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**FOREIGN LANGUAGE EDUCATION
IN THE OREGON UNIVERSITY SYSTEM**

[part of the statewide study of second languages in Oregon]

**Undertaken for the
Joint Boards of Education
[Board of Education and Board of Higher Education]**

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EXECUTIVE SUMMARY

BACKGROUND

In September 1997, the Oregon Joint Boards of Education (Board of Education and Board of Higher Education) approved the conduct of a statewide study on second languages. The purpose of the study is to consider the implications of K-12 school reform on present and future second language study within the educational sectors — K-12, community colleges, and four-year colleges and universities. During 1997-98, the study has been collecting data from a variety of sources for inclusion in a major report to be completed by summer 1998 (*Study of Second Language Education in Oregon: Implications of School Reform*).

This report summarizes foreign language education in the Oregon University System (OUS). The report is divided into the following major categories:

- ▶ languages taught in the OUS
- ▶ undergraduate and graduate-level enrollments in foreign language courses
- ▶ degree production
- ▶ faculty
- ▶ OUS second language admission requirement
- ▶ teacher education programs
- ▶ international study
- ▶ examples of OUS involvements in support of K-12 school reforms.

Data sources include OUS Institutional Research Services (collects institutional data and assembles into a system database); OUS Academic Affairs reports; and discussion with OUS foreign language educators and administrators during the past year.

THE CONTEXT

Foreign language education in the universities has changed tremendously in the past 20 years in response to external market forces and evolution within the foreign languages themselves (disciplinary changes).

Pressures to internationalize the curricula. There has been increasing pressure over the past 20 years to internationalize the university curricula in response to greater global awareness and economic development concerns. This is evidenced in the OUS by the expansion of foreign language programs; the addition of new degree programs in specific languages (many of them Pacific Basin languages); the addition of international relations/international business courses, and certificate and degree programs; increased attention to international issues within the undergraduate curricula, particularly social sciences and humanities; greater attention to study abroad opportunities for both faculty and students; and a new second language admission requirement for freshmen and transfer students in 1997.

K-12 school reform. There has been recent, increasing attention within the universities given to teacher preparation and collaborative partnerships with school districts, in recognition of the K-12 school reform environment and national standards impacting second language education. A new challenge to the universities is how to allocate faculty FTE within the foreign languages i.e., how to provide a balance between the traditional emphasis in upper

division and graduate-level language programs on literature with increasing needs for courses on pedagogy, proficiency, culture, and language applications in multiple disciplines.

A second set of issues is developing around early language programs. There is recognition by many K-12 teachers and university faculty that for students to eventually reach PASS second language proficiencies by 2005, two years of high school language will not suffice for most students. Earlier language study (programs begun in elementary school) is proposed as an important approach to help address the achievement of higher performance standards. Many school districts have in place (or are planning to add) early grade second language programs, and are asking for new teachers with skills to teach early second language. These will likely be the elementary teachers they hire in the future who will be assisted by the district's foreign language teachers serving as resource teachers to elementary teachers. Since teacher preparation programs have traditionally focused on the preparation of high school foreign language teachers, universities will be called upon to redesign preparation programs in order to prepare K-12 educators to teach early language programs.

Developing Shifts In the Responsibilities for Language Education. Resource constraints among the educational sectors are leading to partnerships in which the responsibilities for second language education are being realigned (or considered for realignment). For example, school districts which once may have offered a range of language classes and many levels (introductory through 4th or 5th levels), must focus scarce resources upon introductory languages and fewer languages (or only one language). This trend is leaving some students at the more advanced levels unable to continue language study unless they are able to participate in courses offered by either community colleges or universities.

Telecommunications. Advances in telecommunications (e.g., satellite television broadcasts in the languages on a worldwide scale, new computer applications in foreign languages, electronic email networks linking faculty to a range of language providers and users) are impacting upon the university curricula in foreign languages. There is the potential now for course-sharing among the educational providers — the universities as well as K-12 and community colleges. Faculty in university language programs are working on new Web pages (and interfacing with other Web pages) resulting in an exploding array of educational materials for use by college students studying in these languages, as well as faculty and K-12 teachers. As technology impacts upon foreign language education, the needs for training for OUS faculty, and providing training to students, to participate fully in the telecommunications environment has greatly increased.

POLICY ISSUES FOR CAMPUS/BOARD CONSIDERATION (to be added as a result of OUS faculty discussion)

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LANGUAGES TAUGHT IN THE OREGON UNIVERSITY SYSTEM

Degree programs. Degree programs are available in 17 languages within the Oregon University System (OUS):

American Sign Language	French	Latin
Chinese	German	Romance Languages
East Asian Languages/ Lit, Japanese	Greek	Russian
Foreign Languages	Italian	Scandinavian
Foreign Languages/Literature	Japanese	Spanish
Foreign Literature/Languages	Languages and Culture	

Table 1 on page 16 includes degree programs (baccalaureate, masters, and doctoral) by institutions.

Courses. Courses are available for study in over 20 different languages at OUS institutions. In addition to degree programs, courses are available in languages such as Arabic, Hebrew, Slavic languages, Portugese, and East European languages.

Most popular languages — undergraduate level. The great majority of students enrolling in undergraduate courses (81%) study in four languages: Spanish (45%); French (15%); Japanese (11%); and German (10%). [Table 2 on page 17]

Most popular languages — graduate-level. The great majority of students enrolling in graduate-level courses (80%) study in eight languages: Spanish (26%); French (15%); Japanese (12%); German (9%); Chinese (5%); Italian (5%); Russian (5%); and Latin (3%). [Table 3 on page 18]

UNDERGRADUATE/GRADUATE ENROLLMENTS IN FOREIGN LANGUAGE COURSES

Differences among the languages. Enrollment patterns in foreign language courses are highly specific to the language. Some languages have experienced very large increases in enrollments over the past decade; some languages have been added for the first time for study within the past decade; and other languages have experienced significantly declining enrollments over the past decade.

Undergraduate enrollments. Undergraduate enrollments in foreign languages between 1986 and 1997 reveal significant change* within many of the languages. [Table 2 on page 17]

significantly increasing enrollments		significantly declining enrollments	
Other	+212%	Greek	+ 24%
Spanish	+ 87%	Latin	+ 23%
Italian	+ 49%	Japanese	+ 20%
Chinese	+ 27%	French	- 44%
		German	- 33%
		Russian	- 38%

Note: "Significant change" is defined as plus or minus 20% in languages enrolling a minimum number of students — 70 or more).

Graduate-level enrollments. Graduate-level enrollments in foreign languages between 1992 and 1996 reveal significant change* among many of the languages. [Table 3 on page 18]

significantly increasing enrollments

East Asian	+ 133%
Italian	+ 65%
Scandinavian	+ 64%
Japanese	+ 41%
Latin	+ 38%
Spanish	+ 25%
Slavic	+ 20%

significantly decreasing enrollments

Hebrew	- 93%
Foreign Langs/Lit	- 92%
Chinese	- 81%
Arabic	- 60%
German	- 54%
Romance Lang/Lit	- 53%
French	- 36%
Greek	- 27%
Other	- 27%

Note: "Significant change" is defined as plus or minus 20% in languages. Minimum number of students has not been used since languages at the graduate-level are typically small programs in terms of numbers of students.

Enrollments by institutions. The largest number of students studying foreign languages at OUS institutions do so at the University of Oregon. UO accounts for 46% of all the foreign language enrollments in the System — 45% of the undergraduate foreign language enrollments and 52% of the graduate-level enrollments.

Table 4
Comparison of Student Enrollments in Foreign Language Courses
by OUS Institution, 4th Week Fall Term, 1997

	<u>Undergraduate</u>	<u>Graduate</u>	<u>Total</u>	<u>Percent</u>
University of Oregon	4,978	540	5,518	46%
Portland State University	2,046	376	2,422	20%
Oregon State University	1,972	82	2,054	17%
Southern Oregon University	857	31	888	7%
Western Oregon University	864	2	866	7%
Eastern Oregon University	311	4	315	3%
Oregon Institute of Technology	<u>34</u>	<u>0</u>	<u>34</u>	<u>3%</u>
Total:	11,062	1,035	12,097	

Source: OUS IRS

Spanish enrollments. Student credit hours in Spanish courses increased at all OUS institutions between 1991 and 1996. The largest increases in Spanish credit hours occurred at Portland State University (72% increase).

Table 5:

Comparison of Student Credit Hours in Spanish Courses, 1991 to 1996*

<u>Student Credit Hours</u>	<u>1991</u>	<u>1996</u>	<u>% Change</u>
University of Oregon	7,433	8,994	+21%
Oregon State University	2,429	2,534	+4%
Portland State University	1,879	3,223	+72%
Western Oregon University	1,564	2,273	+45%
Southern Oregon University	1,546	1,973	+28%
Eastern Oregon University	661	854	+9%
Oregon Institute of Technology	216	356	+65%
OUS	15,728	20,207	+29%

*Source: OUS IRS, fall term reports. Excludes self-support continuing education or summer enrollments in Spanish courses.

Foreign language enrollments compared to non-foreign language enrollments. There has been a noticeable decline in graduate-level enrollments in foreign languages as a percentage of total graduate enrollments within the past several years (1992-1997), but relatively stable undergraduate enrollments in foreign languages compared to total undergraduate enrollments over that same period of time. [Table 6 on page 19]

- In 1992, foreign language undergraduate enrollments were 4.8% of total undergraduate enrollments; graduate-level enrollments were 3.7% of total graduate enrollments.
- In 1996, foreign language undergraduate enrollments were 4.6% of total undergraduate enrollments; graduate-level enrollments were 2.5% of total graduate enrollments.
- In 1997, foreign language undergraduate enrollments were 4.9% of total undergraduate enrollments; foreign language graduate level enrollments were 1.5% of total graduate enrollments.

When undergraduate and graduate-level enrollments are combined, there has been an overall 4.5% decline in enrollments in foreign language courses from 1992 to 1997, compared to only a 1% decline in enrollments in non-foreign language courses during that same period of time. The decline in foreign language undergraduate enrollments between 1992 and 1997 was 2% compared to the significantly greater decline in foreign language graduate-level enrollments of 26%. [Table 6 on page 19].

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Summer session enrollments. Foreign language education as a percentage of total enrollments increases during summer session compared to regular terms.

- Undergraduate foreign language summer enrollments in 1997 were 8.1% of total summer enrollment, compared to foreign language enrollments in fall term 1997 of 4.9% of total undergraduate enrollments.
- Graduate-level summer enrollments in foreign languages were 2% of total summer enrollments, compared to foreign language enrollments in fall term 1997 of 1.5% of total

graduate enrollments.

- The largest number of undergraduate students studying foreign languages in summer session do so at the University of Oregon (50%).
- The largest number of graduate-level students studying foreign languages in summer session do so at Portland State University (47%). PSU enrolls about double the percentage of students in foreign languages in summer term compared to fall term — 33% foreign language enrollments during summer term compared to 17% in fall term.

Table 7
Comparison of Student Enrollments in Foreign Language Courses
by OUS Institution, Summer Session (end-of-term) 1997

	<u>Undergraduate</u>	<u>Graduate</u>	<u>Total</u>	<u>Percent</u>
University of Oregon	1,622	191	1,813	50%
Portland State University	971	217	1,188	33%
Oregon State University	465	48	513	14%
Southern Oregon University	29	1	30	.8%
Western Oregon University	10	-	10	.3%
Eastern Oregon University	45	2	47	1%
Oregon Institute of Technology	<u>29</u>	-	<u>29</u>	<u>.8%</u>
Total:	3,171	459	3,630	

Source: OUS IRS

DEGREE PRODUCTION

Differences among languages and degree levels. Overall, degree production in foreign languages at the bachelor's and master's level has increased significantly over the past decade. However, these increases are due to increased production in some but not all languages; some languages have decreased significantly over the same period of time. [Table 8 on page 20]

Overall, there was a 43% increase in baccalaureate degrees granted in foreign languages from 1985-86 to 1996-97, and a 93% increase in master's degrees. There has been no growth in doctoral degrees granted in foreign languages.

Baccalaureate degrees. Languages experiencing the greatest increases in baccalaureate degrees in the past decade (1985-86 to 1996-97) have been Japanese (+280%); Russian (+171%); Spanish (+121%); and Chinese (+100%). Languages experiencing the greatest declines in baccalaureate degree production over the past decade have been French (-40%) and German (-24%).

Master's degrees. Languages experiencing the greatest increases in master's degrees in the past decade have been French (+400%); Spanish (+63%); and East Asian Languages (+60%). It should be noted, the numbers are very small in all these programs — fewer than 15 students.

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FACULTY

Teaching faculty. There were 374 faculty teaching in OUS institutions in foreign languages, as of fall 1996. These include all teaching positions (ranked professors, instructors, lecturers, graduate teaching assistants). Spanish, French, and German accounted for 62% of the faculty positions. Chinese, Japanese, and East Asian languages accounted for 15% of the faculty positions. [Table 9 on page 21]

Staffing ratios to student enrollments. A comparison of faculty FTE to student headcount enrollments in selected foreign languages (fall 1996) indicates a relatively close match in most languages between student enrollments and faculty FTE assigned to those languages — no more than 2-3 percentage points difference. The language with the biggest disparity between enrollments and faculty FTE (14 percentage points) was Spanish.

Table 10
Comparison of OUS Faculty FTE to Total Student Headcount Enrollments in Selected Foreign Languages, Fall 1996

Chinese	5% of total foreign language enrollments: 4.5% of faculty FTE
German	10% of total foreign language enrollments: 12.8% of faculty FTE
French	15% of total foreign language enrollments: 17.6% of faculty FTE
Japanese	12% of total foreign language enrollments: 8.8% of faculty FTE
Russian	2.6% of total foreign language enrollments: 4% of faculty FTE
Spanish	46% of total foreign language enrollments: 31.8% of faculty FTE

} which get new Sp FTE

Source: OUS IRS

OUS SECOND LANGUAGE ADMISSION REQUIREMENT

Students unable to meet the new requirement. OUS institutions implemented a first-time foreign language admission requirement in fall 1997. Early concerns were that there might be many students unable to meet the two-year high school language requirement. However, data collected from registrars in 1997 revealed that only 4.3% of the new freshmen were unable to meet the second language requirement (admitted by exception). These students will be required to meet the requirement while in college.

The number of students admitted and enrolled by OUS institution without the two-year high school language requirement include:

	<u>Number of Students</u>
Portland State University	72
Western Oregon University	48
Eastern Oregon University	48
Oregon State University	47
University of Oregon	42
Oregon Institute of Technology	39
Southern Oregon University	<u>37</u>
Total:	333 (4.3% of all new freshmen)

Moving to a proficiency requirement. While the two-year Carnegie-unit requirement will meet the OUS admission requirement for the next several years, a proficiency requirement (part of the PASS system) will be phased in for full implementation in 2005. There are many issues for K-12 and higher education institutions to address in the next 5-7 years as the proficiency approach in second language education becomes the standard. These include the training of current foreign language teachers to conduct proficiency assessments of their students, changes in the K-12 curriculum to emphasize proficiency outcomes in reading, writing, speaking, listening, and culture, the introduction of early language study for K-12 students so that higher levels of proficiency can be achieved over time, and the preparation of new foreign language teachers from higher education institutions who are prepared to teach in the new proficiency environment.

TEACHER EDUCATION PROGRAMS

Approved programs that lead to licensure. The following OUS institutions are approved by the Teacher Standards and Practices Commission (TSPC) to recommend students who complete their programs for licensure as second language teachers in Oregon:

American Sign Language	WOU
French	OSU, PSU, SOU, UO, WOU
German	EOU, OSU, PSU, SOU, UO, WOU
Japanese	PSU, UO
Latin	UO
Russian	PSU, UO
Spanish	EOU, OSU, PSU, SOU, UO, WOU

Number of students requesting licensing in Oregon prepared by public/private institutions. The numbers of students completing teacher education foreign language programs and requesting an Oregon license to teach from TSPC over the past several years (at both private and OUS institutions) has totaled about 25-35 per year. OUS institutions increased production of new foreign language teachers (Oregon licensees) 50% from 1993-94 to 1995-96 (from 18 to 27). Private institutions increased production 33% over the same time period (from 6 to 8). [Table 11 on page 22]

Employment in Spanish teaching positions. TSPC placement data indicate that Spanish is the endorsement in which the greatest number of new foreign language licensees are being employed in Oregon K-12 schools. [Table 11 on page 22] Anecdotal information from school districts indicates that demand for Spanish teachers is expected to increase with upcoming retirements, although the demand is less clear in other languages (French, German, Japanese).

Need for teachers for early language programs. There are special issues surrounding the preparation of elementary/middle school teachers related to second languages. In 1995, teacher education programs were asked by the Oregon Department of Education to consider preparing all elementary/middle school teachers with skills to teach second language. In order to consider this request, the Chancellor's Office conducted a study, *Second Language Preparation of Future Elementary Teacher in the Pipeline: A Sample Study* (11/95).

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For this study, elementary preservice students at PSU, WOU, Lewis and Clark, and Willamette University were surveyed. Key findings were:

- 42% of the elementary preservice students would be interested in teaching a second language as part of their future teaching assignments in an elementary/middle school. 100w!
- 93% of preservice students studied a second language in their K-12 educations; nearly half (48%) were in Spanish, and somewhat more than half (60%) of the languages studied were for 2 or more years of study at the pre-college level.
- 66% of the students studied some second language during college (three-fourths of the languages studied were at the 1st and 2nd year levels, with half of the languages studied at the 1st and 2nd year levels in Spanish.
- More than half of students (58%) had participated in no foreign travel or study abroad, although 42% had. Many more public institution students reported "no participation" in travel or study abroad (64%) compared to independent institutions (40%).
- About 50% of students by self-report are probably at the ACTFL proficiency level of at least Intermediate in the second language they have most studied. Only about 15% are at the Advanced level.

Overall, the study found that a good proportion of students preparing as elementary teachers in Oregon's Colleges of Education have studied a second language in their K-12 education and completed 1-2 years of additional second language study during college. Many would be interested in teaching a second language in a future elementary/middle teaching assignment. The majority of this population have second language skills somewhere between the Novice and Intermediate levels. For future elementary teachers to teach a second language as part of their regular assignment, skill levels should be at the level of Intermediate or better, preferably Advanced. Based on this standard, about half of students in the pipeline are likely to possess sufficient language skills to teach a second language (this does not speak to the pedagogical knowledge that would also be required).

The study concluded that for Oregon's colleges/universities to prepare future elementary/middle teachers who have second language skills at least at the ACTFL Intermediate level, preservice students would need to complete 2 years of college language and be advised to complete special course sequence(s) that could prepare them for second language teaching in elementary/middle schools. A pilot effort that would design/develop a course sequence (modules perhaps) was suggested as a next step, with a priority on Spanish and English as a Second Language.

Specific campus strategies were proposed to include: 1) advising students early in their college years (if they declare interest in teacher education early) that they will be more valuable to a future employer if they strengthen their second language preparation by taking the appropriate college courses); 2) offering a special track/program — and perhaps a certificate — from the university - that recognizes the second language kills of the graduate; and 3) offering a series of training modules to school districts for the use of teachers wishing to strengthen their skills.

INTERNATIONAL PROGRAMS

Approaches to internationalization in the universities. OUS universities typically use four approaches to meeting the needs for increased internationalization in the university: 1) offering foreign language study, 2) making international exchange programs and internships available for students and faculty, 3) addressing the university curriculum as a whole; and 4) enrolling international students to provide a more diverse student body.

Generally, OUS institutions offer particular courses or sequences of courses which are multi-disciplinary, with an international component. For example, some campuses offer colloquia throughout the year in which a specific topic of global significance is addressed by professors from various disciplines; campuses also embed international or global understanding in the undergraduate experience, particularly in courses in the social sciences and humanities.

Exchange programs. Institutions participate in international exchange programs, both campus-initiated international programs as well as two Systemwide programs:

The systemwide OUS International Program pools resources in order to develop and sustain programs that each institution might not be able to afford from a single campus base. Programs are currently provided in 10 countries. Programs provide opportunities for faculty and advanced graduate students to serve as resident directors in 5 countries (China, France, Germany, Equador, and Japan).

OUS International Programs

China	Denmark	Ecuador
France	Germany	Japan
Korea	Mexico	Vietnam
Thailand		

The OUS Global Graduates program makes money available to junior and seniors who wish to work abroad. Students have the option of arranging an internship on their own or applying for internships which have been previously arranged. Students also complete an internship when they return to the United States.

International students. OUS serves a diverse number of international students each year, enriching the student bodies of all campuses. Several thousand students (4,064 in fall 1995) attend OUS campuses from 134 countries. Eleven foreign countries account for the majority of international enrollments (72%):

<u>Country</u>	<u>Number</u>	<u>Country</u>	<u>Number</u>
Japan	757	Thailand	168
Indonesia	437	Canada	139
Taiwan	302	India	137
China	301	Hong Kong	121
South Korea	283	Malaysia	115
Germany	172	Total:	2,932

Source: OUS Fact Book, October 1996

EXAMPLES OF OUS INVOLVEMENTS IN SUPPORT OF K-12 SCHOOL REFORM

Proficiency-based Admissions Standards System (PASS). OUS is developing a new approach to admissions, replacing traditional time-based proxies for learning (such as the Carnegie Unit) with clearly specified statements of the knowledge and skills which students must master to be accepted into any of Oregon's four-year institutions. This is known as the Proficiency-based Admissions Standards System (PASS). The admissions policy implemented by OUS for the first time in Fall 1997 requires two years of high school foreign language as a requirement for admission. This requirement is different from the PASS project which is a proficiency-based policy which will be fully implemented in 2005 (students may elect prior to 2005 to meet the second language requirement through proficiency). The PASS project is working on the training and certification of assessors anticipating a growing need for proficiencies assessments in second languages. PASS assessors will be primarily assessing speaking skills. Reading and writing assessments are likely to be done through national tests. The PASS project is currently looking around the country to determine what tests might be useful. An "integrated skills" assessment such as what ACTFL may be looking at may be of interest and use to Oregon. COFLT has been asked to play a role in training and certifying PASS assessors. This is a new effort begun in 1997-98. Web site: <http://pass-osshe.uoregon.edu/> Information: Dave Conley, (541) 346-5714

OUS/COFLT Assessment Workshops. During the past two years, COFLT in cooperation with OUS has worked to develop an assessment instrument to determine whether students meet the second language oral proficiency standards that will be required for entrance into OUS institutions beginning in 2005. This assessment, based on a scripted interview, measures student performance in terms of Benchmark 4 to the Oregon Second in Language Content Standards, which corresponds to intermediate Lw on the ACTFL guidelines. In 1996, COFLT provided introductory training for 200 Oregon Language teachers in applying the initial forms of this test. Approximately 100 of these teachers have taken part in verification institutes which rated student performance under this system, helping to establish a data base to evaluate the assessment. In summer 1998, COFLT worked with OUS on establishing standards for tester certification as well as on Writing Assessment. In the meantime, many teacher have found their training in Oral Performance Assessment changes the way they teach and the way students learn, by focusing language learning on practical communication skills. To assist this trend, COFLT is working to develop new interview guides that can serve as teaching and assessment tools. COFLT is offering additional assessment training for language teachers unable to take part in previous programs. Individual teachers or school districts are invited to get in touch with COFLT for participation in workshops (10 hours on 2 consecutive days) for groups of 6-8 teachers of a language).

Reaching for PASS in Second Languages: Preservice Alignment Project. A collaborative project of Portland Public Schools, Portland State University, and the University of Oregon, the project assembled K-16 educators to help determine what teachers should know/be able to do in teaching second language in Oregon schools. The project resulted in a 3-term course piloted at the University of Oregon and Portland State University designed to enable second language teachers to effectively teach within Oregon's new standards-based system. The pilot course at PSU involved both inservice teachers and preservice. The project identified issues key to future strengthened preservice programs: 1) A continuing challenge to university preparation programs

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is the lack of foreign language faculty who have skills/interest in teaching pedagogy not just literature of the language. 2) A challenge is for institutions to commit sufficient faculty time to teaching a 3-term course. At most campuses, it's a challenge to teach even a 1-term course that emphasizes methods and standards-based education in foreign languages. 3) One way to enable institutions to commit to offering these courses may be to co-mingle inservice/preservice teachers. 4) It may be appropriate to eliminate some courses that might currently be required in the foreign language teacher preservice programs to free up time to make a requirement for the course(s) recommended by this project. TSPC might play a role by making the new course(s) a requirement. 5) A true, continuing partnership needs to be created between K-12/universities to fully implement standards-based preservice second language education. 6) COFLT could be helpful in implementation since it has identified mentors who have agreed to play a role in the training of future teachers. 7) Dissemination of this information needs to be provided to deans of education/arts and sciences so that further commitment can be sought for the preparation of new second language teachers. 8) Questions were raised as to whether any university that trains second language teachers should maintain authorization to do so if not able to commit to providing the kinds of courses that prepare teachers for standards-based teaching in second language. Project co-directors: Mary Bastiani, William Fischer, Robert Davis, 1996. Information: Mary Bastiani, Portland Public Schools(503) 916-3155

Oregon Higher Education Eisenhower Professional Development Program. The Eisenhower program in Oregon, managed by OUS, supports opportunities for grants for intensive professional development opportunities for K-12 teachers and enhanced training for preservice teachers in support of Oregon's School Improvement Plan. Priority emphasis is in mathematics and sciences, however, there is also an additional priority in second languages. Eligible grantees included all accredited Oregon colleges and universities in partnership with school districts, education service districts, professional associations. Web site: <http://www.osshe.edu/aca/eisenhower/> Information: Holly Zanville, OUS (541) 346-5726

Oregon State University/Greater Albany Public Schools and Corvallis Public Schools Collaborative Project "Interchanging on PASS". Faculty members in the Department of Foreign Languages at OSU and the high school foreign language teachers from the Corvallis and Albany school districts have been involved in a collaborative project since 1995. This collaboration grew out of concerns raised by OSU faculty about the impacts of new statewide admissions requirements on their foreign language department (OUS 1997 admission requirements for entering freshman, and proficiency admission — level 4 on ACTFL, and Oregon Law requiring school districts to have set second language standard for CIM by 2003 and CAM by 2005). The project revolves around issues of proficiency assessment, pedagogy, and high school to university articulation as new state mandates are implemented in these districts. Most of the secondary teachers in the collaborative are ACTFL trained and/or certified OPI testers. Most of these teachers are also involved in implementation and development of the Oregon PASS Assessment. The collaborative meets approximately once a month during past two academic years to address issues, examining proficiency levels of students at various levels in involved institutions. This is a help to OSU which is in the process of setting proficiency goals for each year of university language learning.

Oregon FLES Institute Project. This is a collaborative project conducted by Pacific University and Portland Public Schools, supported by Higher Education Eisenhower Professional

Development grant funds managed by OUS. The project provides an intensive 3-week summer residential institute for elementary school teachers to develop second language proficiency and gain skills and experience in appropriate teaching methods. Participants divide each day between language class/FLES methods. There are opportunities to observe model teaching, develop activities, and gain experience for teaching a second language in elementary schools. During the summer 1997 institute, 9 teachers in Japanese language participated; 19 teachers (2 preservice) participated in Spanish language. In recruiting participants, project staff found growing needs among school districts for elementary second language programs. Districts understand they need to start earlier with second language education. There is high interest in taking teachers currently in the classrooms and retraining them with second language skills, building on second language background many of them have. This is seen as somewhat higher priority (retraining current teachers) than the preparation of preservice elementary teachers who would come to schools with the ability to implement FLES or other second language programs. There is high need, therefore, for continuing to offer professional development for current teachers for FLES methods and second language. Web site: <http://ssd1.cas.pacificu.edu/as/fles/flestop.html>. Information: Dave Stout, Pacific University (503) 359-2717

Integration of World Wide Web and Digitized Image Resources in Second Language Instruction: Cultural and Linguistic Enhancement. This is a collaborative effort between Portland State University, Portland Public Schools, and West Linn High School. The project developed and refined methods for using computer-based materials in high school second language curricula, trained teachers in the use of these materials, introduced these materials and methods in Portland area schools, and is disseminating them to teachers in schools within Oregon. A summer workshop provided orientation to participating teachers to worldwide sites, authentic materials in French, German, and Spanish, and how electronically accessed materials can be integrated into their foreign language curricula. The project is producing 12 instructional modules and designing web pages that the materials could be provided over. The emphasis is on "realia," which are found objects from the environment. Web site: <http://www.portlingua.pdx.edu>. Information: Steve Walton, (503) 725-5278

Cyber Deutsch. A first-year German course was redesigned at Portland State University for implementation in Fall 1997. The course departs from previously taught courses in that the main required materials are multimedia and course content has been formulated to harmonize with the standards and methods now being introduced into Oregon public schools and expressed in the PASS requirement established for admissions to OUS universities. The goal of the course is to acquire practical proficiency that will make it possible for students to use spoken/written German in every day situations. Information: William B. Fischer, PSU (503) 725-5285

Modified ACTFL Oral Proficiency Interview (OPI) Tester Training. This project was conducted by Greater Albany Public Schools in 1996. Twenty second language teachers from various parts of Oregon participated in the first modified oral proficiency interview training workshop conducted by ACTFL — 10 in French, 10 in Spanish. All participants were rated at the ACTFL level of advanced or better and were committed to pursuing the new ACTFL Limited OPI Tester Certification. Because of the collaborative relationship developed between Oregon and ACTFL, ACTFL has chosen Oregon as one of 6 sites for implementation of a U.S. Department of Education grant. This will fund a project expanding the OPI to an "integrated skills" assessment.

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Implementation will include offering another open enrollment modified OPI training workshop in 1998. Information: Deborah Lindsay, Albany Public Schools (541) 967-4522

Professional Development Program for Secondary Teachers of Spanish in Oregon. This is a collaborative effort between the Oregon International Council and Oregon State University with COFLT and several public school districts in Oregon. The project helps Spanish language teachers obtain satisfactory levels of language proficiency and adopt proficiency-oriented teaching methods. A 4-week summer program in Mexico provides 80 hours of intensive language instruction, enhanced by immersion in Mexican society, and 20 hours of instruction in proficiency-oriented teaching. Pre-departure and follow-up activities enhance the program and assist in later classroom applications. Thirty teachers participated in the project in 1997 through grant funds. An additional 9 teachers took part at their own expense for a total of 39 in the project. All participants took oral proficiency interviews before and after the seminar conducted by ACTFL-trained assessors. The project showed substantial improvement in language skills of participants: of the 39 participants interviewed, 11 advanced 2 sub-steps in ACTFL and 23 rose in one sub-step; 6 remained in the same level while showing clear increases in proficiency. Information: Bob Willner, COFLT (503) 375-5447

Statewide Japanese Language Project. OUS received a \$498,000 grant in 1994 from the Sasakawa Foundation to improve and expand the teaching of Japanese in Oregon. Emphasis in the project has been on (1) benchmarks and assessments in Japanese, (2) a model schools program funded by the U.S. DOE (5 schools participate per year times 3 years — each has a revised curriculum, materials, and a body of knowledge), and (3) pioneer schools — with 8 elementary schools creating new programs in Japanese. The project recently received an additional \$146,100 grant. The emphasis will be on further developmental work, research, and professional development and the reliability of assessments. The project will also extend professional development opportunities to teachers in other states. A new grant proposal project has recently been submitted to the National Endowment for the Humanities to create an archive of good materials for high school teachers in Japanese since this is critically needed. Web site: <http://darkwing.uoregon.edu/~osshejlp/> Information: Carl Falsgraf, OUS (541) 346-5715

International Conference on Standards-based Japanese Language Education. OUS received a grant for \$49,700 from the Sasakawa Peace Foundation in Tokyo to sponsor "The International Conference on Standards-based Japanese Language Education." The conference brought together experts/opinion leaders from 8 countries to exchange information on various national/local approaches to standards-based Japanese language education. The conference was held December 11-14, 1997, in Portland, Oregon. Presenters were from Australia, Canada, Great Britain, New Zealand, and the United States. Presenters/participants had the opportunity to visit Japanese classrooms in the Portland area to observe how they are adapting to the standards-based system in Oregon. OUS will establish the Japanese Language Issues Forum (JALIF), an e-mail list of Japanese language professionals attending the conference and their colleagues at home. The director will present at major professional conferences in the United States, and participants from other countries will be encouraged to do likewise. Web Site: <http://darkwing.uoregon.edu/~osshejlp/> Information: Carl Falsgraf, OUS (541) 346-5715

The Yamada Language Center: Communication Networking Project. In 1996 the University of Oregon initiated a project to set up a world wide web site to disseminate information about the

**Table 1
Degree Programs/Options in Languages, by OUS Institution**

<u>Languages</u>	<u>EOU</u>	<u>OSU</u>	<u>PSU</u>	<u>SOU</u>	<u>UO</u>	<u>WOU</u>
American Sign Language						B
Chinese					B	
East Asian Languages and Lit, Japanese					M, D	
Foreign Languages			B			
Foreign Languages and Literature		m				
Foreign Literature and Languages			m			
French		B, m	B, M	b	B, M	b
German	b	B, m	B	b	B, M, D	b
Greek					B	
Italian					B, M	
Japanese			B, M		B	
Languages and Culture				B		
Latin					B	
Romance Languages					B, M, D	
Russian			B		B, M	
Scandinavian					b	
Spanish	b	B, m	B	b	B	B

NOTES:

B = bachelor's, M = master's, D = doctoral; b, m, d = options/specializations in the language.
OIT offers no degree programs in foreign languages.

Source: OUS Academic Affairs Program Inventory

Table 2
 OUS Undergraduate Enrollments (Headcount) in Foreign Languages, 1986, 1992, 1996, 1997, 1999

Languages	Percentage Changes			
	1986	1992**	1996**	1997***
Foreign Language & Literature	--	520	25	23
Chinese	449	710	543	568
Japanese	1,094	1,080	1,266	1,193
East Asian	--	105	98	77
Russian	506	588	262	314
Slavic	--	--	9	9
East European	--	--	2	3
German	1,780	1,754	998	1,170
Hungarian	19	--	--	--
Scandinavian	160	118	166	177
French	2,892	2,122	1,648	1,632
Italian	249	318	364	371
Portuguese	--	--	8	12
Spanish	2,756	3,548	5,274	5,156
Romance Lang/Lit	23	--	--	--
Arabic	48	106	33	30
Hebrew	--	145	3	9
Modern Classics/Greek	66	97	67	82
Latin	60	60	105	74
Other	52	--	88	162
TOTAL:	10,154	11,271	10,959	11,062

* 4th week fall, does not include extended enrollment students.

** End-of-term, includes extended enrollment students.

*** 4th week fall, includes extended enrollment students.

Source: OUS IRS

Table 3
 OUS Graduate-level Enrollments (Headcount) in Foreign Languages, 1992, 1996, 1997

Languages	Percentage Change		
	1992*	1996**	1997**
Foreign Language & Literature			
Chinese	59	5	1
Japanese	259	50	49
East Asian	88	124	122
Russian	24	56	30
Slavic	47	39	51
East European	1	3	9
German	--	2	2
Hungarian	267	123	96
Scandinavian	--	--	1
French	11	18	33
Italian	228	146	156
Portugese	31	51	51
Spanish	--	1	3
Romance Lang/Lit	202	253	271
Arabic	15	7	18
Hebrew	10	4	7
Modern Classics/Greek	27	2	8
Latin	11	8	5
Other	13	18	31
TOTAL:	--	37	92
	1,293	947	1,035

* End-of-term, includes extended enrollment students
 ** 4th week fall, includes extended enrollment students

Source: OUS IRS

0675-18

Table 6
Comparison of OUS Student Headcount Enrollments (Undergraduate/Graduate)
in Foreign Language/Non-Foreign Language Courses, 1992, 1996, 1997

	1992*			1996*			1997**		
	Undergrad	Graduate	Total	Undergrad	Graduate	Total	Undergrad	Graduate	Total
Non-foreign Language	222,389	36,526	258,915	224,856	36,288	261,144	221,241	35,016	256,257
Foreign Language	11,271	1,400	12,671	10,959	947	11,906	11,062	1,035	12,097
TOTAL:	233,660	37,926	271,586	235,815	37,235	273,050	232,303	36,051	268,354

In 1992:

- ▶ Foreign Language undergraduate enrollments were 4.8% of total undergraduate enrollments.
- ▶ Foreign Language graduate-level enrollments were 3.7% of total graduate enrollments.
- ▶ All Foreign Language enrollments were 4.7% of total enrollments.

In 1996:

- ▶ Foreign Language undergraduate enrollments were 4.6% of total undergraduate enrollments.
- ▶ Foreign Language graduate-level enrollments were 2.5% of total graduate enrollments.
- ▶ All Foreign Language enrollments were 4.4% of total enrollments.

In 1997:

- ▶ Foreign language undergraduate enrollments were 4.9% of total undergraduate enrollments.
- ▶ Foreign language graduate-level enrollments were 1.5% of total graduate enrollments.
- ▶ All foreign language enrollments were 4.5% of total enrollments.

Overall:

- ▶ There was a 4.5% decline in enrollments in foreign language courses from 1992 to 1997**.
- ▶ There was a 1% decline in enrollments in non-foreign language courses from 1992 to 1997.
- ▶ The decline in foreign language undergraduate enrollments between 1992 and 1997, was 2%.
- ▶ The decline in foreign language graduate-level enrollments, between 1992 and 1997, was 26%.

* *End-of-term, includes extended enrollment students and credits.*

** *4th week fall, includes extended enrollment students and credits.*

Source: OUS IRS

0675-19

Table 8
Degrees Awarded by OUS Institutions in Foreign Languages, 1980-1981, 1985-1986, 1996-1997

	Baccalaureate			Masters			Doctorate		
	80-81	85-86	96-97	80-81	85-86	96-97	80-81	85-86	96-97
Chinese	1	3	6	--	--	--	--	--	--
Classics	1	--	5	--	--	2	--	--	--
East Asian/Southeast Asian Studies	9	4	--	--	5	8	--	--	--
French	31	52	31	4	2	10	--	--	--
Foreign Language & Literature	--	--	--	--	--	4	--	--	--
German	19	33	25	5	9	8	--	--	1
Italian	1	--	2	--	--	3	--	--	--
Japanese	4	1	29	--	--	--	--	--	--
Spanish	35	38	84	6	8	13	--	--	--
Russian	5	7	19	1	1	1	--	--	--
Romance	--	--	10	--	--	5	--	--	1
Other	--	10	--	--	3	--	--	2	--
Totals:	106	148	211	16	28	54	--	2	2

- Notes:
- From 1985-86 to 1996-97, there was a 43% increase in baccalaureate degrees granted, and a 93% increase in master's degrees. There has been no growth in doctoral degrees granted in foreign languages.
 - Languages experiencing the greatest decline in baccalaureate degree production over the past decade have been French (40% decline) and German (24% decline). Languages experiencing the greatest increase in baccalaureate production have been Japanese (+280%), Spanish (+121%), Russian (+171%), and Chinese (+100%).

Source: OUS IRS

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Table 9
OUS Faculty in Foreign Languages, Fall 1996

<u>Foreign Languages</u>	<u>Number</u>	<u>Percent</u>
Foreign Language & Literature, General	3	.8%
Chinese Language & Literature	17	4.5%
Japanese Language & Literature	33	8.8%
Language & Literature, Other	4	1.1%
Eastern/Southeastern Asian Language & Literature, Other	7	1.9%
Russian Language & Literature	15	4.0%
Slavic Language & Literature	2	.5%
Eastern European Language & Literature, Other	1	.2%
German Language & Literature	48	12.8%
Scandinavian Language & Literature	12	3.2%
French Language & Literature	66	17.6%
Italian Language & Literature	17	4.5%
Portuguese Language & Literature	1	.2%
Spanish Language & Literature	119	31.8%
Romance Language & Literature, Other	1	.2%
Arabic Language & Literature	1	.2%
Hebrew Language & Literature	1	.2%
Greek/Classics and Modern	8	2.1%
Latin Language & Literature	6	1.6%
Foreign Language & Literature, Other	12	3.2%
TOTAL:	374	

Source: OUS IRS

**Table 11
Foreign Language Teachers Licensed in Oregon, 1993-1996(a)**

Language	1993-94 Licensees			1994-95 Licensees			1995-96 Licensees							
	Public	Private	Total Oregon	Employed in School (c)	Public	Private	Total Oregon	Employed in School (c)	Public	Private	Total Oregon	Employed in School (c)	Out of State (b)	Total OR/Other
French	3	2	5	60%	6	1	7	57%	7	1	8	28%	9	17
German	2	1	3	0%	--	1	1	0%	2	--	2	50%	2	4
Japanese	--	1	1	0%	--	--	--	0%	--	1	1	100%	3	4
Spanish	13	2	15	67%	9	3	12	67%	17	6	23	83%	17	40
Russian	--	--	0	0%	1	--	1	0%	1	--	1	0%	--	1
Latin	--	--	0	--	--	--	0	--	--	--	--	--	--	0
TOTAL:	18	6	24		16	5	21		27	8	35		31	66

- (a) Other new teachers may have completed programs but they did not become licensed to teach in Oregon in the 16 months following completion, by TSPC.
- (b) Data on out-of-state teachers applying for an Oregon license available for first time by TSPC.
- (c) TSPC provides annual data on newly licensed teachers in Oregon who are employed .5FTE+ in an Oregon public K-12 school in the 16 months post-preparation program completion.

Source: TSPC

OUS Office of Academic Affairs