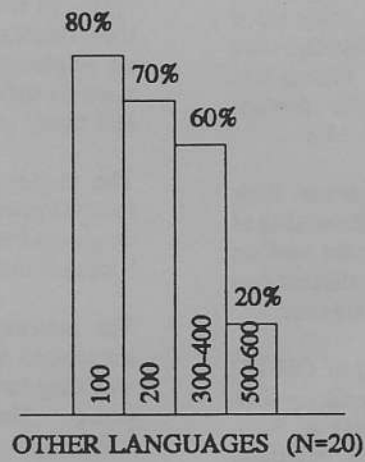
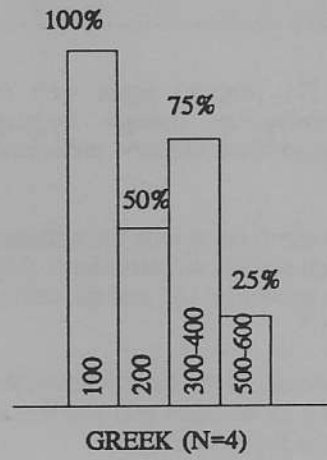
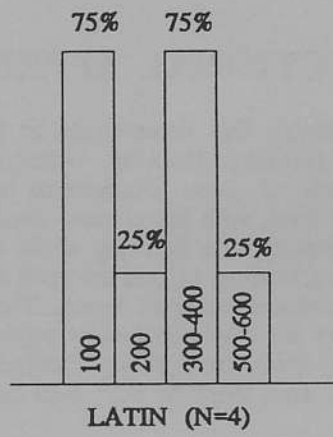
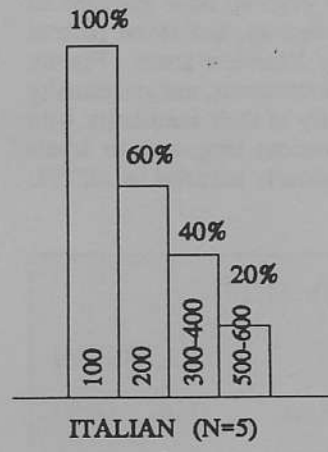
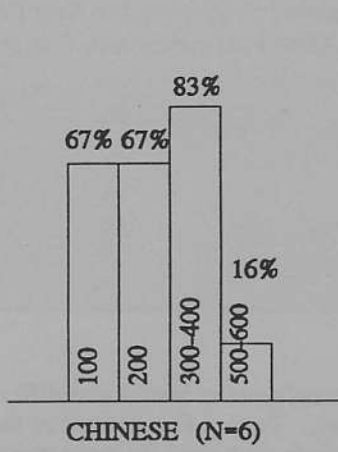
Among the OSSHE and private institutions there are some differences in the percentage of faculty who have taught various language levels. Somewhat more of the OSSHE faculty (91 percent) have taught at the 100-level compared to the private institution faculty (87 percent). More of the private institution faculty have taught at the 200- (82 percent) and 300-levels (82 percent) compared to the OSSHE faculty (79 and 78 percent, respectively). Nearly half of the OSSHE faculty (43 percent) have taught at the 500-600 levels, compared to private institution faculty (21 percent).

# PERCENTAGE OF FACULTY TEACHING COURSE LEVELS (100, 200, 300-400, 500-600) FOR EACH LANGUAGE

Numbers represent the percentage of faculty in each language teaching at particular course levels.



Note: A small number of faculty (36 out of 175) are teaching more than one language. Most faculty teach more than one level of language.



# READINESS FOR PROFICIENCY MOVEMENT

The majority of faculty members (66 percent) are familiar with the American Council for the Teaching of Foreign Languages (ACTFL) proficiency guidelines in their language. About one-third (37 percent) have attended an Oral Proficiency Interview Workshop, and seven percent are a Certified Oral Proficiency Interview tester. Faculty at OSSHE institutions, private institutions, and community colleges do not differ statistically in their familiarity with ACTFL, nor do faculty from various languages or levels differ in whether they have previously attended an ACTFL workshop.

Familiarity with ACTFL		
	<u>No.</u>	<u>Percent</u>
Familiar with ACTFL Guidelines	116	66%
Attended Oral Proficiency Interview Workshop	64	37%
Cert. Oral Proficiency Interview Tester	12	7%

The majority of faculty (71 percent) agree with the statement that "college/university foreign language instruction needs to change to meet the new proficiency standards."

A majority of faculty (67 percent) agree with the statement that "we are seeing more demand for conversational skills in foreign language courses generally, and less on reading, writing, and literature study."

Only about one-fifth (21 percent) of the faculty report that there is not enough emphasis on teaching oral proficiency in foreign language classes at their institution.

The majority of faculty (73 percent) believe that if their campus begins receiving students who have achieved a higher foreign language preparation than previously, they will have the curricula to advance their skills. (These and other faculty perceptions of the context for foreign language teaching appear in the chart on page 11.)

About half of the faculty (54 percent) indicate their institution/academic department has discussed the setting of proficiency standards in foreign language for the various class levels offered at their campus. These discussions have typically not involved other campuses, however.

Faculty at the four-year institutions (65 percent of OSSHE and 68 percent of private institutions) are more likely than those at the community colleges (31 percent) to have discussed the setting of proficiency standards, although there are no significant differences among the languages.

About one-fifth of the faculty (33 or 19 percent) indicate they need additional training to prepare for Oregon's new emphasis on oral proficiency and culture, although 26 percent "don't know" if they will need training.

Need Training to Prepare for New Emphasis on Oral Proficiency and Culture		
	<u>No.</u>	<u>Percent</u>
Yes	33	19%
No	94	54%
Don't know	46	26%

Faculty at different types of institutions differ in their need for more training. Twenty-five percent of the community college faculty indicate a need for more training compared to 19 percent of the faculty at private institutions and 15 percent of the OSSHE faculty. Faculty do not differ in their need for more training by language.

## INSTRUCTIONAL APPROACHES

Faculty emphasize five components in their language instruction: speaking, listening, writing, reading, and culture. Each of these components is emphasized differently by level, with introductory courses tending to emphasize speaking and listening skills more than the others. Writing, reading, and culture skills are emphasized more at the advanced language levels. The bar charts on page 10 depict the emphasis faculty report on language components by level. No significant statistical differences in these levels were found by individual languages.

Many faculty (50 percent) indicate they have introduced new methodologies in the ways they have taught foreign language within the past five years. Many are organizing their classes into more small group activities to encourage an emphasis on conversation. Many report smaller class sizes in order to permit conversation and drill emphasis, and many use native speaker volunteers in their classes.

The majority of faculty (61 percent) indicate that their campus offers advanced level classes taught in the foreign language that are not primarily literature classes, i.e., they focus on culture, history, advanced conversation, etc.

The majority of faculty (71 percent) report they have introduced new technologies and other approaches in the way they have taught foreign language within the past five years. These typically include an emphasis on the following:



- videos and video discs
- news broadcasts via satellite
- computer-aided instruction including computer tutoring
- teaching with authentic materials (films, radio, texts).

**Faculty Examples of  
Use of New Methodologies**

*"I'm stressing more oral culture and current affairs in German-speaking countries." Community College*

*"Provide students with native speakers learning English as learning partners to exchange tutoring." Private College*

*"More emphasis on improving reading and speaking, interviews with native speakers, more small group activities, role plays." OSSHE University*

*"After lecture the class is split into smaller groups for drill with native speakers in Chinese." OSSHE University*

*"Emphasis remains on small class size (not more than 20 students for lecture/lab only, drill sections average 6-10 students)." OSSHE University*

*"Classes are taught only in the target language." Community College*

*"Testing done in lab, large group for teaching." OSSHE University*

*"Group interaction. Conversation and drill work. Also a number of Hispanic native speakers available plus Hispanic fulltime tutor" OSSHE University*

*"More small group interaction, emphasis on self-generated activities rather than rote drills." OSSHE University*

*"Doing considerably more small group work and pairs work in class." Community College*

*"Next year we'll have 100+ for lectures and conversation groups as a pilot." OSSHE University*

*"Have begun offering conversation classes/groups led by native speakers. Our regular classes are not over 30." Community College*

*"The emphasis at our campus is to teach in the target language, student-centered class activities, small group activities." Community College*

*"Break class into half, teach half while other practices on 'open mike.' Weekly evaluation of this tape-recorded session. Organize overnight weekend retreats without the use of English." OSSHE University*

**Faculty Examples of  
Use of New Technologies**

*"Heavy emphasis on video and now interactive videodisc." Private College*

*"New language lab, satellite TV, student video booth, laser disc." OSSHE University*

*"Computer lab to do writing, hypercard language development programs." Community College*

*"Am in process of introducing my students to new Arabic software and to new PC programs recorded directly from Arab TV stations." OSSHE University*

*"PC tutoring program in German." OSSHE University*

*"Video production, video viewing, interactive multimedia texts." Private College*

*"Use different word games to practice vocabulary and audio and videotapes in a creative way for students." Private University.*

*"Multimedia uses (movies, grammar games); e-mail correspondence with students at other universities." OSSHE University*

*"Added a state-of-the-art language lab." Private College*

*"Videos, computerized programs in language lab." Private College*

*"I make much greater use of videos. I need training to incorporate computer-aided instruction." OSSHE University*

*"Teaching with authentic materials." Community College*

*"Have been using videos and voice recordings more frequently." OSSHE University*

*"Use of authentic materials (movies, news broadcasts), use of language lab with student performance analyzer, use of CAI (pronunciation, character reading/writing) for Chinese." OSSHE University*

*"Computer programs compatible with textbook." OSSHE College*

*"Direct method, alternative (non-written) testing, oral proficiency." Community College*

*"Use of videos, computer electronic pen-pals, making films." OSSHE College*

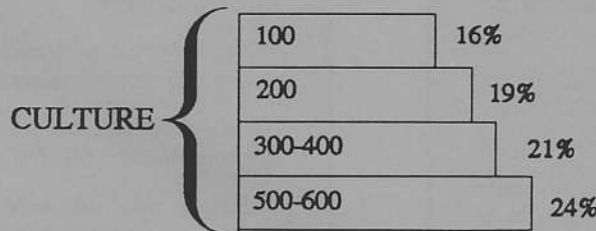
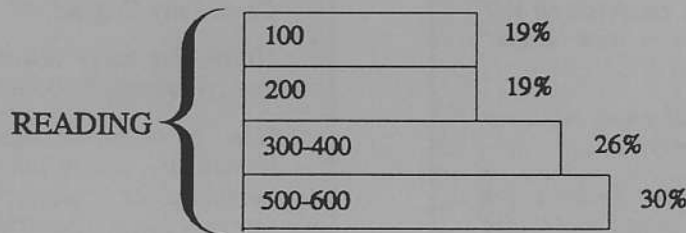
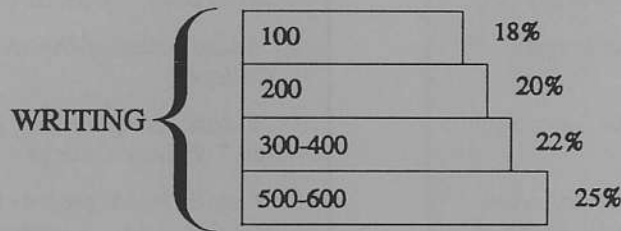
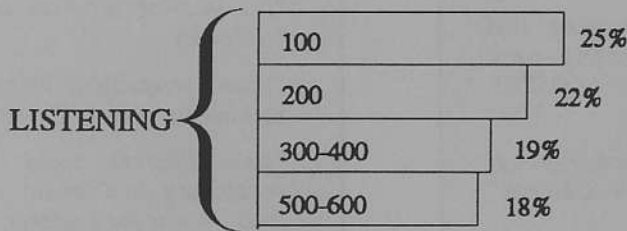
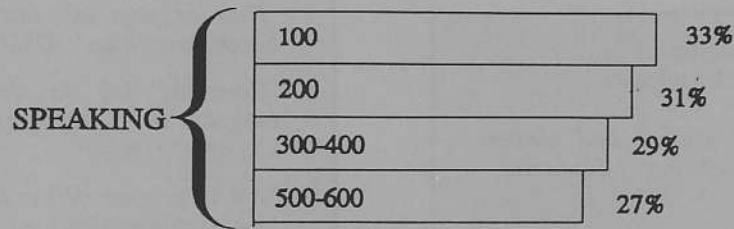
*"Using e-mail, interactive videodiscs, computer software." Private University*

*"Heavy use of authentic broadcast materials." OSSHE University*

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# EMPHASIS ON LANGUAGE COMPONENTS BY CLASS LEVELS (100, 200, 300-400, 500-600), FOR ALL LANGUAGES \*

Numbers represent the percentage of emphasis on the language component in each class level.



\* Statistical analysis did not reflect significant differences among the languages so break-outs by language are not provided. Not all graphs total 100 percent because of faculties' over- or under-estimates of emphasis on language components. See Instructional Approaches section, page 8.

Faculty Perceptions of Context for Foreign Language Teaching

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Disagree Strongly</u>	<u>Does Not Apply</u>
■ Many students self-select themselves into foreign language 100/Introductory classes when they probably could place in Intermediate.	27 16%	70 41%	44 26%	20 12%	8 5%
■ Students who enter our Intermediate-level foreign language classes from high school are generally adequately prepared.	10 6%	64 39%	54 33%	21 13%	15 9%
■ We are seeing more demand for conversational skills in foreign language courses generally, and less on reading, writing, and literature study.	35 21%	75 46%	37 23%	8 5%	9 6%
■ My campus offers advanced level classes taught in the foreign language that are not primarily literature (e.g., culture, history, advanced conversational).	42 26%	57 35%	22 13%	13 8%	30 18%
■ College/university foreign language instruction needs to change to meet the new proficiency standards.	36 24%	73 48%	33 22%	7 5%	4 3%
■ There is good interaction between community college and four-year college faculty on issues of common concern in foreign language (e.g., course transfer, curricular standards, etc.).	5 3%	35 23%	50 33%	41 27%	21 14%
■ It is difficult encouraging students at my campus to participate in study abroad programs.	9 6%	49 30%	63 39%	33 20%	8 5%
■ My campus needs more study abroad opportunities for our students.	39 24%	50 31%	50 31%	20 12%	5 3%
■ There is not enough emphasis on teaching oral proficiency in foreign language classes at my institution.	11 7%	24 15%	76 47%	44 27%	8 5%
■ There is good interaction between nearby K-12 schools and foreign language faculty at my campus (e.g., providing inservicing, working with TAG students, addressing curricular articulation between high school and college).	7 5%	37 24%	62 41%	32 21%	15 10%
■ If our campus begins receiving students within the next few years who have achieved a higher foreign language preparation than previously (e.g., graduates of K-12 language immersion programs), we will have the curricula to advance their skills.	42 26%	75 47%	26 16%	12 8%	6 4%

## STUDENTS

A majority of faculty (57 percent) agree that "many students self-select themselves into foreign language 100/Introductory classes when they probably could place in Intermediate."

About half of the faculty (45 percent) report that students who enter their intermediate-level foreign language classes from high school are generally adequately prepared, but about half (46 percent) report they are not adequately prepared.

Most faculty (54 percent) indicate that their campuses do not use a placement test for incoming students wishing to enroll in a foreign language class; about one-third of the faculty indicate their campuses do use a placement exam.

Use of placement exams appears to vary significantly by type of institution. More faculty at the private institutions (70 percent) report they use placement exams compared to 45 percent of faculty at OSSHE institutions and only nine percent of faculty at community colleges. There is no apparent difference in the use of placement exams by specific languages, however.

Faculty who report their campuses use a placement exam appear to use either their own test, primarily an oral one, or Modern Language Association Tests.

### Examples of Placement Exams In Use

"Modern Language Association tests." Private College

"We devise our own. Mostly oral response." Private College

"Our own." Private College

"We use voluntary oral interview." Community College

"We're just beginning this. Undecided about what test to use." OSSHE University

"Modern Language Association test revised and adapted for our use." Private College

"Teacher-developed test based on first year final exam. I have also encouraged students to take CLEP-applicable foreign language tests." Private College

"Modern Language Association Spanish test." Private University

"SCAP (Spanish computer-aided placement)." OSSHE University

"Designed by our instructors in the language but following the guidelines of ACTFL, AATF, and AATOP." Community College

"CLEP." Community College

"Not a test but an oral assessment and discussion of a student's background." Community College

A majority of faculty (55 percent) report that their campus needs more study abroad opportunities for their students, although need differs statistically by type of institution. Community college faculty report the greatest need for opportunities for study abroad for their students compared to OSSHE faculty and private institution faculty.

About one-third of faculty (36 percent) report it is difficult encouraging students to participate in study abroad programs, with significant differences by type of institution. Private institution faculty report the least difficulty encouraging students to study abroad -- community college faculty the most difficulty.

## PROFESSIONAL DEVELOPMENT

About two-thirds of the faculty (60 percent) indicate their institution/academic departments provide funds for their use in professional development at the present time, although more than one-third do not (40 percent).

About one half of the faculty (80 or 46 percent) have participated in professional development activities related to foreign language teaching within the past five years.

The most acceptable location for faculty to participate in additional training is "close to their school or home" (83 percent). The most acceptable scheduling for staff development is in summer programs (53 percent). Interactive television as a delivery system was noted as acceptable for a majority (84 percent) of the faculty, although statistical analysis reveals it is generally less acceptable to the four-year faculty and more acceptable to the community college faculty.

### Acceptability of Training Locations, Scheduling, and Delivery

Location	Very Accept.	Accept.	Not Accept.
Close to school/home	83%	15%	1%
Elsewhere in U.S.	23%	48%	28%
Study abroad	42%	42%	15%
<u>Scheduling</u>			
After school	17%	38%	44%
Weekends	26%	51%	23%
Summer programs	53%	38%	8%
<u>Delivery</u>			
Interactive TV	36%	48%	17%

All of the ten areas included in the survey were checked by a majority of the faculty (more than half of them) as areas in which they have a "moderate" or "high need" for additional information or training. The following five areas were identified as "moderate need" to "high need" by 70 percent or more of the faculty:

- Better understanding of Certificate of Initial Mastery requirements for second language and culture (93 percent).
- Better understanding of OSSHE College Second Language Admissions Policy (93 percent).

- How to use technology in classes (for example, distance education by satellite, computers) (78 percent).
- How to prepare current secondary foreign language teachers to fit into the new CIM/CAM structure for foreign language instruction (71 percent).
- How to assess second language proficiency for students graduating from college in programs in which there are language proficiency standards (71 percent).

Faculty Perceptions of Need for Additional Information or Training

	<u>High Need</u>		<u>Moderate Need</u>		<u>Little or No Need</u>	
1. Better familiarity with the ACTFL proficiency standards.	46	26%	65	39%	58	35%
2. Better understanding of Oregon's Certificate of Initial Mastery requirements for second language and culture.	86	52%	67	41%	12	7%
3. Better understanding of OSSHE College Second Language Admissions Policy.	77	47%	75	46%	12	7%
4. How to prepare teachers to teach a second language to elementary and middle school students.	32	20%	62	39%	67	42%
5. How to prepare teachers current secondary foreign language teachers to fit into the new CIM/CAM structure for foreign language instruction.	51	32%	62	39%	47	29%
6. How to provide foreign language assistance to elementary and middle schools implementing new foreign language programs.	55	34%	57	35%	50	31%
7. The infusion of culture components within language courses.	33	20%	64	39%	67	41%
8. How to assess second language proficiency for students entering college.	51	32%	58	36%	53	33%
9. How to use technology in my classes (for example, distance education by satellite, computers).	55	33%	75	45%	36	22%
10. How to assess second language proficiency for students graduating from college in programs in which there are language proficiency standards.	40	25%	72	46%	46	29%

## PREPARATION OF NEW AND CURRENT TEACHERS

Twenty-seven faculty members indicate they have been involved in teacher training of Oregon K-12 foreign language teachers in the past five years; 29 indicate they have been involved in the professional development of K-12 teachers. Only 11 of them have served as a supervising faculty member for a K-12 foreign language student teacher(s) within the past five years. A majority of these faculty (82 percent) found that the student teachers they worked with were satisfactorily prepared.

An equal number of faculty (27) have been involved in the training or professional development of community college faculty, with somewhat fewer (22) in the training of four-year foreign language faculty in the past five years.

### Faculty Perceptions of the Adequacy of Student Teachers' Preparation

	No.	Percent
Very well prepared	2	18%
Satisfactorily prepared	7	64%
Not very well prepared	2	18%

## INTERACTION AMONG THE FOREIGN LANGUAGE FACULTY

Interaction over curricular issues among foreign language faculty at the campuses is rated by a slight majority of faculty (54 percent) as "good to excellent." About one-fourth report a limited amount of interaction.

Only about a fourth of the faculty (26 percent) agreed with the statement that "there is good interaction between community college and four-year college faculty on issues of common concern in foreign language (for example, course transfer, curricular standards, etc.)."

### Interaction Between Faculty on Campus

	No.	Percent
There is excellent interaction among the foreign language faculty at my campus.	31	19%
There is good interaction.	57	35%
There is fair interaction.	36	22%
There is limited interaction.	38	24%

Faculty report that most of their interaction with K-12 foreign language teachers in the last five years has occurred with high school teachers, the least with elementary teachers. Many faculty (59) report no opportunity for interaction with K-12 foreign language teachers. Only 29 percent of faculty agree with the statement that "there is good interaction between nearby K-12 schools and foreign language faculty at their campuses."

### Opportunity for Interaction with K-12 Foreign Language Teachers Related to Foreign Language Teaching in Last 5 Years

	No.	Percent
Opportunity with elementary teachers	30	17%
With middle/junior high teachers	46	26%
With high school teachers	104	59%
With no elementary, middle/junior, or high school teachers	59	34%

*Note: Faculty could have interacted with teachers from more than one level.*

Interaction has occurred most commonly in meetings of the Confederation of Oregon Foreign Language Teachers (COFLT), and in workshops or courses provided through professional organizations.

### Context in Which Interaction Occurs

	No.	Percent
In meetings of Confederation of Oregon Foreign Language Teachers	65	37%
Serving as supervising faculty for a foreign language student teacher	4	2%
In workshops/courses for professional development	19	11%
In workshops/courses provided through professional organizations	55	31%
On committee work related to special projects	23	13%
When teachers worked with campus in an aspect of curriculum or teaching	15	9%
Other	46	26%

*Note: Faculty could have participated in more than one context.*

### Faculty Examples of Interaction

"Interaction is good among fulltime faculty but we have only one fulltime person in each language." Community College

"Teachers on the language committee that are deciding new curricular issues don't talk or relate to the teachers that are teaching the courses." OSSHE University

"We have excellent interaction. Monthly meetings, ongoing discussions, model classes, etc." OSSHE University

"I am part-time, spend very little time on campus." OSSHE University

"Very occasional, unsystematic comparing of notes, exchange of ideas, and impressions." OSSHE University

"We have a tremendous cooperative spirit of language instruction among faculty members. The dean is also very easy to work with." Community College

"Long time and tenured faculty are very unwilling to make any changes." Private University

"Too overburdened to have time. Emphasis is on research and publication." Private University

"We also have pressure to publish research in other areas, i.e., literature. Since we are all extremely busy there is little time to interact; we do what we can." Private College

"We meet once each term, visit each other's classes, and exchange ideas." Community College

"We're all serious about what we do. We like each other and work well together. We want to keep our reputation of academic excellence." Private College

"We could use more meetings and it would be especially good to include part-time faculty." OSSHE College

"I am an out-of-the-loop part-timer and am unaware of interactions." OSSHE College

"Good interaction. Our chair requires us to look at goals, reevaluate old ones." OSSHE University

"We have had one meeting as a department this year. Monthly meetings previously." Community College

"We have a curriculum committee which has dealt with proficiency testing." OSSHE University

"Discussion is intermittent." OSSHE University

"There are no other foreign language teachers at my institution." Community College

"Here everybody is a part-time teacher. We don't know other teachers, but in the Spanish group we have good relationships and we help, talk, participate, etc." Community College

"I am the department. It's lonely work out here." Extended University Studies

"A limited amount of interaction, but enough to make sure that the various 101-103 classes are covering the same chapters throughout the course in a quarter, so if scheduling problems force students to change times and teachers they will be able to do so with little problems." Community College

"We are all very busy and overworked due to teaching at a small private college. Department meetings seem to be last in the list of priorities to do, although they usually turn out to be the most productive and rewarding." Private College

"Spanish/French faculty have regular interaction; other languages' interaction is limited." Private College

"Our department is small so we are able to meet weekly and are continually discussing curricular issues." OSSHE College

"Though most of our foreign language faculty is part time, we are able to have a fair amount of interaction over curricular issues because our group has office hours which makes it possible for us to get together and discuss whatever/whenever our needs arise." Community College

"We meet once each term to discuss a multitude of topics. We visit each other's classes and have constant dialogue regarding techniques, methodologies, etc." Community College

"Our campus has played a lead role in establishing proficiency-oriented instruction in the U.S. In the early 1980s we had trained testers in all major languages. Several colleagues work on materials development. We are all familiar with each other's work." OSSHE University

"We have yet to establish what we want students to know by the end of their first and second years." Community College

"We meet occasionally." Community College

"Non-language teaching colleagues are ill-informed and resistant to oral proficiency." OSSHE University

# PROFESSIONAL INVOLVEMENTS

About one-half of the foreign language faculty responding to the survey (80 or 46 percent) report that they are presently members of the Confederation of Oregon Foreign

Language Teachers. Of those faculty who are COFLT members, 81 percent indicate they have attended a conference/program of COFLT in the last three years.

Faculty also belong to a variety of national and state associations in their specific languages.

Professional Affiliations		
	<u>Member of:</u>	<u>Attended a Conference/ Program in Last 3 Years</u>
Advocates for Language Teachers	1	0
Confederation of Oregon Foreign Language Teachers	80	65
Pacific Northwest Council on Foreign Languages	68	54
American Council on the Teaching of Foreign Language	40	19
American Association of Teachers of French	22	12
Oregon Association of Teachers of French	15	10
American Association of Teachers of Spanish and Portuguese	20	11
Oregon Association of Teachers of Spanish and Portuguese	15	11
American Association of Teachers of German	24	6
Oregon Association of Teachers of German	17	10
Oregon Association of Teachers of Japanese	15	8
American Classical League	3	1
National Committee for Latin and Greek	2	0
Other	57	37

## SUMMARY OF KEY FINDINGS AND IMPLICATIONS FOR NEXT STEPS

- Oregon's postsecondary education institutions offer considerable variation in their foreign language programs, ranging from small colleges that offer a limited number of classes in foreign language to universities that offer a wide variety of languages from introductory through advanced levels. The state's largest foreign language program is located at the University of Oregon, where nearly 100 faculty provide programs in a range of languages from introductory through graduate level. The next largest programs are located at Portland State University, Portland Community College, and Oregon State University. Most of the campuses have a small number of foreign language faculty on staff; 69 percent (14 community colleges, two OSSHE colleges, and nine private colleges) have nine or fewer faculty members teaching foreign language at their campuses. In order to meet the state's goal of a certain percentage of college graduates achieving a high level of proficiency in a second language, significant attention will need to be placed on targeting resources to the foreign language programs that prepare students at the more advanced levels. Opportunities for students to move from undergraduate classes in foreign language, and undergraduate majors/programs that prepare students in foreign language, into advanced level programs will need to be expanded.
- Present demand for foreign language classes at several postsecondary institutions in the state cannot be met at the 100/Introductory level, and many institutions cannot meet all the demand for foreign language classes at the 200/Intermediate level. Much of this demand is in Spanish and much of the demand is at the community colleges. Some campuses have indicated unmet demand for 300-400 level foreign language classes, and the two largest universities providing foreign language -- the University of Oregon and Portland State University -- are required to use graduate teaching assistants to teach a large percentage of their introductory level foreign language classes. If foreign language demand increases in the future under school reform and with the state's goal of increasing foreign language competence for college graduates, many institutions will be unlikely to meet the future demand with their present resources (faculty, labs, etc.). Planning for the provision of expanded foreign language programs at the postsecondary level will be needed in this context over the next decade.



- A substantial percentage of the faculty teaching at four-year institutions have taught at the 100/Introductory level within the past five years (90 percent) compared to those who have taught at the more advanced (300-400, 500-600) levels (36 percent). As demand increases for additional foreign language classes over the next decade at the advanced levels, there will be growing tension over how to allocate faculty resources -- at the introductory level versus more advanced levels. One alternative to campuses will be to hire adjunct faculty or use graduate teaching assistants where available. Since the increased use of part-time faculty or graduate students will raise inevitable questions about quality, considerable deliberation over the priority of foreign language education within postsecondary education will be needed. If K-12 school reform goals are realized and students are able to access a foreign language education as part of the Certificate of Initial Mastery, and many students complete additional foreign language study through the Certificate of Advanced Mastery, it is likely that demand for introductory level foreign language classes at the college level will decline over time. This would result in the freeing up of faculty resources from introductory level languages for use in meeting demand for advanced levels. Statewide planning in foreign language education should be working toward this desirable goal.
- The majority of faculty indicate that many students are self-selecting themselves into foreign language introductory-level classes when they probably could place in intermediate-level classes from their preparation in high school. At the same time, many students who enroll in intermediate-level classes from high school are not adequately prepared. These problems are exacerbated by the fact that many campuses do not appear to be using placement tests for incoming students wishing to enroll in a foreign language class, and most campuses that do use placement tests appear to use them on only a voluntary basis. Campuses should institute the use of proficiency testing to ensure the proper placement of students in foreign language classes in colleges and universities. If the number of students seeking introductory-level classes were reduced through these means, faculty would be able in some instances to reallocate their time toward intermediate and more advanced-level classes. This cannot be done, however, without the use of effective assessment programs.
- A majority of the foreign language faculty are female, predominantly over the age of 35, and white. Given the increasing needs for campuses to employ diverse staff to meet the needs of an increasingly diverse student population, the development of further diversity within the foreign language faculty pool is indicated.
- About 22 faculty members responding to the survey indicate they expect to retire or leave teaching within the next five years, about half of that number within the next one to two years. Although statistical analysis does not indicate that retirements will affect any one language group more than another, there will likely be a need for institutions to employ more replacement faculty in Spanish since Spanish demand by students currently outnumbers other languages significantly. Since the majority of faculty members are required to hold advanced degrees, particularly the Ph.D., it may be difficult to recruit faculty for the various institutions that will require them (Ph.D.-level faculty are typically recruited from a national not local pool). If a "grow our own" approach to the preparation of new faculty is taken, it may be difficult to encourage students to pursue advanced degrees in foreign languages with the goal of becoming a foreign language teacher at the postsecondary level if the only teaching positions available to them are part-time (the majority of faculty teaching at community colleges are employed on a part-time basis, and many of the faculty teaching at OSSHE and private institutions are also part-time).
- While the majority of faculty members indicate familiarity with the American Council for the Teaching of Foreign Languages (ACTFL) proficiency guidelines in their language, less than half of them have attended proficiency workshops in the past and only a small number are certified proficiency interview testers. If the state is to realize its goals for school reform with proficiency being the major outcome of foreign language at the kindergarten through college level, many faculty members will need to increase their familiarity with ACTFL proficiency guidelines; and faculty will need to work with K-12 teachers to train a core of teachers to complete proficiency assessments of students. Since the teaching force at the K-12 and postsecondary levels generally has reported willingness to become proficiency testers if training were available to them, the state should develop a plan to extend over the next decade to train a sufficient number of proficiency testers in various of the languages to enable proficiency testing to occur at many locations in the state.
- Many campuses around the state have discussed the setting of proficiency standards in foreign language for the various class levels offered at their campus, however, many campuses still need to address the setting of standards. Even when discussions have occurred, they have tended not to involve other campuses. Faculty at four-year colleges and universities are more likely than those of community colleges to have discussed the setting of proficiency standards. Given the large number of students who are undertaking foreign language study at the community colleges, community college foreign language faculty, many of whom are part-time, need to be involved with four-year language faculty in discussions of proficiency standards. Interinstitutional discussions of statewide expectations in foreign language attainment will be needed if the state is to meet its benchmark of a specified percentage of baccalaureate graduates achieving proficiency in a language other than English (*Oregon Benchmarks, 1992*).

- A majority of faculty report they are seeing more demand for conversational skills in foreign language courses generally, and less on reading, writing, and literature study. College and university foreign language instruction will generally need to change to meet the new proficiency standards. Most of the faculty believe that if their campuses begin receiving students who have achieved a higher foreign language preparation than previously, that they will have the curricula in place to advance their skills.
- The majority of faculty report that they have introduced new methods and technologies in the ways that they are teaching foreign language. These include a new emphasis on videos and video discs, news broadcasts via satellite, computer-aided instruction including computer tutoring, the use of native speakers, small group drill and conversation work, and teaching with authentic materials (films, radio, texts, etc.). Many people who studied foreign language education 20+ years ago believe that foreign language classes primarily emphasize a grammatical approach, with little emphasis on speaking and listening skills. Foreign language education at the community colleges and four-year institutions has changed with the greater use of authentic materials and new emphases on oral proficiency; and these new approaches are very compatible with the state's goal of students achieving a higher level of proficiency in oral speaking and culture. In order to continue these improvements in foreign language teaching, students will need increasing access to computer labs and multimedia approaches, indicating that an increasing commitment will need to be placed through the allocation of resources to foreign language postsecondary programs over the next decade.
- Less than half of the faculty (46 percent) report that they have participated in professional development activities related to foreign language teaching within the past five years. Faculty will need opportunities to participate in professional development opportunities in foreign language over the next several years if they are to play an effective role in the expansion of high-quality foreign language programs in the state. Areas cited as "high need" for additional training by faculty are particularly related to the state's school reform agenda, the use of technology, proficiency assessments, and how to prepare teachers to fit into the new CIM/CAM structure for foreign language instruction.
- Only a small core of faculty at the postsecondary level appear to participate directly in the training of Oregon's K-12 foreign language teachers; likewise, a small number participate in the preparation of faculty for two- and four-year institutions. This finding suggests that faculty involved in advanced-level preparation programs from around the state should be communicating on a regular basis to review their role in the preparation of the state's new foreign language teachers, in cooperation with K-12 foreign language teachers. Their focus should be on working to coordinate their resources and helping to establish what the standards for proficiency ought to be for new foreign language teachers at all educational levels, particularly to ensure that the new teachers are knowledgeable about the school reform movement, ACTFL guidelines, how to undertake proficiency assessments, use of new technologies in foreign language instruction, and the other range of issues requisite to the effective teaching of foreign language programs in kindergarten through college.
- Only about half of the faculty at colleges/universities indicate that interaction among them over curricular issues is "good to excellent." Problems of interaction are exacerbated by the fact that many of the foreign language faculty are employed on a part-time basis, limiting the amount of time faculty have to review curricular issues with other colleagues. Since only about a fourth of the faculty indicate that there is good interaction at this time between community college and four-year faculty, considerable improvement is warranted between these levels on issues of common concern in foreign language education. Faculty are primarily interacting on the K-12 level with high school teachers, though many report limited or no interaction with high school teachers. If the state is to realize its goal of school reform, particularly the expansion of foreign language education at the elementary and middle school levels, college/university faculty will need to develop new networks for information and resource-sharing with foreign language teachers at all levels. Since many faculty maintain their primary associations with K-12 teachers and other faculty through professional organizations in their languages, particularly COFLT, it will be important that faculty increase their participation in these and other organizations to facilitate local and regional networks for information-sharing. Staff development initiatives may be able to play an important role in the development of needed networking among the state's foreign language teachers, kindergarten through college.

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