

Professional associations as recruiters:  
California's innovative approach to remedying  
the foreign language teacher shortage

By  
Michele Jeanette Bousquet  
June 4, 1999

## Chapter One Review of Literature

### 1.1 Introduction

Due in part to the use of English as a global *lingua franca*, the U.S. has never consistently made foreign language education a priority in school curricula (Hamayan, 1986). This is changing, however, as evidenced by the inclusion of foreign language education in the Goals 2000: Educate America Act as a core part of K-12 education (Branaman & Rhodes, 1997). Many in this country are touting the importance of learning a foreign language in light of today's multicultural society and the U.S.'s increasingly ethnic population. In fact, the number of students studying foreign languages at all educational levels has increased to higher proportions than have been seen since 1928 (Draper & Hicks, 1994). These increased student enrollments, coupled with an overall teacher shortage in general, have led to many varied teacher recruitment and incentive programs. Upon reviewing the literature, however, it is evident that much less effort is being focused on foreign language teacher recruitment when compared to other allied fields, such as bilingual education. Instead, the majority of research in foreign language teacher recruitment could be classified as "call to action", with very few studies describing actual programs that have been implemented. Additionally, a review of the literature yielded only one evaluation report of a foreign language teacher recruitment effort (Apodaca, Ensz, Herrera, & Sandstedt, 1988).

While the variety of recruitment efforts utilized in foreign languages includes state government, college/university, and private agency programs, the use of professional associations as foreign language teacher recruitment efforts appears to have remained an untapped resource. One exception to this is the Summer Seminar in Foreign Language Teaching,

a week-long conference sponsored annually since 1991 by the California Language Teachers Association (CLTA), the California Foreign Language Project (CFLP), and the California State University Foreign Language Council (CSUFLC)<sup>1</sup>. The purpose of this study is to conduct a primarily summative evaluation of this Seminar in order to determine whether its innovative approach had any effect on the professional development of the participants. What follows is a review of relevant literature to contextualize the program and to illustrate a need for its evaluation.

## 1.2 The teacher shortage in general

Many states are experiencing teacher shortages, especially in urban areas and outlying rural communities. According to the U.S. Department of Education, California is one of five states projected to be in the highest demand for new teachers over the next ten years (National Council of Teachers of Mathematics, 1997). California also has more students in its educational system than any other, and projections indicate that the number of school-age children in the state will continue to grow over the next decade, with the need for teachers outpacing the number of credentials awarded by as much as almost two to one by some estimates (EdSource, 1997). An SRI International (1998) report, on the other hand, reports that there *are* enough teachers credentialed each year to fill all projected teaching needs, but only about 50% of those credentialed in California each year assume teaching positions. The report also points out that the need for new teachers is even greater if one's goal is to have only *credentialed* teachers in classrooms, rather than those operating on emergency credentials or waivers. However severe,

---

<sup>1</sup>1998 marked the first year in which Seminar participants were also recruited from state colleges and universities outside of the California State University system, as well as community colleges and private colleges/universities throughout California.

the shortage of teachers in the state is already being felt, for in addition to student enrollment increases, the class size reductions and retirement and high attrition rates among teachers have contributed to the increased teacher demand. Those subject areas most affected in California are math, science, special education, English, bilingual education, and foreign language classes (SRI International, 1998; EdSource, 1997).

### 1.3 The foreign language teacher shortage

In 1989, half of all states in the U.S. reported experiencing a shortage of foreign language instructors at some educational level, and 69% of states anticipated that there would be a shortage by 1993. California was one of the states with the most severe shortage of foreign language teachers, both at the elementary and secondary levels (Draper, 1989).

This foreign language teacher shortage, like the general teacher shortage, is caused largely by an increase in student enrollment. Several factors are contributing to the enrollment increases in foreign language classes. First, many more students (and their parents), recognizing the benefits of having proficiency in a foreign language, are enrolling (or being enrolled) in language classes. In 1997, the percentage of high school students enrolled in a foreign language class was 52%. In middle schools, 36% of all students were enrolled in a foreign language, and at the elementary level, 14% of all elementary school students were enrolled in a foreign language class (Branaman, Rhodes, & Rennie, 1998). These are the highest percentages seen in decades (Draper & Hicks, 1994).

A possible additional cause for increased enrollments is the diversity of course options foreign language learners now have. No longer are foreign language class offerings confined to the traditionally taught foreign languages of Spanish, French, and German. Instead, teachers are

needed for the less commonly taught languages, such as Japanese, Chinese, and Korean. In fact, although more students are enrolled in Spanish language classes than in any other foreign language—about 65%—Japanese is actually the fastest growing foreign language, which has doubled in middle and high school student enrollments since 1990 (Draper & Hicks, 1994). The popularity of taking Japanese as a foreign language is exemplified by California’s statistics. For example, K-12 student enrollments in Japanese classes in the state increased from approximately 500 in 1982 to 5500 in 1994. Chinese foreign language classes, while not experiencing as dramatic an increase as Japanese classes, still saw increased student enrollment from approximately 1000 students in 1982 to 2500 in 1994 (Sung & Padilla, 1996). One main reason for the growth of the popularity of these languages is that many students are enrolling in “heritage language” classes to learn/improve upon the language of their ancestors. Many non-ethnic students, no doubt witnessing the substantial Asian population in California and acknowledging the benefits of being proficient in an Asian language, are also enrolling in these classes.

Policy also plays a role in the teacher shortage by contributing to the higher enrollments. Many high schools and colleges have increased/initiated foreign language course requirements necessary for graduation. Thirty-two states now have some type of secondary school foreign language mandate, and six states (Arizona, Louisiana, Arkansas, Montana, Oklahoma, and North Carolina) require that a second language be offered at the elementary level (Lewelling & Rennie, 1998). The implementation of foreign language programs in elementary schools (FLES) has created a need for many teachers at a level in which previously there were very few openings. In the past decade, the number of FLES programs has grown by almost 10%, rising from programs in 22% of all elementary schools to 31% (Branaman et al., 1998).

An important finding in the foreign language literature was that most states do not keep data pertaining to foreign language teacher shortages or impending shortages, but rather rely on statistics showing the number of emergency credentials awarded for foreign language teaching or information obtained from local districts (Draper, 1989). Bernhardt and Hammadou (1987) also refer to the field's lack of data-based research, claiming that "up until now, the field has relied on the discussions among experienced foreign language educators about the educational needs of foreign language teachers as the experts have perceived them, rather than on the principled collection of data and information" (p. 293). References to the lack of data collection in the field are supported by the fact that the author, while finding many references discussing the foreign language teacher shortage, was unable to find studies reporting more current data-oriented information on states' teacher supply shortages.

#### 1.4 Foreign language teacher recruitment efforts

Based on the most comprehensive report found on foreign language teacher recruitment and retention (Draper, 1989), the attempts of 42 states to remedy the foreign language teacher shortage can be categorized into four groups: alternative certification options (21 out of the 42 states that participated in the study reported using this recruitment tool), recruitment incentives (reported by 11 states), use of overseas teachers (by 9 states), and use of programs with technology, such as distance education (employed by 16 states). California reports using all four techniques.

Nearly half of all states, including California, Alabama, Florida, Georgia, and Colorado, report the use of alternative certification options to recruit additional foreign language teachers. In several states, institutes help provide academic support and career advising to those who are

teaching foreign languages without proper certification. In South Carolina, their Critical Need Conditional Teacher Certification Program allows those students with college degrees and passing scores on the National Teacher Examination to obtain a conditional teaching credential in areas of urgent need, such as foreign languages. Due to the need for teachers in FLES programs, several states (including Oklahoma, Montana, Maine, and North Carolina) are also facilitating the credentialing of foreign language teachers at the elementary level by allowing expansion of secondary foreign language teaching credentials to K-12 credentials with only a minimum of coursework required. North Carolina also allows those already in possession of a K-6 credential to obtain an “add-on” certificate in foreign language teaching.

Draper (1989) also reports that many states make use of incentives (generally meaning financial incentives) to lure teachers into the field of foreign language education. For example, Florida’s Critical Teacher Shortage Program provides grants, loan forgiveness, and tuition reimbursement to both present and potential teachers working toward foreign language teacher certification. Similarly, Mississippi’s Teacher Incentive Program awards tuition waivers for teachers working toward certification in areas of critical teacher shortages, of which foreign languages is one. Illinois also has training scholarships available for potential foreign language teachers, and Virginia will forgive student loans for college students majoring in a foreign language if they agree to teach within the state. New York sponsors the Empire State Challenge Scholarship and Fellowship for Teachers that provides financial support to those students who potentially will teach in shortage areas like foreign languages. Similarly, California offers the Assumption Program of Loans for Education (APLE), which targets college students and offers to assume student loan payments should participants agree to teach in a critical shortage area

(like foreign languages) or at a school in which a significant portion of the population is from a low socio-economic background (California Student Aid Commission, 1998).

Many states recruit teachers from overseas, especially for French and Spanish foreign language classes, in an effort to remedy the foreign language teacher shortage. California frequently recruits teachers from Spain, Mexico, Taiwan, and West Germany to teach foreign languages. Louisiana brings teachers from France, Belgium, Quebec, and Mexico, and Missouri recruits teachers from Bolivia, Belgium, Argentina, West Germany, and Mexico (Draper, 1989).

Until new teachers can be recruited (or in certain instances, as a semi-permanent alternative teaching method), some states, such as Alaska, Mississippi, Nebraska, Texas, Oregon, Oklahoma, and Kentucky, are utilizing distance learning technology to fill the foreign language teacher void.

While these four foreign language teacher recruitment strategies may be the most commonly employed, other techniques have also been used. For example, media campaigns have been used to recruit teachers in California and clearinghouses have been established to make information on becoming a teacher (or specifically a foreign language teacher) easily accessible (Draper, 1989). In 1991, it was determined that a national directory of foreign language teacher preparation programs and teacher certification requirements across states was necessary, given that this information was not to be found in a single source (Uber Grosse & Benseler, 1991). The idea behind the directory was that in addition to facilitating potential teachers' searches for programs, it would also allow local and state education agencies to find at a glance those institutions from which they could potentially recruit foreign language teachers.

In addition to these recruitment efforts, the federal government offers a variety of programs that focus on helping current teachers maintain and improve upon both their language

skills and their pedagogical techniques through summer seminars and immersion programs (Peyton, 1997).

Other ideas for foreign language teacher recruitment are presented by Powell (1990). Although writing about the shortage of foreign language teachers in England, his ideas are easily applied to the situation in the U.S. Powell suggests identifying and attempting to recruit three groups that seem to have escaped recruiters' attention 1) recent foreign language majors who have not yet found employment, 2) those who may have applied to teacher education programs but withdrew their application either before or after being accepted, and 3) those who have left the field and may need support for re-entry, generally women who took time off to raise a family. Powell also suggests tapping the resources to be found in the country's language minorities and the paraprofessionals in education, such as aides. While he admits that these efforts may not yield *many* teachers, they are small steps that can be taken until something is done to correct the low salary/status of teachers as compared to other professional positions.

Many of the above recruitment approaches emphasize the use of convenience, financial incentives, or short-term solutions to resolve the shortage of foreign language teachers. It is therefore useful to remember Birckbichler's (1994) caution that despite the need to seek out "nontraditional gateways" to remedy the shortage of teachers, foreign language professionals should not become so preoccupied with obtaining teachers that they lower standards for the field. Long-term staffing solutions should be the goal, not "band-aid" approaches.

### 1.5 Evaluations of foreign language teacher recruitment programs

As highlighted above, many efforts have been undertaken to tackle the problem of not having enough teachers for the country's foreign language classrooms. What clearly matters

more than the number and type of programs being utilized, however, is whether or not they are actually successful in bringing teachers into the field. However, there is very little evaluation of foreign language recruitment programs in the literature. In fact, this author's search yielded only one such study.

The evaluation found was of a foreign language teacher recruitment program conducted by the University of Northern Colorado and the Colorado Department of Education (Apodaca et al., 1988). Due to the state's shortage of French and Spanish teachers, funding to recruit and train a group of nineteen potential foreign language teachers (7 students for French and 12 for Spanish) was obtained. Several groups were targeted through an extensive media campaign, including immigrants with a university education, graduate/undergraduate language majors who had not yet decided whether to become teachers, public school teachers who taught French or Spanish in addition to the subject in which they held a credential, teachers with foreign language proficiency but who were not currently teaching languages, and those who were teaching in private schools in which certification was not mandated. After selecting their cohort from the 40 applicants, each student was counseled and enrolled in a highly individualized program tailored specifically to his/her needs that would allow the student to become certified to teach the respective foreign language. Fourteen of the 19 enrollees were to obtain a credential to teach a foreign language in Colorado by June of 1988.

It should be noted that professional development was a component of this program. Along with receipt of personalized academic advising, each participant was placed in a full- or part-time internship (depending upon previous experience) within a foreign language classroom at a local school. Students worked with master teachers in these settings and also attended courses covering both foreign language teaching pedagogy and the practicalities of becoming a

foreign language teacher (i.e., lesson planning ideas and teaching strategies, as well as classroom management and job placement). The report states, “The development of the professionalism of the participants was strongly encouraged through the course, not only by the modeling of professional involvement of instructors, leaders of the project, panelists, and speakers, but also through an awareness of the benefits of participation in the professional organizations of the state, region, and nation” (Apodaca et al., 1988, p. 61). More studies (and evaluations of these studies) are needed that emphasize the importance of professional socialization techniques and incorporate them within their recruitment model (see Section 1.7 below).

#### 1.6 Teacher recruitment efforts in other fields

In contrast to the one fundamental article found detailing various foreign language recruitment efforts by several states (Draper, 1989), several other educational fields, most notably bilingual/ESL education, math, and science, have substantial bodies of literature on their various teacher recruitment programs and their evaluations. While utilizing similar techniques to those discussed above in relation to foreign language teachers, there is without a doubt a more comprehensive approach to the chronicling and dissemination of recruitment materials in these other fields that foreign language professionals would do well to emulate.

One can only speculate as to the reasons for this disparity in research. Perhaps it is due to the fact that subjects such as math and science have had more or less constant problems with teacher shortages for decades (Carey, Mittman, & Darling-Hammond, 1988) and therefore, have had a longer period of time in which to amass literature. An alternative explanation is that education professionals give higher priority to “essential” academic subjects such as math and science or to fields in which program evaluations are government mandated (e.g., bilingual

education). With the majority of state-mandated foreign language regulations being merely to offer and not necessarily to evaluate programs, it is easy for some to consider foreign languages more of a peripheral field to the primary content areas, whose problems can wait to be addressed. It is, therefore, up to foreign language professionals to contribute to the needed research in foreign language teacher recruitment efforts.

### 1.7 The concept of professional socialization

Returning now to the foreign language literature, although no evaluations were offered of the majority of the recruitment programs found, one can hypothesize that creating alternative certification requirements that facilitate the acquisition of foreign language teaching credentials and providing financial assistance to prospective teachers will help to increase the number of individuals entering the field of foreign language education each year. During this period of teacher shortage, it is important to attempt to tap all potential resources and to utilize a variety of recruitment incentives. However, it is doubtful that the use of the majority of approaches discussed above by themselves could be a long-term solution to enhancing both the number and *quality* of teachers.

Linda Darling-Hammond (1994) cites several researchers when she writes, “Research on the experiences of beginning teachers confirms that the likelihood of long-term success for many is impaired by the absence of expert guidance, support, and opportunities to reflect on their efforts” (p. 7). This statement is suggestive of ideas found in the professional socialization literature that spans a wide variety of fields. In Fassett & Wicks (1996), professional socialization is defined as the “inculcation into a professional culture”. The values, or the professional mission of the field and the importance of the profession to society, are espoused.

Norms of behavior by members within the profession are established and the appropriate symbols, such as vocabulary and dress, are learned (pp. 8-10). The *process* of professional socialization is explained by Lortie (1959), who writes,

“[one] must learn the values of [one’s] profession in general and in specific; [one] must puzzle through many dilemmas before experience results in moral decisiveness. [One] must act in the presence of others, perceive their evaluations of [one’s] performance, and find [one’s] assertions of identity confirmed. The development of a professional self-conception involves a complicated chain of perceptions, skills, values, and interactions. In this process, a professional identity is forged which is believable both to the individual and to others” (p. 363).

The literature, then, illustrates that opportunities to interact with other professionals and potential mentors and to be able to identify with these individuals are key to successfully becoming a member of a profession, and referring back to Darling-Hammond’s quotation, to increasing the longevity of a person’s involvement in the teaching profession. Interacting with others in the field is particularly difficult for foreign language teachers, however. They are described as working generally in isolation from one another and, as a result, receiving little career advice from other professionals (Hammadou & Bernhardt, 1987; Sadow, 1996). It is not, for example, unusual to have only one teacher of a particular target language within a school. Clearly, the creation of opportunities for professional exchange is within the traditional scope of professional development associations. What is submitted here, however, is that professional associations expand their role so that they *actively* seek out potential future members of the

profession. By using the same techniques that were designed to reduce attrition and promote camaraderie among *current* foreign language professionals, interest and participation rates among *potential* teacher candidates could be increased. As a result, it is possible that a model could emerge that would contribute to the long-term resolution of both the critical shortage and the need for professional development of foreign language teachers.

### 1.8 The use of professional associations as recruiters

Although the use of professional associations as recruiters clearly has potential, minimal treatment has been provided to it in the literature. In fact, within the field of foreign language education, no literature was found in this area, and the only *mention* of a foreign language professional association including individuals who were not already practicing within the field was found on the American Association of Teachers of German's web site. On this site, a 1998 summer seminar in Minnesota on the teaching of German to elementary and middle school students is discussed, and it is stated that undergraduate junior and senior students are *allowed to apply for* a space at the seminar (but were not actively recruited) (American Association of Teachers of German, 1998).

Outside the field of foreign language education, the citations regarding the use of professional associations as recruiters were still scant. One recommendation on the National Library of Medicine web site was to use the Medical Library Association and other related professional organizations to attract more individuals into the field. An "aggressive recruitment program [by these professional associations] to encourage entry into the profession by a diverse group of talented individuals" is proposed. Lists of possible steps professional associations and

schools of library and information science could take toward implementation of recruitment efforts are also on the web site.

### 1.9 The Summer Seminar in Foreign Language Teaching

The California Language Teachers Association (CLTA), the California Foreign Language Project (CFLP), and the California State University Foreign Language Council (CSUFLC) have expanded upon the traditional role of professional associations. Annually since 1991, these associations have collaboratively conducted a Summer Seminar in Foreign Language Teaching<sup>2</sup> at the University of California at Santa Barbara and served as active recruiters of professionals into the field of foreign language teaching. Approximately 25 students each year have been invited to attend the Seminar based on recommendations from their professors. For the first seven years of the Seminar, all participants were drawn from education departments of schools within the California State University system. (Recall that the 1998 Seminar marked the first time that participants were selected from the education departments of other California public—as well as private—universities).

The goals of the Seminar are to recruit a qualified group of future foreign language teachers by exploring and encouraging college students' interests in ultimately becoming foreign language teachers through the establishment a professional relationship between potential teachers and the current cadre of outstanding language teacher leaders. Another primary goal of the Seminar sponsors is to recruit an ethnically diverse teaching force, since the proportion of minority teachers is far below that of the student population in California.

---

<sup>2 2</sup> Hereafter referred to simply as the “Seminar”.

The Seminar focuses on teaching methodologies, basic second language acquisition theories, and the importance of the use of the communicative approach in the teaching of foreign languages. A key feature is also attendants' access to foreign language teaching professionals through classroom exchanges and informal conversations. According to the responses of the 1997 cohort of the Summer Seminar, many students felt that they had gained a clear picture of what was expected of them in order to become a teacher (California Foreign Language Project, 1997).

At the Seminar students also had the opportunity to observe mentor teachers model foreign language lessons, evaluate the utility of various proposed lesson plans, and even test their own creativity and teaching skills by presenting individual lessons. A variety of materials and resources were also distributed that would add to or begin each student's supply of teaching materials (Azevedo & Kirkeby, 1997).

Emphasis was also placed on discussing the role of the teacher. One student from the 1997 cohort wrote, "I learned that teachers are not just teachers, but they fulfill many other roles (counselor, parent, friend, etc.)" (California Foreign Language Project, 1997, p. 16). Finally, the Seminar also outlined the steps necessary to become a teacher, by providing credentialing information and discussing the time and financial commitments required.

A profile of 1997's 24-member cohort indicates that 93% felt that their level of competency in the language they wished to teach was sufficient. Many students had mentioned that the opportunity to meet professionals in the field had been a big factor in their decision to attend the Seminar. The Seminar appeared effective in channeling attendants' interest into a professional field. One student wrote in her evaluation, "I have always been interested in communication and combine my love of Spanish with a love of teaching" (California Foreign

Language Project, 1997, p. 15). Another stated, “My motivation already existed, but this seminar helped me look realistically on how one becomes a good teacher and what exactly I will be doing” (California Foreign Language Project, 1997, p. 16).

Responses of 1997’s 24-member cohort immediately following the Seminar illustrated an average 92% overall satisfaction rate with the program (California Foreign Language Project, 1997), and the majority of the group indicated that they planned to teach foreign languages. While these earlier findings from formative evaluations beg the question as to whether these favorable responses have translated into an increase in the number of teachers entering the foreign language teaching profession, no summative evaluation had been done prior to this study to track the long-range impact of the program.

#### 1.10 Conclusion

It has been discussed that in light of the foreign language teacher shortage, several types of recruitment programs are currently being employed to increase the number of foreign language teachers. Despite these efforts, there are not evaluations (at least that are published) of these programs. Given that the need for foreign language teachers is a primary concern, as many resources as possible should be utilized to attract and cultivate a qualified pool of potential teachers. In addition, the effectiveness of the programs implemented within each of these resources should be determined and the findings disseminated by program personnel.

Professional socialization also appears to contribute to the longevity of teaching careers. Professional associations, through their employment of professional socialization techniques, could provide a long-term solution to the foreign language teacher shortage. However, no evidence could be found in the literature of the extension of professional associations’

socialization techniques to serve as recruiters into the foreign language teaching profession. This is an untapped resource.

Finally, SRI International (1998) reports that few professional development associations have conducted evaluations of their programs that could be useful for forming state policy decisions. Peyton (1997) states that professional development should play a larger role in today's foreign language education community. The Seminar answered these calls for research in foreign language education in an effort to assist in remedying the shortage of foreign language teachers (specifically within California), yet prior to this study no summative evaluation had been conducted on this program. What follows is an evaluation of this innovative program that expands the role of professional associations by utilizing their socialization techniques in an effort to actively recruit foreign language teachers.

## Chapter Two Methods

### 2.1 Procedure

One hundred eighty-three people were invited to participate in this study, representing all students that attended one of the Summer Seminars in Foreign Language Teaching held from its inception in 1991 to the most recent seminar in 1998. Students were originally selected to attend the summer program based on their professors' knowledge/ perceptions of their aptitude and/or interest in teaching foreign languages.

Data were collected through mailed surveys (See Appendix A). Accompanying the survey was a cover letter (See Appendix B) signed by both the CLTA and CFLP directors that reminded potential respondents of their participation in the Seminar, explained the purpose of the study, and requested their participation in the project. The letter also emphasized that the responses of *all* participants of the Seminar were of value, regardless of whether or not one was currently working in the field of foreign language education. Also included in the mailed survey packets were two copies of the participant consent form, guaranteeing respondents' confidentiality. One copy was attached to the survey and was to be signed by the informant and returned (See Appendix C). The second copy was for the respondent's personal records (See Appendix D). Participants were asked to complete the survey and return it with their signed consent in the postage-paid envelope that was provided to them. Each subject was assigned an ID number, merely to allow for follow-up efforts from those who did not return their surveys.

A low response rate is one of the most common criticisms of mail surveys (Berdie, Anderson, & Niebuhr, 1986). To encourage a higher rate of response, the employment of a comprehensive follow-up protocol was necessary, especially due to the limited sample from

which responses were to be drawn. As such, if a survey was not returned within two weeks after the initial mailing, a reminder notecard (See Appendix E) was sent to the potential participant. After five weeks from the initial mailing, if still no completed survey had been received, potential respondents were mailed a second survey packet. Mailings that have included the distribution of second surveys have been found to achieve higher response rates than those that do not (Berdie et al., 1986). Twenty-seven percent<sup>3</sup> (N=26) of the responses obtained were received after the second survey was mailed out. Accompanying this second packet was a notice stapled to the top of the cover letter (See Appendix F), indicating that this was the second mailing made in an attempt to incorporate their opinions into the study. Finally, if no response was obtained after seven weeks following the initial mailing, a second and final reminder notecard was sent (See Appendix G). The final response rate after all follow-up attempts were made was 52% (N=95), and when discounting the number of potential respondents that did not receive a survey because their current address could not be obtained, a 62% response rate was achieved.

Sixteen percent (N=30) of potential respondents did not receive a survey packet due to outdated address information. If packets were returned with no forwarding information provided, the names were first cross-referenced with the CLTA database to determine whether a current address could be found. If the potential respondent was not a member of CLTA, the name was then forwarded to the CFLP director for possible identification. A third effort to reach these potential participants was to identify through project records the university they were attending when they participated in the Seminar. The alumni associations of these institutions were then contacted to determine whether a more current address for the potential respondents was on file. If so, a survey packet was then mailed to these associations, who in turn forwarded

---

<sup>3</sup> All percentages have been rounded up and, therefore, may not total 100.

it to the potential respondent. This effort, however, was only made with those universities from which follow-up address information was needed for at least 3 Seminar participants. A final attempt to reach potential respondents was to utilize Internet locator search engines that provide address information. Collectively, these attempts yielded the receipt of an additional 12 completed surveys (13% of the total number of surveys received).

A coding scheme for the quantitative survey data was devised based on responses provided by study participants (See Appendix H). Coded data were entered into an Excel spreadsheet, and data were later imported into SPSS and analyzed by frequencies, cross tabulations, correlations, t-tests, and factor analysis. The qualitative survey data were entered into a Word document, and parallels were identified among the responses to the open-ended question. Principal factors were identified and confirmed by a second rater.

## 2.2 Participant background

Completed surveys were received from members of each year's cohort since the start of the Seminar. Sixty-nine percent (N=66) of responses received were from participants who attended the Seminar between 1995 and 1998 (See Table 1 for a breakdown of respondents by year of Seminar attendance). Eighty-two percent (N=78) of all respondents were female<sup>4</sup>. Survey respondents reflected an ethnically diverse group—51% (N=48) Caucasians, 37% (N=35) Hispanics<sup>5</sup>, and 6% (N=6) Asians or Pacific Islanders<sup>6</sup>. (The remaining 6% of respondents were of a different ethnicity, identified themselves with more than one of the aforementioned ethnicities, or left the question unanswered.)

---

<sup>4</sup> To gauge how representative these female respondents were of the population who attended the Seminar, the applications that attendants had submitted to apply for the Seminar were consulted. Gender data were only available for 77% (N=141) of Seminar participants. However, these data reflected a percentage of female attendants nearly equal to this study's sample-- 84%.

<sup>5</sup> The title "Hispanic" includes also those respondents who identified themselves as Latinos, Mexicans, or Chicanos.

Table 1  
Response Rate by Year of Summer Seminar Attendance

<b>Year of Seminar</b>	<b># of Attendants</b>	<b>Number of Attendants Responding</b>	<b>% of Attendants Responding</b>
1998	33	21	64
1997	25	14	56
1996	21	15	71
1995	25	16	64
1994	20	9	45
1993	19	7	37
1992	20	7	35
1991	20	6	30
<b>Totals:</b>	<b>183</b>	<b>95</b>	<b>52</b>

Respondents were of varying ages at the time of their participation in the Seminar. Fifty-four percent (N=51) were between 18 and 29, and 41% (N=39) were between 30 and 50.

Respondents who attended the summer program while within the 21-23 age range (24%, N=23) and the 40-50 age range (17%, N=16) were the most numerous (See Table 2 for a complete breakdown of the percentages of participants to attend the Seminar at each age range).

---

<sup>6</sup> Ethnicity data were not collected for Seminar applicants until the 1996 cohort, so it is difficult to gauge how representative these data are of all Seminar attendants. However, if analyzing the 1996 and 1997 cohorts for which ethnicity data were collected for all participants, there is some evidence to support that Caucasians were more likely to respond to this survey than other ethnic groups. For example, while this study's sample from the 1996 and 1997 cohorts consisted of 52% Caucasians, the 1996 and 1997 applications of all those who attended the Seminar reflected that Caucasians only represented 23% of the attending population for those two years.

Table 2  
Age of Respondents at Time of Summer Seminar Participation<sup>1</sup>

Age Range	Percentage of Respondents
18-20	5
21-23	24
24-26	14
27-29	11
30-34	13
35-39	12
40-50	17
Over 50	4
<sup>1</sup> 1 respondent did not answer this item	

Survey respondents varied also in the academic degrees they had earned. Twenty-seven percent<sup>7</sup> (N=26) reported that a bachelor's degree was their highest academic degree. Forty-three percent (N=41) reported holding a teaching credential. Of those possessing a teaching credential, 49% (N=20) also reported having a single-subject credential in foreign languages<sup>8</sup>. Twenty-one percent (N=20) of respondents held a specialized credential (such as CLAD or BCLAD). Twenty-three percent (N=22) had a master's degree; 11% (N=10) had both a teaching credential *and* a master's degree, and 3% (N=3) had a credential, specialized credential, and a master's degree. Two percent (N=2) of respondents had a Ph.D. or Ed.D. Twelve percent (N=11) of survey respondents reported an alternative answer, reflecting that the completion of some undergraduate coursework or the receipt of an associate's degree was their highest degree

<sup>7</sup> The percentages listed here reflect the possibility of multiple responses to this item.

<sup>8</sup> This percentage is actually likely to be higher, as data were not collected from all respondents for this item.

of education (See Table 3 depicting these and other related percentages concerning educational attainment of study respondents<sup>9</sup>).

Table 3  
Educational Attainment of Current, Former, and Potential Teacher Respondents (N=92)

Academic distinction	Number of Respondents
Associate's degree/some undergraduate coursework <i>only</i>	11
Current Teachers	0
Former Teachers	0
Potential Teachers	11
Bachelor's degree <i>only</i>	26
Current Teachers	6
Former Teachers	2
Potential Teachers	18
Credential	41
<i>Credential w/SSFL</i> <sup>1</sup>	20
Current Teachers	18
Former Teachers	1
Potential Teachers	1
<i>Credential w/o SSFL</i>	1
Current Teachers	0
Former Teachers	1
Potential Teachers	0
<i>Credential/possible SSFL</i> <sup>2</sup>	21
Current Teachers	14
Former Teachers	3
Potential Teachers	1
Emphasis/Specialized Credential <sup>3</sup>	19
Current Teachers	15
Former Teachers	3
Potential Teachers	1

<sup>9</sup> Note that Table 3 shows only those respondents classified as current, former, or potential teachers (N=92). Therefore, three respondents included in the aforementioned educational attainment data are not represented in the table and, as such, some numbers found in the table vary slightly from those reported here.

Table 3, continued

Academic distinction	Number of Respondents
<b>Credential &amp; Emphasis/Specialized Credential</b>	<b>16</b>
<i>Credential w/SSFL &amp; Emphasis/Specialized Credential</i>	8
Current Teachers	7
Former Teachers	1
Potential Teachers	0
<i>Credential w/o SSFL &amp; Emphasis/Specialized Credential</i>	0
<i>Credential/ possible SSFL &amp; Emphasis/Specialized Credential</i>	8
Current Teachers	6
Former Teachers	2
Potential Teachers	0
<b>Master's degree</b>	<b>21</b>
Current Teachers	14
Former Teachers	2
Potential Teachers	5
<b>Credential &amp; Master's Degree</b>	<b>10</b>
<i>Credential (SSFL) &amp; Master's degree</i>	3
Current Teachers	3
Former Teachers	0
Potential Teachers	0
<i>Credential (w/o SSFL) &amp; Master's degree</i>	0
<i>Credential/possible SSFL &amp; Master's degree</i>	7
Current Teachers	5
Former Teachers	1
Potential Teachers	1

Table 3, continued

Academic distinction	Number of Respondents
Emphasis/Specialized Credential & Master's Degree	3
Current Teachers	2
Former Teachers	1
Potential Teachers	0
Credential, Emphasis/Specialized Credential & Master's Degree	3
<i>Credential w/SSFL, Emphasis/Specialized Credential, and Master's degree</i>	2
Current Teachers	2
Former Teachers	0
Potential Teachers	0
<i>Credential w/o SSFL, Emphasis/Specialized Credential, and Master's degree</i>	0
<i>Credential/possible SSFL, Emphasis/Specialized Credential, and Master's degree</i>	1
Current Teachers	0
Former Teachers	1
Potential Teachers	0
Ph.D./Ed.D.	2
Current Teachers	2
Former Teachers	0
Potential Teachers	0
<sup>1</sup> SSFL= Single Subject Credential in Foreign Languages <sup>2</sup> Respondent did not report whether or not s/he possessed a Single Subject Credential in Foreign Languages <sup>3</sup> Emphasis/Specialized Credentials are defined as CLAD, BCLAD, and/or ESL teaching certificates.	

Fifty-three percent (N=50) of respondents claimed that they were currently pursuing at least one academic degree or credential. Out of the 53% reporting to be students, the most

common programs currently being pursued were master's degrees, 38% (N=19); credentials, 32% (N=16); and bachelor's degrees, 20% (N=10). Out of the 32% pursuing a teaching credential, at least 69% (N=11)<sup>10</sup> were earning a single subject credential in foreign languages. Some respondents reported being enrolled in several programs concurrently. For example, 10% (N=5) of current students were enrolled in both credential and master's degree programs. Other programs being pursued included emphasis/specialized credentials (8%, N=4) and Ph.D./Ed.D's (4%, N=2). Six percent (N=3) also reported being enrolled in other programs, such as an unrelated specialized credential, as in School Psychologist (See Table 4 depicting these and other related percentages concerning the continuing educational pursuits of study respondents<sup>11</sup>).

---

<sup>10</sup> This percentage is actually likely to be higher, as data were not collected from all respondents for this item.

<sup>11</sup> Note that Table 4 shows only those respondents classified as current, former, or potential teachers (N=92). Therefore, three respondents included in the aforementioned enrollment data are not represented in the table and, as such, some numbers found in the table vary slightly from those reported here.

Table 4  
Current Educational Pursuits of Current, Former, and Potential Teacher Respondents (N=92)

Academic Program	Number of Respondents
Bachelor's degree	10
Current Teachers	0
Former Teachers	0
Potential Teachers	10
Credential	16
<i>Credential w/SSFL<sup>1</sup></i>	11
Current Teachers	4
Former Teachers	0
Potential Teachers	7
<i>Credential w/o SSFL</i>	0
<i>Credential/possible SSFL<sup>2</sup></i>	5
Current Teachers	3
Former Teachers	0
Potential Teachers	2
Emphasis/Specialized Credential <sup>3</sup>	4
Current Teachers	2
Former Teachers	0
Potential Teachers	2
Credential & Emphasis/Specialized Credential	1
<i>Credential w/SSFL &amp; Emphasis/Specialized Credential</i>	1
Current Teachers	0
Former Teachers	0
Potential Teachers	1
<i>Credential w/o SSFL &amp; Emphasis/Specialized Credential</i>	0
<i>Credential/possible SSFL &amp; Emphasis/Specialized Credential</i>	0

Table 4, continued

Academic Program	Number of Respondents
Master's degree	18
Current Teachers	10
Former Teachers	1
Potential Teachers	7
Credential & Master's Degree	5
<i>Credential (SSFL) &amp; Master's degree</i>	2
Current Teachers	1
Former Teachers	0
Potential Teachers	1
<i>Credential (w/o SSFL) &amp; Master's degree</i>	0
<i>Credential/possible SSFL &amp; Master's degree</i>	3
Current Teachers	2
Former Teachers	0
Potential Teachers	1
Emphasis/Specialized Credential and Master's degree	1
Current Teachers	1
Former Teachers	0
Potential Teachers	0

Table 4, continued

Academic Program	Number of Respondents
Credential, Emphasis/Specialized Credential & Master's Degree	1
<i>Credential w/SSFL, Emphasis/Specialized Credential, and Master's degree</i>	1
Current Teachers	1
Former Teachers	0
Potential Teachers	0
<i>Credential w/o SSFL, Emphasis/Specialized Credential, and Master's degree</i>	0
<i>Credential/possible SSFL, Emphasis/Specialized Credential, and Master's degree</i>	0
Current Teachers	0
Former Teachers	0
Potential Teachers	0
Ph.D./Ed.D.	2
Current Teachers	0
Former Teachers	0
Potential Teachers	2
Other <sup>4</sup>	3
Current Teachers	2
Former Teachers	0
Potential Teachers	1
Not currently enrolled in any academic program	43
Current Teachers	27
Former Teachers	6
Potential Teachers	10
<sup>1</sup> SSFL= Single Subject Credential in Foreign Languages <sup>2</sup> Respondent did not report whether or not the credential program s/he was enrolled in was specifically a Single Subject Credential in Foreign Languages <sup>3</sup> Emphasis/Specialized Credentials are defined as CLAD, BCLAD, and/or ESL teaching certificates. <sup>4</sup> “Other” would include emergency credentials, language classes, alternative unrelated certificates, such as School Psychologist, etc.	

In summary, the profile of a typical survey respondent would be a Caucasian or Hispanic female who attended the Seminar within the past 4 years. This attendance would have occurred either while completing a degree program in her early to mid-twenties or during a return to school at a later point in life, possibly in search of a career change or the start of (or return to) a career after raising a family. This woman would now possess a bachelor's degree and possibly be currently pursuing or already in possession of a master's degree and/or a teaching credential.

### 2.3 Instrument

A survey was chosen as the data collection instrument for this study due to the large number of participants (N=183) being recruited and to their scattered geographic distribution, primarily throughout the state of California, but nationally and even internationally as well. Time and financial constraints precluded the employment of interviews and/or focus groups as a primary or supplemental method of data collection. Due to the amount of material that was to be covered in the survey, it was estimated that it would take approximately 30 minutes to complete the survey. Therefore, out of convenience for our potential respondents, mailed surveys were selected over telephone administration.

The use of a mailed survey provides the advantages of relatively fast and inexpensive collection of data from across vast distances, a standardized instrument for all respondents, and anonymity of participants that may encourage more candid responses (Udinsky, Osterlind, & Lynch, 1981). Additionally, with input from the Seminar sponsors, the researcher possessed adequate knowledge of the population to be studied and was therefore able to tailor questions and create response options that reflected the diversity of possible employment/teaching situations that were probable. Finally, those petitioned for participation in this study were thought to be more likely to respond to the survey than a typical random sample population

might be, given the former group's perceived interest in foreign language education and their personal and professional relationships with staff members at the sponsoring associations.

Despite the many benefits of using mail surveys, there are also disadvantages to the use of this tool. In addition to low response rates, for example, other primary criticisms of surveys are their questionable reliability and validity (Udinsky et al., 1981). To increase the reliability of responses, key points were addressed in a variety of different manners, and a combination of format designs (e.g., Likert scale, open-ended response) was used. Additionally, respondents were asked to report their activities related to and attendance at professional development functions, rather than merely stating to what extent the Summer Seminar had engendered in them the importance of continuous professional growth.

Regarding the validity of the survey, much effort was made to differentiate between respondents' professional experiences in *foreign* language education as opposed to other types of language teaching, such as *second* language teaching programs that include English as a Second Language (ESL) or bilingual education<sup>12</sup>. Also, respondents were assured that their confidentiality would be maintained to encourage frank and more valid responses to the survey questions posed, rather than responses that may be perceived to be more desirable to the sponsoring associations. Additionally, several Likert-scale items were stated in the negative form (e.g., "The Summer Seminar did *not* help me to visualize myself as a foreign language teacher"), in an effort to encourage respondents to read statements more closely and to provide more thought-out answers, rather than consistently marking the same response for each question

---

<sup>12</sup> For purposes of this study, bilingual and immersion instructional models were treated collectively, and neither was equated with the teaching of a heritage language class. "Heritage language teaching" was reserved, then, to mean the teaching of an ancestral language to ethnic students who are typically familiar with the target language (though admittedly to varying degrees) and who are already proficient in English (e.g., Spanish for native speakers of Spanish). Unlike bilingual/immersion programs in which the non-English language is taught throughout the day (or other specified period), heritage language programs usually take the form of an elective course separate from a student's other content area classes.

down the length of the page. In a final effort to increase the survey's validity, it was piloted before being disseminated to ensure each item's clarity and the comprehensibility of skip patterns.

Survey items were constructed based on information obtained from the Seminar's administrators, from items previously asked in other studies conducted by the sponsoring associations, and from a review of the relevant literature, especially in the area of professional socialization. The survey consisted of 62 primarily closed-ended items, including multiple choice and Likert-scale responses, and was divided into five sections. The first, Background Information, requested general demographic information from the respondents. The second section, Professional Experience, asked questions pertaining to participants' experiences in language teaching (including how they obtained their skills in the languages they teach and how these languages are taught to whom and at what proficiency level). Those who had not become teachers were asked to provide reasons for this, and those reporting to be former<sup>13</sup> teachers were asked to explain their reasons for leaving and whether returning to the profession is an option. The third section of the survey was titled Professional Development, and questions were asked regarding respondents' participation and frequency of attendance at various professional development events. In the fourth section, the Summer Seminar in Teaching, there were 20 Likert-scale statements, designed to determine the long-range effect of the Seminar on participants' professional goals. Questions in this category included the extent to which respondents attribute the Seminar with their clear understanding of the challenges/realities of foreign language educators, their increase in confidence as teachers, and their awareness of the

---

<sup>13</sup> It should be noted that throughout this study, the term "former teacher" was used to define those respondents who at some point following the Seminar had obtained a position in language education, but who are not currently in such a position. This category, therefore, would *not* reflect those who may have held language education positions before attending the Seminar and left them.

importance of continuous professional growth. The final section, titled simply Open-Ended, offered respondents the opportunity to provide more detailed responses concerning the reasons for their decision to pursue (or not to pursue) a career in foreign language education and the role the Seminar played in that decision. Suggestions were also solicited for how the number and retention of foreign language teachers could be increased.

## Chapter Three Quantitative Findings

### 3.1 Initial entry into the field of language education

As depicted in Figure 1, out of the 95 survey respondents, 57% (N=54) had obtained a career position in language education<sup>14</sup> following the Seminar<sup>15</sup>. Eighty-five percent (N=46) of those obtaining a position were women; 9% (N=5) were Asian, 52% (N=28) Caucasian, and 37% (N=20) Hispanic<sup>16</sup>. Thirty-nine percent (N=37; 69% of all those obtaining a position) of all survey respondents went into foreign language teaching<sup>17</sup> only, and 6% (N=6; 11% of all those obtaining a position) of respondents went into bilingual/ESL teaching only. Twelve percent (N=11; 20% of all those to obtain a position) of respondents obtained a position(s) incorporating foreign language and bilingual/ESL teaching.

Forty-three percent (N=41) of all survey respondents are not employed in career positions in language education<sup>18</sup>. However, 27% (N=26; 63% of those without career positions in the

---

<sup>14</sup> A career position in language education is defined as being a somewhat permanent “teaching” position in foreign language (including heritage language), bilingual/immersion, and/or ESL education. Data on respondents’ professional involvement in all areas of language education were collected to gauge the overlap between foreign language education and the aforementioned areas (See Section 3.5 for a discussion of this overlap) and are presented collectively in this chapter. “Teaching” will be used in a general sense throughout these results to include aides, coordinators, etc. As virtually all participants were enrolled in a related undergraduate or graduate degree program at the time of their involvement with the Seminar, the intent of this question was to determine how many past participants entered foreign language education or a related field after completion of their program (or at least after terminating full-time student status). Therefore, former Seminar participants that reported currently being enrolled as full-time students in a related degree and/or credential program and were either not working or were working only on a part-time basis as a tutor or a teaching assistant were *not* included in this percentage. It should be noted that part-time aides, substitutes, and tutors *were* included in this percentage if they did not report their position as student employment or as a transitional position until they began a new academic program. Those respondents reporting to be currently pursuing a degree (on part-time status), but who were working full-time *were* included in this percentage.

<sup>15</sup> Note that this figure includes those who are no longer teaching.

<sup>16</sup> These demographics greatly mirror those of all 95 survey respondents. See section 3.2 Participant background.

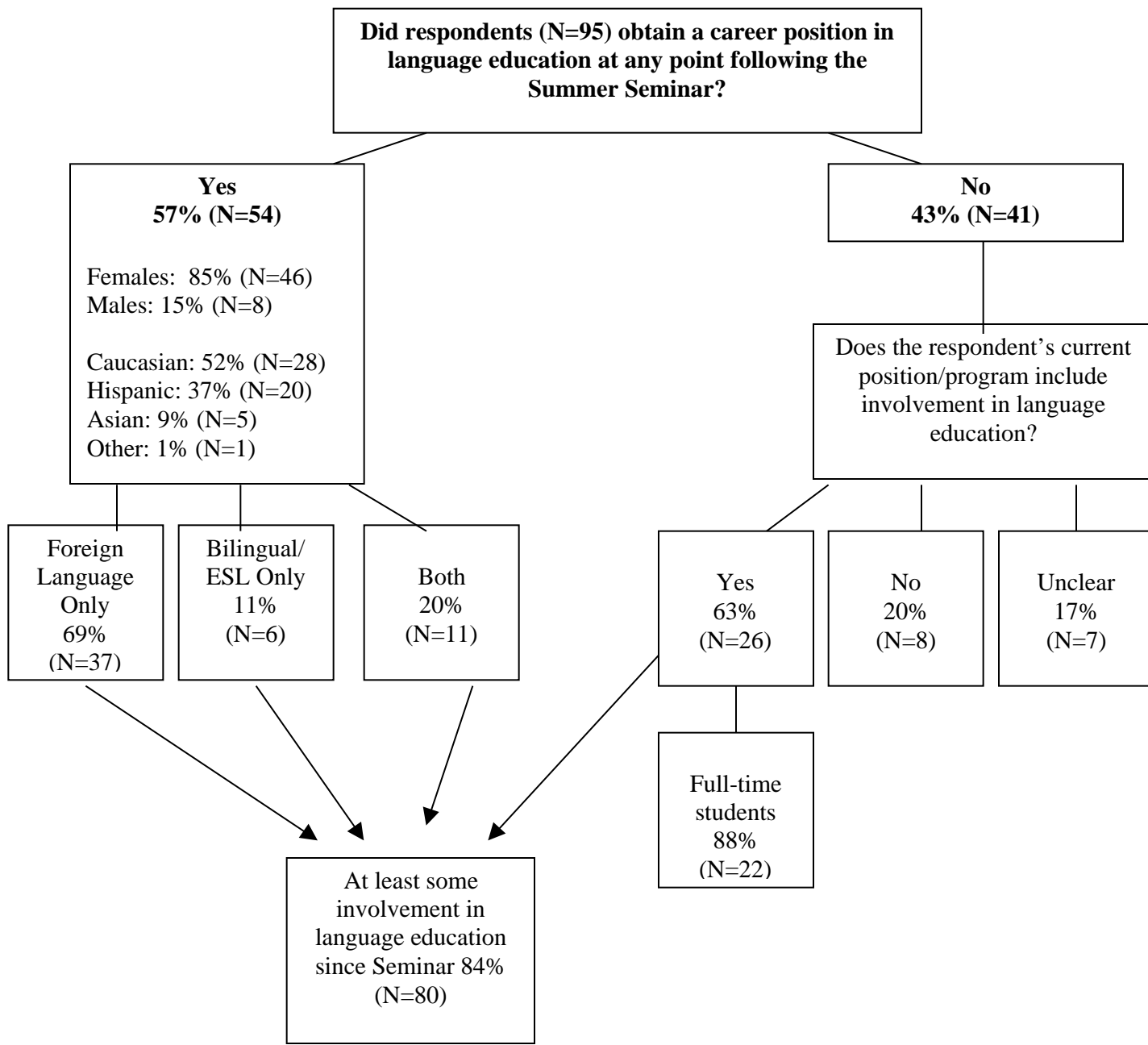
<sup>17</sup> For purposes of this study, foreign language teaching was defined traditionally as the teaching of a language other than English to primarily monolingual English-speaking students. It should be noted, however, that heritage language teaching (See footnote 14) was subsumed under the heading of “foreign language teaching”, despite the fact that the population receiving instruction in heritage language courses is quite different from the traditional foreign language student population. The decision to group these two types of language teaching together was based on the assumption that heritage language teachers typically are also involved in traditional foreign language teaching. This assumption was confirmed by the data.

<sup>18</sup> Twenty-six of these 41 respondents (63%) were members of the two most recent cohorts of Seminar attendants.

field) of respondents reported that while they had not obtained a career position in language education, they *were* involved in the field in some capacity. The majority of respondents in this category were still full-time students (77%, N=20), and were members of the Seminar's two most recent cohorts (81%, N=21). In sum, 84% (N=80) of study participants obtained career positions following the Seminar in the field of language education or reported being enrolled/working in a program/position involved to some degree in this area of language education. Only 8% (N=8; 20% of those not obtaining a position) of those responding reported not being involved in language education in any capacity. Finally, 7% (N=7; 17% of those not obtaining a position) of respondents reported that they were not involved in language education directly, and it was unclear whether or not their current activities were closely related to the field.

Figure 1

Respondents' Attainment of Career Positions in Language Education Following the Summer Seminar



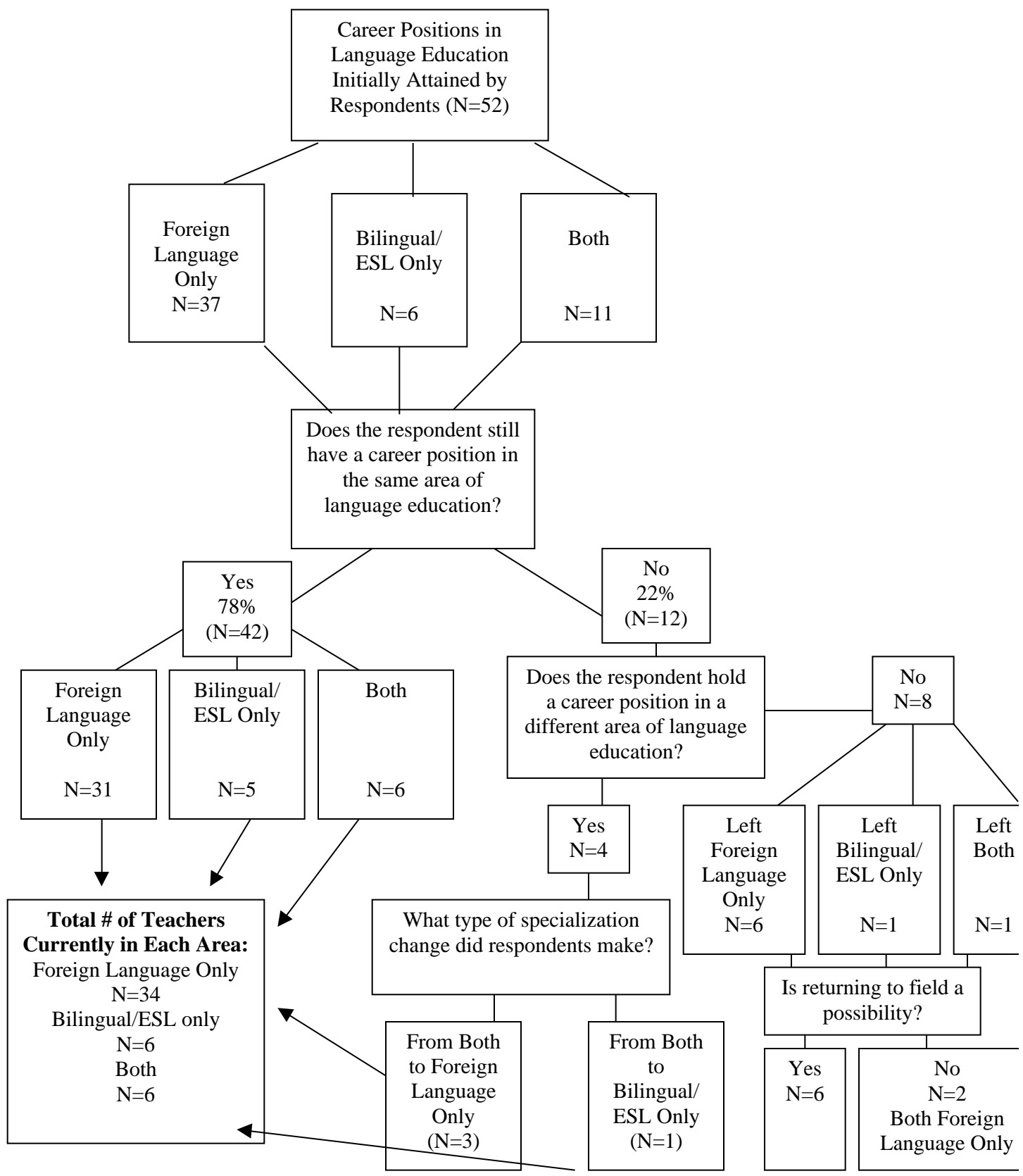
### 3.2 Retention in the field

Eighty-five percent (N=46) of those that reported obtaining a career position in the field of language education after the Seminar remained in the field; 91% (N=42) of those that remained in the field also stayed with their original area(s) of specialization within language education (See Figure 2).

Those who had obtained a position strictly in foreign language education and those who had become exclusively bilingual/ESL teachers were likely to remain in their fields; respectively, their retention rates were 84% (N=31) and 83% (N=5). No respondent who entered language education in *one* specific area reported changing to another area of emphasis. In other words, of those teachers who entered the field of language education purely as foreign language teachers and those who entered strictly as bilingual/ESL teachers, all reported either currently being involved in a position within their original area of emphasis or having left the field of language education entirely.

Those most likely to experience a shift in their employment were those who had initially obtained a position/s that included some combination of both foreign language and bilingual/ESL teaching. Of the 11 respondents in that category, only 6 reported currently teaching in both areas, while 3 currently held strictly foreign language education positions, and 1 had gone into bilingual education exclusively. One of those who had begun teaching in both areas left the field of language education entirely.

Figure 2  
Respondents' Retention in Language Education Following the Summer Seminar



### 3.3 Attrition profile<sup>19</sup>

#### 3.3.1 General information

Of the eight respondents who had left their positions in language education, 7 had worked as educators in the teaching of foreign languages and had held positions as teachers (as opposed to aides, etc.). The eighth respondent had taught bilingual/ESL only. Of those to leave the field, three were men, which constituted 38% of the total number of men who entered the field. In comparison, the five women who left comprised only 11% of the number of women who had entered the field.

There was no “typical” profile of a former teacher. Teachers from all age ranges left the field. These eight respondents varied in their ethnicities; Asian (N=1), Caucasian (N=4), and Hispanic (N=3) respondents were represented. Those who left the field also differed in their highest levels of educational attainment<sup>20</sup>, the educational environments in which they had taught (K-12, community colleges, universities, and private language schools<sup>21</sup>), and the levels they had instructed (beginning, intermediate, and advanced).

3.3.2 Target languages and primary pedagogical orientations. Those leaving the field had taught a variety of languages, and 5 of the 8 taught at least two languages. Six were Spanish teachers; three taught French; three taught ESL; and one taught Japanese. In the majority of cases, these respondents had higher proficiency levels than average for their respective

---

<sup>19</sup> Recall that throughout this study, the term “former teacher” was used to define those respondents who at some point following the Seminar had obtained a position in language education, but who are not currently in such a position. This category, therefore, would *not* reflect those who may have held language education positions before attending the Seminar and left them.

<sup>20</sup> The highest degrees obtained by those teachers who left the field included bachelor’s degrees, credentials, specialized credentials, master’s degrees, and some combination of the aforementioned (See Table 3 for a complete breakdown of these data).

<sup>21</sup> It should be noted that all respondents reporting to have taught within private language schools—4% (N=2) of all those who obtained a career position in language education—left the field.

languages<sup>22</sup>. Seven of these former language teachers stated that their primary pedagogical orientation was to teach students how to function appropriately in the target language in various settings and with a variety of people.

3.3.3 Professional development behavior. Three of the 8 former language teachers report still attending a professional development function at least once a year, while half report never attending such events<sup>23</sup>. Two former teachers participated in a function within the last year sponsored by CLTA, while CFLP, CABE, and TESOL each had one former teacher in attendance at their respective events. Three of the 8 teachers who left had held leadership roles in the field, including serving as a mentor teacher (N=2) and as a member of CFLP's leadership team (N=1).

3.3.4 Determining factors. A variety of reasons were cited for why respondents decided not to remain in language teaching.<sup>24</sup> The primary explanations were as follows: found a better job outside of the field (N=3); position in language education did not sufficiently compensate the respondent (N=3); position did not meet respondent's expectations (N=3); students were uncooperative (N=2); and workload was too demanding (N=2). Six respondents reported that they had left the field within their first three years of teaching. Seventy-five percent (N=6) reported that they would consider returning to the field.

## 3.4 Current teacher profile

3.4.1 General information. Forty-six respondents are currently teaching in the field of language education. Seventy-four percent (N=34) are teaching foreign languages only. Thirteen

---

<sup>22</sup> For example, the average proficiency score for all respondents listing Spanish first as a/the language they teach was 1.40; the four respondents leaving the field who listed Spanish as their first target language reported a better average score of 1.25. See Section 4.8.2 for a discussion of the proficiency scale used.

<sup>23</sup> This, however, does not necessarily reflect their levels of participation in professional development activities while they were involved in language education.

<sup>24</sup> Respondents were instructed to check all responses that were applicable.

percent (N=6) are teaching bilingual/ESL only<sup>25</sup>, and 14% (N=6) both foreign language and bilingual/ESL. Eighty-five percent<sup>26</sup> (N=39) of those currently in the field are teachers; two respectively are aides or directors/department heads; one is a coordinator, and one is self-employed. Nearly half of all current teachers are minorities<sup>27</sup>. All current teachers are working in the state of California, and the length of their teaching careers ranges from 1 to 23 years. Nearly half (46%, N=21) of all current teachers have been in the field for three years or less, and the median number of years experience is 4. The estimated average age<sup>28</sup> of current teachers is 36 years old.

Those respondents reporting to be current teachers also represent a wide range of educational backgrounds. All teacher respondents have at least a bachelor's degree; for 13% (N=6), this is the highest degree they have obtained. The majority of those teaching, however, hold higher academic distinctions. For example, 70% (N=32) have a teaching credential (56%, N=18, of which also have a single subject credential in foreign languages<sup>29</sup>); 33% (N=15) have specialized credentials; 30% (N=14) hold master's degrees, and two have a Ph.D./Ed.D. Many teachers also hold some combination of the aforementioned (See Table 3 for a complete breakdown of these data).

Current teachers also reported being active in continuing their education. Forty-one percent (N=19) reported enrollment in some type of degree and/or credential program on a part-time basis. Master's programs were the most likely program in which current teachers reported being enrolled; nearly a quarter (22% (N=10) of teacher respondents reported currently pursuing

---

<sup>25</sup> Only one teacher in this category reported teaching ESL exclusively. The other five teach strictly bilingual classes or a combination of bilingual and ESL classes.

<sup>26</sup> Multiple responses to this question were possible.

<sup>27</sup> Forty-eight percent (N=22) of current teachers are minorities. Their ethnic breakdowns are as follows: 77% (N=17) Hispanic, 18% (N=4) Asian, 5% (N=1) other.

<sup>28</sup> Respondents reported only their age range at the time of their attendance at the Summer Seminar.

<sup>29</sup> Recall that this percentage is actually likely to be higher, as data were not collected from all respondents for this item.

a master's degree. Seven current teachers reported being enrolled in a credential program, and at least 4 of these respondents are earning a single subject credential in foreign languages.

Additionally, two individuals reported enrollment in a specialized credential program (See Table 4 for a more complete picture of teachers' current educational pursuits).

Teachers reported working in a variety of educational settings<sup>30</sup> as follows: 11% (N=5) in elementary schools<sup>31</sup>, 7% (N=3) in middle schools, 72% (N=33) in high schools, 13% (N=6) in community colleges, 11% (N=5) in colleges/universities, 2% (N=1) in Saturday schools. One respondent reported being self-employed. Four of the 11 that reported teaching foreign languages at the community college or university level teach literature as well. The instructional level(s)<sup>32</sup> for which current teachers are responsible is also varied, with 83% (N=38) teaching beginning level, 70% (N=32) intermediate, and 48% (N=22) advanced/advanced placement.

3.4.2 Target languages and primary pedagogical orientations. Current teachers reported teaching a variety of languages<sup>33</sup>. Spanish, with 59% (N=27), was the language most frequently reported *first*<sup>34</sup> by teachers. ESL was the language most often reported *second* by current language teachers, with 44% (N=8). When combining the languages listed first and second, Spanish, taught by 67% (N=31) of all language teachers, was the most frequent response. Included in the 67% are the five bilingual teachers conducting Spanish/English classes. French was the second most common language with 37% (N=17) of respondents reporting to teach it, and 9 teachers reported ESL as a language they teach. Other languages reported were German (N=4), Japanese (N=1), Lithuanian (N=1), and Hmong (N=1). Thirty-nine percent (N=18) of all

---

<sup>30</sup> Respondents were asked to select as many categories as were appropriate.

<sup>31</sup> It should be noted that all respondents in this category are bilingual teachers, not foreign language.

<sup>32</sup> Multiple responses to this question were acceptable.

<sup>33</sup> Respondents were asked to list a maximum of two languages they teach.

<sup>34</sup> While survey instructions did not direct respondents to write the languages they teach in any particular order, it is thought that the language listed first is the one in which the respondent most often teaches, and possibly the one with which s/he is more proficient. For these reasons, the order in which languages were listed by respondents is discussed throughout this chapter.

current teachers reported teaching more than one language. Ninety-one percent (N=42) of all current teachers report that their primary pedagogical orientation is to teach students to function appropriately in the target language in various settings and with a variety of people.

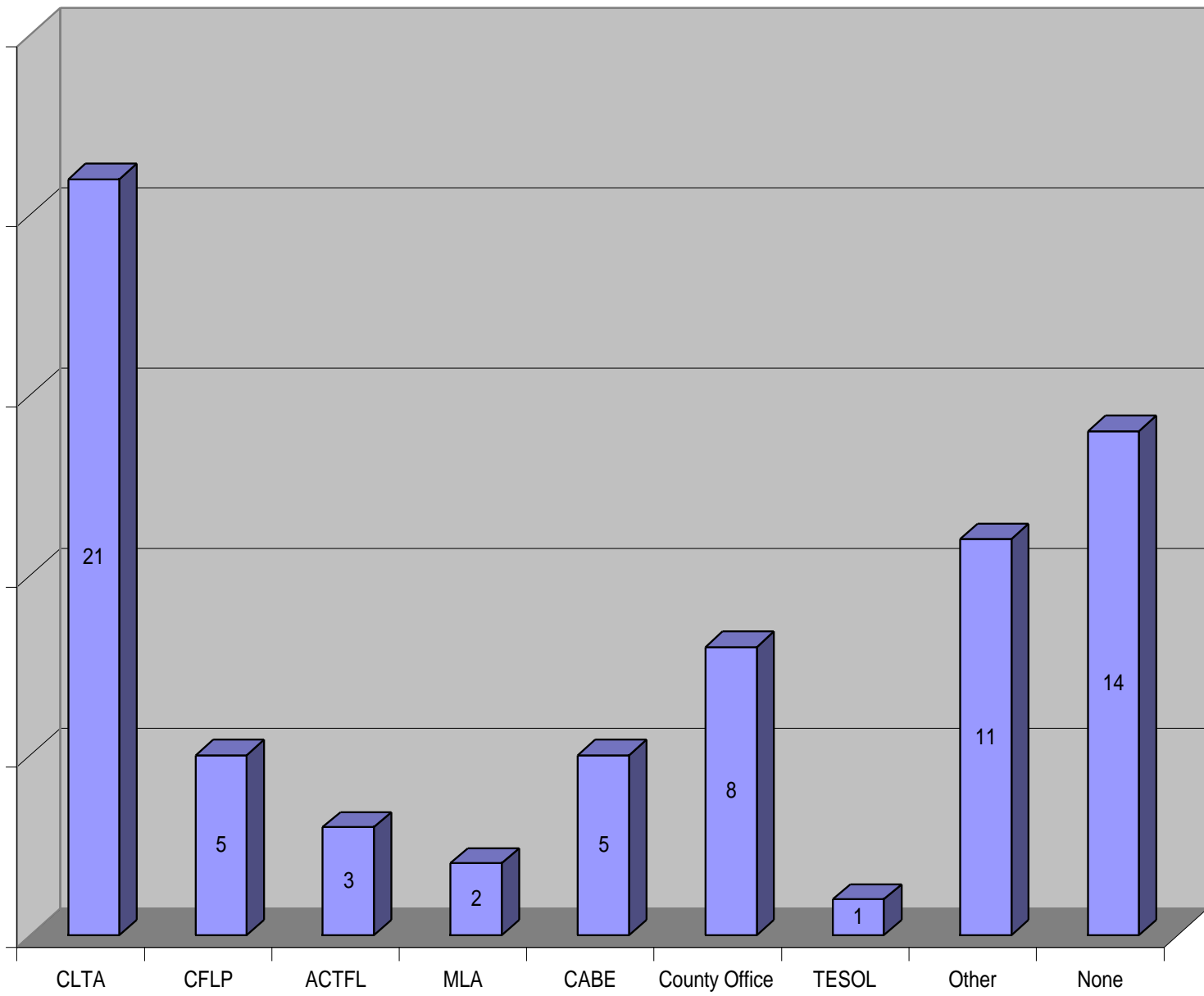
3.4.3 Professional development behavior. Seventy-six percent (N=35) of current teachers reported attending a professional development function at least once a year, and only three current teachers reported never attending such a function. Seventy-one percent (N=15) of new teachers<sup>35</sup> and 77% (N=17) of the experienced teachers report attending a professional development activity at least annually, illustrating that new teachers are nearly just as likely as experienced teachers to participate.

The professional development activity most current teachers participated in within the last year is a CLTA function (46%, N=21). CLTA events were followed by county office-sponsored programs (17%, N=8), a CFLP function (11%, N=5), a CAFE activity (11%, N=5), and teacher training seminars for Advanced Placement (AP) classes (4%, N=2) (See Figure 3). Examining separately the professional development functions attended by the 5 respondents involved exclusively in bilingual teaching, it is noted that, like teachers involved to some degree in foreign language education, bilingual teachers report attending CLTA (N=1) and CAFE events (N=3) within the last year, but unlike these teachers, they did not participate in CFLP-sponsored activities.

---

<sup>35</sup> Defined as those with 3 or less years of experience.

Figure 3  
Number of Current Teachers Reporting to Have Attended a Professional Development Function Sponsored by Specific Associations Within the Past Year (N=46<sup>1</sup>)



<sup>1</sup>Multiple responses to this question were possible.

The two leadership roles most commonly reported by current teachers were mentor teacher (15%, N=7) and foreign/heritage language curriculum advisor (11%, N=5). Fifty-seven percent (N=26) of current teachers report *never* having assumed a leadership role in language education. The number of minority respondents (N=9) and non-minorities respondents (N=11) who assumed leadership roles was nearly proportionately equivalent.

### 3.5 Alternative teaching experiences among current and former language teacher respondents<sup>36</sup>

3.5.1 English as a Second Language. While only one respondent reported currently teaching ESL exclusively, among the 54 current and former teacher respondents, twenty-two percent (N=12) have at some point in their careers taught at least one ESL class. The most commonly reported reason for teaching in this area was a shortage of offerings in the language(s) the respondent taught<sup>37</sup> (N=4). Other commonly reported reasons were a desire to explore a different aspect of the field of language teaching (N=2); the position that the respondent accepted included an ESL assignment (N=2); and the position was a summer or occasional position only (N=2).

As seen in Figure 4, 10 of the dozen teachers with ESL experience are still working in the field of language education. One, as noted above, is exclusively working in ESL education; two work in both ESL and bilingual instruction; and 5 have a position(s) that combines ESL with foreign language instruction<sup>38</sup>. The final 2 current teachers are no longer involved in ESL, but have switched to positions exclusively in foreign language education<sup>39</sup>.

---

<sup>36</sup> “Alternative” here refers to language teaching outside the realm of traditional foreign language teaching.

<sup>37</sup> Spanish and/or French were the target languages these respondents listed.

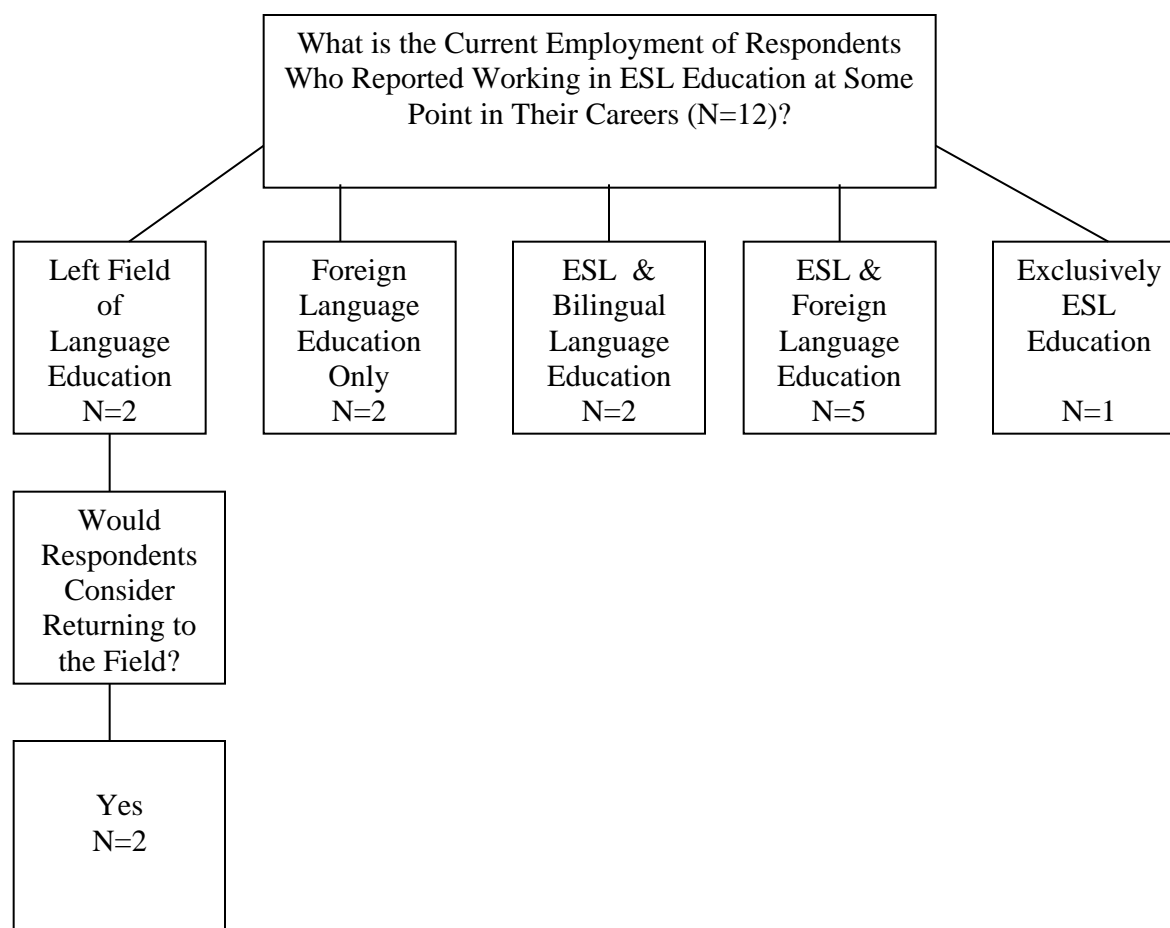
<sup>38</sup> In the order of frequency, Spanish, French, and Lithuanian were the target languages reported.

<sup>39</sup> Spanish and French were the target languages of these respondents.

The two teachers with ESL experience that left the field of language education entirely claimed respectively that they had found a better job and were currently exploring other options. However, both indicated that they would consider returning to the field.

Figure 4

Current Employment of Respondents Who Reported Working in ESL Education at Some Point in Their Careers



Eight respondents with experience in ESL felt qualified to teach in this area, 7 of which had taken additional coursework in ESL teaching. Three respondents did *not* feel qualified to teach ESL, and 2 of the 3 did *not* take additional classes in the area. It should be noted that neither of the 2 who left the field indicated that they felt unqualified to teach in this area. The twelfth respondent did not answer these survey items.

3.5.2 Bilingual/immersion. Seventeen percent (N=9) of current and former teachers have at some point in their careers taught a bilingual or immersion class. There was no consistent response offered for the reason for teaching in this area, but two respondents reported a shortage of offerings in the language(s) they teach<sup>40</sup> (N=2). Five of the 9 reporting experience in bilingual education are currently teaching in this area and have no involvement in foreign language education. Each of these 5 teachers identify themselves as Hispanics; together they comprise 25% of the total number of Hispanic respondents currently involved in language education. Four of the 5 are native speakers of Spanish. Four of these bilingual teachers (including the *non*-native Spanish speaker) feel qualified to teach in this area and have completed additional training in bilingual education.

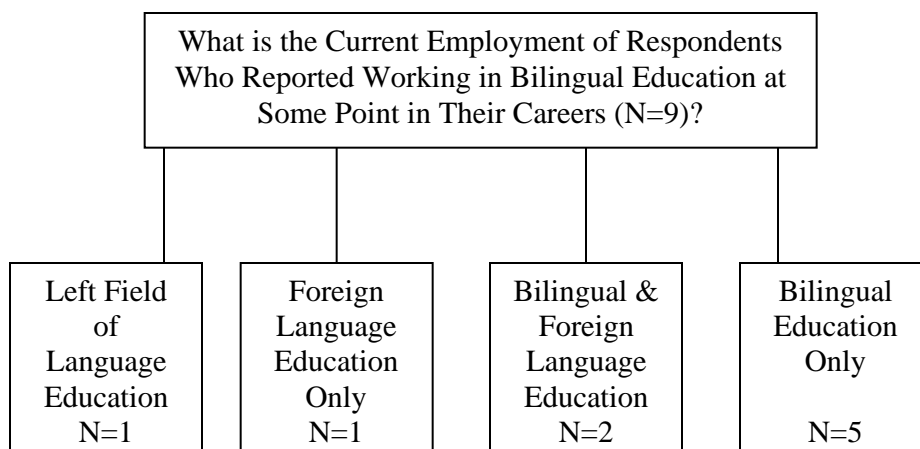
Figure 5 shows that 2 respondents that reported involvement in bilingual education at some point in their careers are currently working in this area as well as foreign language education. One respondent is a self-employed French teacher, and the other teaches Lithuanian at a Saturday school and high school French.

The two remaining respondents are no longer involved in bilingual teaching. One now works exclusively in the domain of foreign language teaching (as a Spanish teacher), and the other has left the field of language education.

---

<sup>40</sup> Both respondents listed Spanish as their only target language.

Figure 5  
Current Employment of Respondents Who Reported Working in Bilingual/Immersion Education at Some Point in Their Careers



3.5.3 Heritage language. Nineteen percent (N=10) of teachers reported experience with heritage language teaching. All are still involved in language education. Reasons provided for involvement in this area varied. Four respondents reported that their involvement was due to a shortage of offerings in the language(s) the s/he teaches<sup>41</sup>. Two respondents reported that they wanted to explore a different aspect of language teaching. Other reasons supplied were that the respondent prefers this type of teaching (N=1) or that the respondent determined a need for this type of teaching within his/her community and wanted to meet it (N=1). One respondent reported that heritage language teaching was only a summer or occasional position.

Three of the ten teachers involved in heritage language teaching are also involved in ESL teaching; the remainder work exclusively within the realm of foreign language education<sup>42</sup>.

Eight respondents claimed that they felt sufficiently qualified to teach classes to native speakers.

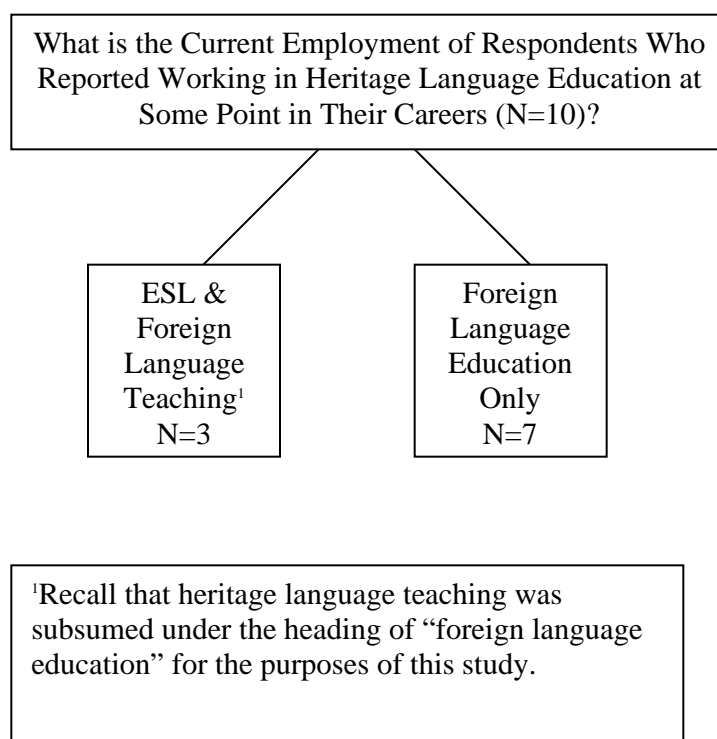
<sup>41</sup> The target languages listed in order of frequency were Spanish, French, and Hmong.

<sup>42</sup> Note that those teaching bilingual education classes were not counted as heritage language instructors.

Only one heritage language teacher had taken additional coursework in this area. At least six of the heritage language teachers are teaching Spanish to native speakers and at least one is teaching French as a heritage language<sup>43</sup> (See Figure 6).

Figure 6

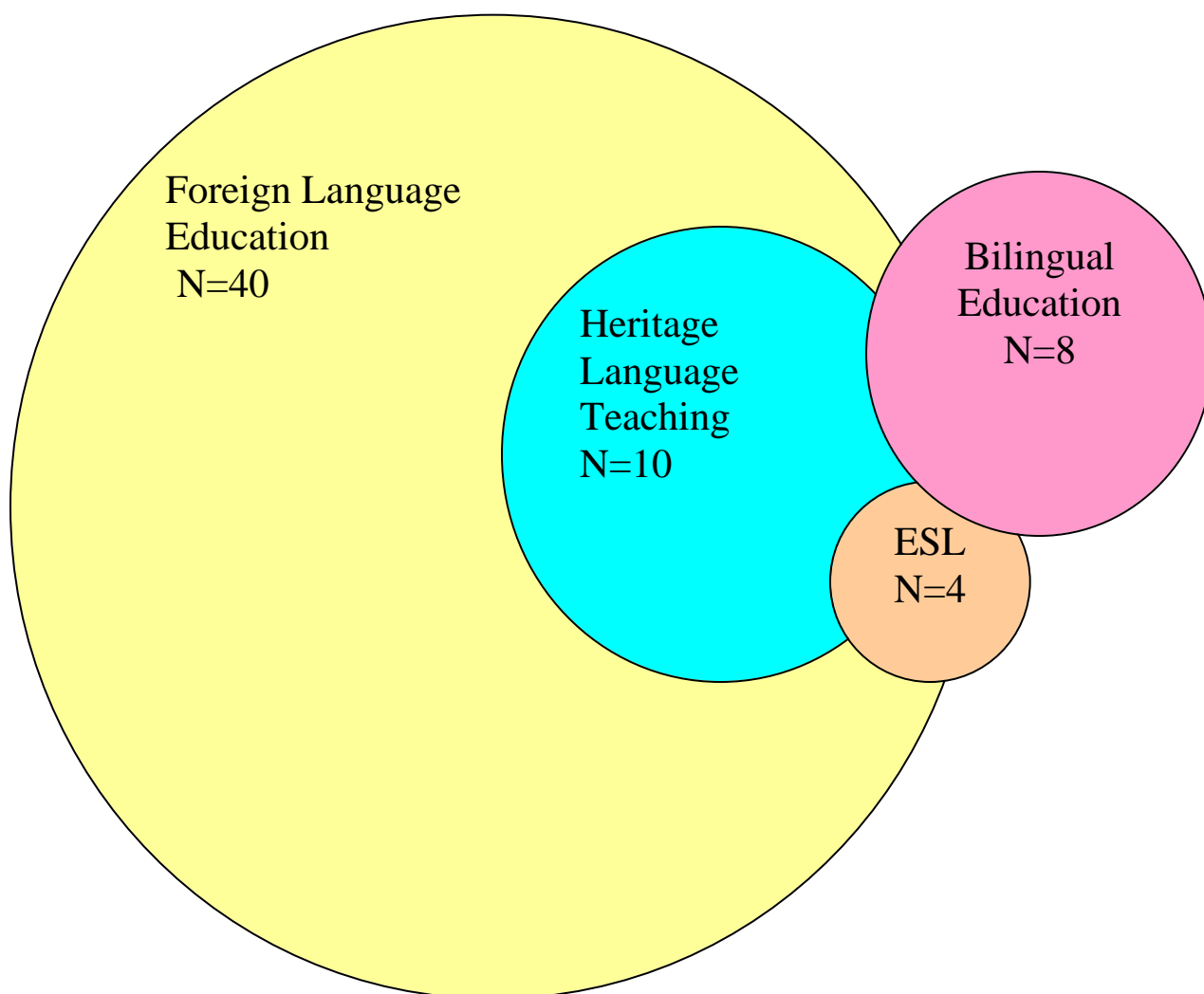
Current Employment of Respondents Who Reported Working in Heritage Language Education at Some Point in Their Careers



<sup>43</sup> Since respondents were not prompted to report the heritage language they are teaching, this information could only be gained definitively for those who listed just one target language. As such, the other respondents could be possibly be teaching Hmong and/or Lithuanian to heritage language learners.

3.5.4 Summary of alternative teaching experiences. Forty-four percent (N=24) of all current and former language teacher respondents have been involved to some degree in at least one alternative form of language education—ESL, bilingual education, and/or heritage language teaching—at some point in their careers. Of all current teacher respondents involved to any degree in traditional foreign language education, one third (N=13) are also involved in ESL and/or heritage language teaching (See Figure 7).

Figure 7  
Current Foreign Language Teachers' Overlap with Alternative Areas of Language Instruction



### 3.6 Respondents no longer considering the field of language education

Forty-one (43%) survey respondents have at no point obtained a career position in language education. Three of these respondents reported that entering the field of language education is no longer a possibility for them. Various reasons were provided. One respondent had found a more lucrative job still related to language education as a translator. The remaining two respondents are working in unrelated areas. One was unable to find an appropriate position and now teaches sixth grade language arts and history. The final respondent did not perceive her competence in the target language to be sufficient and realized she preferred working with younger children. She is now serving as a K-6 special education teacher.

### 3.7 Profile of potential teachers

The remaining 38 respondents who have yet to obtain<sup>44</sup> a career position in language education reported that this is still a possibility. The majority (76%, N=29) hold no higher than a bachelor's degree<sup>45</sup>, but 74% (N=28) are currently enrolled in at least one degree/credential program (See Table 4 for more detailed information). Potential teachers<sup>46</sup> can be divided into three groups, which are discussed separately below.

3.7.1 Involvement in some manner in language education. Sixty-six percent (N=25) of potential language teachers are involved in the field of language education to some degree. The

---

<sup>44</sup> These people have yet to obtain a career position, *at least since attending the Seminar*. This category, then, could include those respondents who at some earlier point in their lives prior to attending the Seminar have held a career position in language education. See Footnote 46.

<sup>45</sup> See Table 3 for a complete breakdown of the data pertaining to the educational attainment of potential teachers. It should be noted that although in the sections to follow potential teachers are subdivided into three groups, Table 3 presents data collectively for all potential teachers.

<sup>46</sup> The average age for this group of respondents was approximately 32. This is only an estimation, however, as respondents reported only their age range at the time of their attendance at the Summer Seminar. While this average may appear high, it should be noted that the majority of potential teachers are still full-time students, and several respondents in their forties and even fifties have returned to school full-time, typically in pursuit of a credential or master's degree. As in order to belong to this category respondents must have indicated that at no point following the Seminar did they obtain a career position in language education, these older respondents are thus returning to the field after many years or are just beginning/changing careers at this point in their lives.

majority of respondents in this category, 88% (N= 22), are still full-time students. Forty-five percent of full-time students (N=10) are enrolled in a credential, emphasis/specialized credential, and/or a master's program; five of these individuals are also serving as teaching assistants. Two were enrolled in Ph.D/Ed.D programs and held positions as teaching assistants. An additional 8 students are in a related undergraduate program, and two of these individuals are also serving as part-time tutors.

Of those working in a related capacity who are not full-time students (N=3), two respondents report serving in volunteer positions related to language education. One of these respondents was volunteering during a period of transition from/to a related academic program and the other was volunteering in order to gain additional training in the field.

3.7.2 Involvement in an unrelated area. Six respondents (16% of prospective language teachers) are working in an area unrelated to language teaching. Two of these respondents are working in other areas of education; one is working as a secretary and reports involvement in some type of academic program; two are in a period of transition from/to school, and one is unemployed.

3.7.3 Involvement in an undetermined area. The final 18% (N=7) of prospective teachers did not indicate (and it was not clear through their other responses) whether or not their current occupation was related to language teaching. Five respondents in this category reported still being full-time students.

In summary, although 34% (N=13) of prospective teachers may not have any involvement in language teaching at this time, this does not preclude the majority of them from still considering entering the field at some point in the future.

3.7.4 Target languages and primary pedagogical orientations. The types of languages listed by the 38 potential teachers followed generally the same pattern as current teachers; the

language most frequently reported first was Spanish, with 63% (N=23), and the language most frequently reported second was ESL, with 38% (N=8). When combining the first and second languages reported, Spanish (63%, N=24) and French (37%, N=14) were the two most commonly listed languages, followed by ESL (21%, N=8). One way the prospective teachers' languages did differ from the current teachers' lists, however, was in the presence of Italian, which tied with ESL with 21% (N=8) of the 38 potential teachers listing it as a language they plan to teach. German was reported by 8% (N=3) prospective teachers, and 2 people reported planning to teach a different language, Japanese and Portuguese, respectively. Additionally, 55% (N=21) of prospective teachers entering the field plan to teach more than one language, as compared to 39% (N=18) of current teachers.

Like current and former teachers, the majority (63%, N=26) of prospective teachers want primarily to teach students how to function appropriately in the target language in various settings and with a variety of people. Nineteen percent (N=8) are more focused on the quality of the content the student is able to produce in the target language. Most notably, while no former or current teachers selected this response, 3 potential teachers did state that accuracy and grammar in the target language represent their primary pedagogical orientation.

3.7.5 Professional development behavior. Thirty-four percent (N=13) of prospective teachers report attending a professional development function at least once a year, as compared to 76% (N=35) of current teachers. Additionally, 42% (N=16) of potential teachers responded that they never attend events sponsored by professional development associations<sup>47</sup>, as compared to only 7% (N=3) of current teachers. Eight prospective teachers report having assumed a leadership role in language education, including foreign language tutor (8%, N=3), foreign/heritage language curriculum advisor (3%, N=1), and advisor of a foreign language club

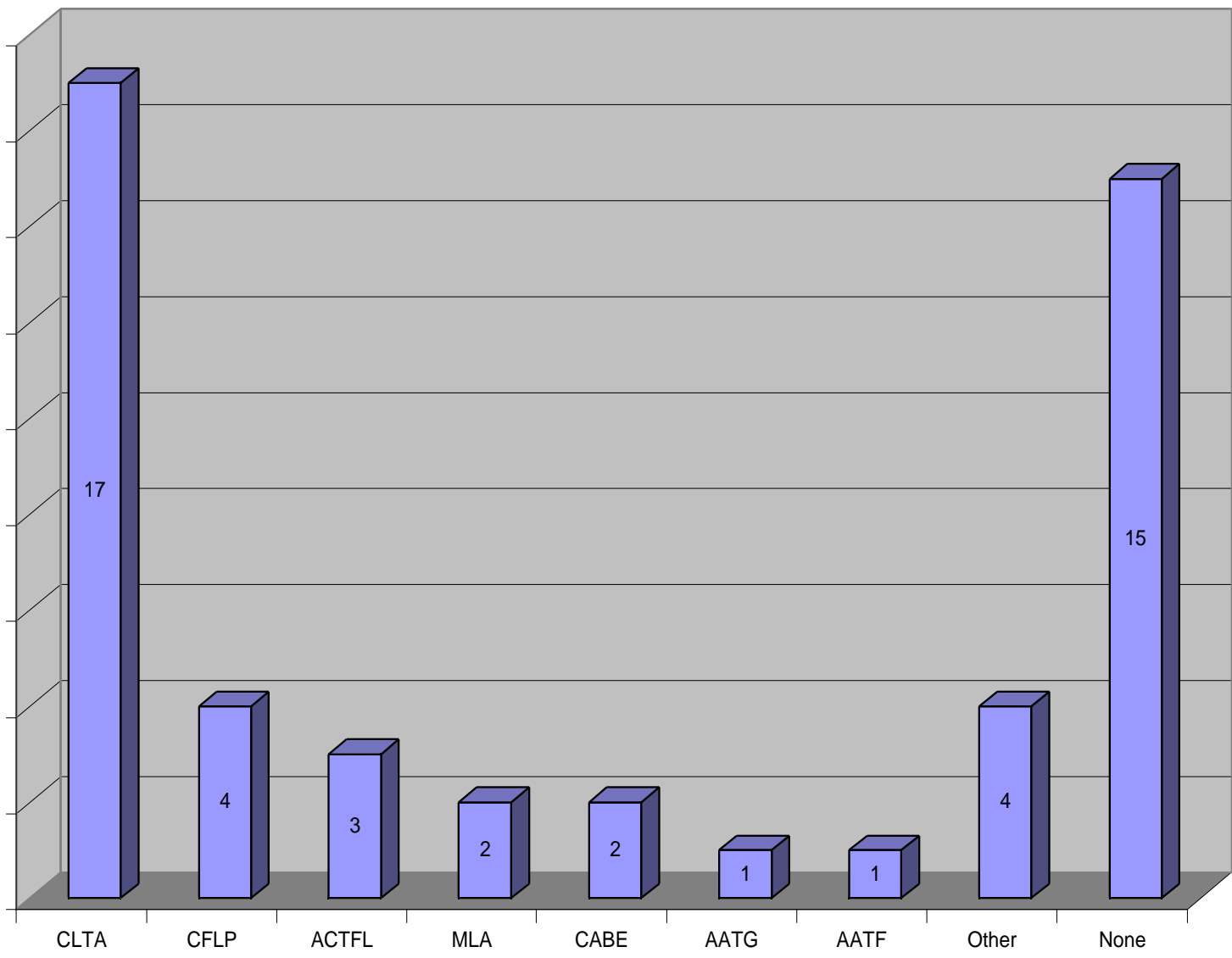
---

<sup>47</sup> Beyond, of course, their participation in the Summer Seminar.

(3%, N=1). As seen in Figure 8, like current teachers, prospective teachers are most likely to have attended a CLTA function within the past year (45%, N=17), followed by CFLP (11%, N=4), ACTFL (8%, N=3), MLA (5%, N=2), CABE (5%, N=2), AATG (3%, N=1), and AATF (3%, N=1). The number of minority and non-minorities respondents to report attendance this year at a professional development activity was nearly proportionately equivalent, respectively 63% (N=12) and 59% (N=10).

Figure 8

Number of Potential Teachers Reporting to Have Attended a Professional Development Function Sponsored by Specific Associations Within the Past Year (N=38<sup>1</sup>)



<sup>1</sup>Multiple responses to this question were possible.

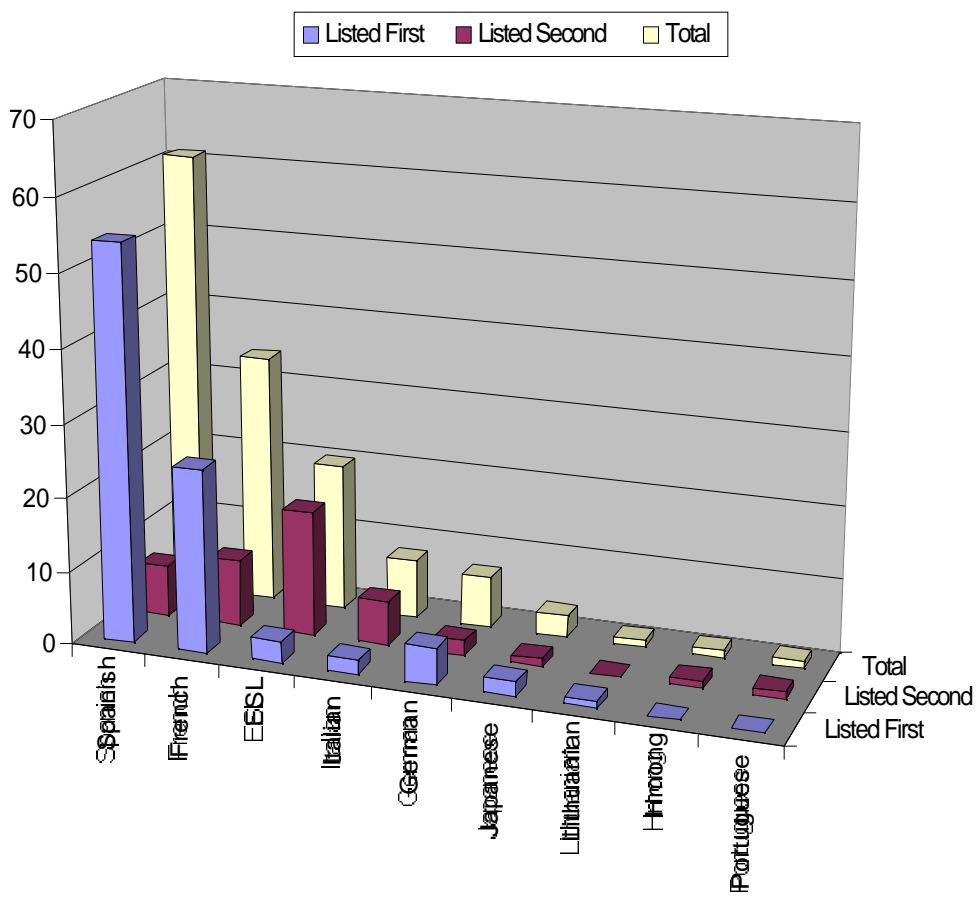
### 3.8 Composite language profile of current, former, and potential language teachers

In order to gain an understanding of the language backgrounds of all those who have taught and are planning to teach, a composite of current, former, and potential teachers' target languages, manners in which they have acquired their target languages, and proficiency levels in those languages were analyzed.

3.8.1 Target languages. Spanish was the language most frequently listed by the 92 current, former, and potential teachers, with 66% (N=61) of these respondents reporting that Spanish was a language they respectively teach, taught, or plan to teach. Following Spanish was French with 37% (N=34), ESL with 22% (N=20), Italian with 9% (N=8), and German with 8% (N=7). Spanish and French were the two languages respondents were most likely to report as primary target languages, while ESL and Italian were most likely to be a secondary language. (See Figure 9 for a breakdown of target languages by the order in which respondents' reported them and Figure 10 for a breakdown of target languages by current, former, and potential teacher respondents.)

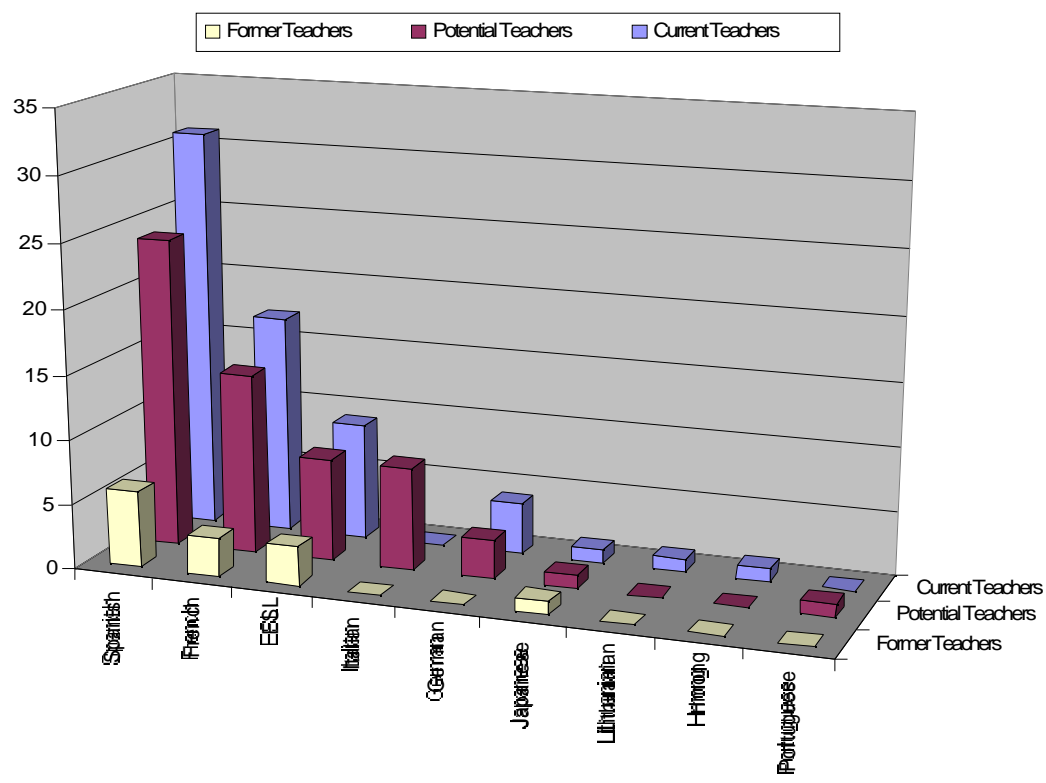
Figure 9

Number of Current, Former, and Potential Teachers by Target Language Listed First and Target Language Listed Second



	Spanish	French	ESL	Italian	German	Japanese	Lithuanian	Hmong	Portuguese
Listed First	54	25	3	2	5	2	1	0	0
Listed Second	7	9	17	6	2	1	0	1	1
Total	61	34	20	8	7	3	1	1	1

Figure 10  
Target Language by Number of Current Teachers



	Spanish	French	ESL	Italian	German	Japanese	Lithuanian	Hmong	Portuguese
Former Teachers	6	3	3	0	0	1	0	0	0
Potential Teachers	24	14	8	8	3	1	0	0	1
Current Teachers	31	17	9	0	4	1	1	1	0

Forty-eight percent (N=44) of current, former, and potential teachers reported that their teaching assignments (would) include(d) more than one language. Almost half (49%, N=30) of those respondents listing Spanish as a target language also listed an alternate target language. Sixty-two percent (N=21) of all respondents who listed French reported an alternate target language. The most popular combinations for those listing two languages were Spanish/ESL<sup>48</sup> (36%, N=16), Spanish/French (25%, N=11), French/Italian (9%, N=4), and Spanish/Italian (7%, N=3).

3.8.2 Manners of acquisition. As noted in Table 5, the most common methods<sup>49</sup> current, former, and potential teachers report using to acquire the language(s) they listed were classroom instruction<sup>50</sup>, followed by being a native speaker<sup>51</sup>. Seventy-nine percent of French (N=27), 75% of Italian (N=6), and 64% of Spanish (N=39) current, former, and potential teachers acquired their respective language(s) at least in part through classroom instruction. The language with the greatest proportion of native-speaking current, former, and potential teachers is Spanish, with 56% (N=34) learning the language natively<sup>52</sup>. Of those that listed ESL, only 55% (N=11) reported to be native speakers of English. Native-speaking French current, former, and potential teachers comprised 21% (N=7) of those listing the French language.

Acquiring a language through informal settings (i.e., through interactions with friends, a spouse, neighbors, etc. with proficiency in the target language) was also a popular manner of

---

<sup>48</sup> There is no significance in these examples for which language is listed first. For example, “Spanish/ESL” represents those that listed Spanish first and ESL second, as well as those who listed these languages in the reverse order.

<sup>49</sup> Respondents were instructed to check as many possible manners of acquisition as were appropriate.

<sup>50</sup> For the first language listed, 61% (N=56) learned through classroom instruction; for the second language listed 64% (N=28) acquired their target language at least in part through classroom instruction.

<sup>51</sup> For the first language listed, 49% (N=45) were native speakers; for the second language listed 27% (N=12) spoke the target language natively.

<sup>52</sup> It should be noted that this does not necessarily indicate superior proficiency.

acquisition reported by current, former, and potential teachers<sup>53</sup>. Thirty-nine percent (N=24) of all those with Spanish as a target language reported learning the language in an informal environment, while 3 individuals listed learning Italian and 7 people reported learning French in a similar manner.

Finally, study abroad was another context through which current, former, and potential teachers gained proficiency in their target language(s)<sup>54</sup>. Fifty percent of French (N=17), 43% of Spanish (N=26), and 25% of Italian (N=2) current, former, and potential teachers learned their respective language at least in part through a study abroad experience(s).

---

<sup>53</sup> Thirty-four percent (N=31) of people learned the first language they listed through an informal setting; 23% (N=10) learned the second language they listed through in an informal environment.

<sup>54</sup> Forty-five percent (N=41) learned the first language they listed at least in part through a study abroad experience(s); 18% (N=8) of respondents acquired the second language they listed while studying abroad.

Table 5  
Current, Former, and Potential Teacher Respondents' Language Acquisition Methods by Target Language (N=92)

Target Lg (Subdivided by Order Listed)	% and # of Native Speakers	% and # Acquiring Lg through Classroom Instruction	% and # Acquiring Lg through Informal Settings	% and # Acquiring Lg through Study Abroad	Most Likely Manners of Acquisition by Lg
Spanish: 61 speakers	56% (N=34)	64% (N=39)	39% (N=24)	43% (N=26)	Classroom instruction or by being a native speaker
Listed 1 <sup>st</sup> : 54	94% (N=32)	87% (N=34)	88% (N=21)	92% (N=24)	
Listed 2 <sup>nd</sup> : 7	6% (N=2)	13% (N=5)	12% (N=3)	8% (N=2)	
French: 34 speakers	21% (N=7)	79% (N=27)	21% (N=7)	50% (N=17)	Classroom instruction or study abroad
Listed 1 <sup>st</sup> : 25	100% (N=7)	70% (N=19)	86% (N=6)	82% (N=14)	
Listed 2 <sup>nd</sup> : 9	0	30% (N=8)	14% (N=1)	18% (N=3)	
ESL: 20 speakers	55% (N=11)	50% (N=10)	25% (N=5)	15% (N=3)	Native speaker or classroom instruction
Listed 1 <sup>st</sup> : 3	18% (N=2)	0	0	33% (N=1)	
Listed 2 <sup>nd</sup> : 17	82% (N=9)	100% (N=10)	100% (N=5)	67% (N=2)	
German: 7 speakers	57% (N=4)	29% (N=2)	29% (N=2)	14% (N=1)	Native speaker followed by classroom instruction or informal setting
Listed 1 <sup>st</sup> : 5	75% (N=3)	50% (N=1)	100% (N=2)	100% (N=1)	
Listed 2 <sup>nd</sup> : 2	25% (N=1)	50% (N=1)	0	0	

Table 5, continued

Target Lg (Subdivided by Order Listed)	% and # of Native Speakers	% and # Acquiring Lg through Classroom Instruction	% and # Acquiring Lg through Informal Settings	% and # Acquiring Lg through Study Abroad	Most likely Manners of Acquisition by Lg
Italian: 8 speakers	13% (N=1)	75% (N=6)	38% (N=3)	25% (N=2)	Classroom instruction followed by informal settings
Listed 1 <sup>st</sup> : 2	100% (N=1)	33% (N=2)	67% (N=2)	50% (N=1)	
Listed 2 <sup>nd</sup> : 6	0	67% (N=4)	33% (N=1)	50% (N=1)	
Language most commonly acquired by respondents according to manner of acquisition	German—foll owed closely by Spanish and English—has the largest proportion of native speakers	French—foll owed closely by Italian—has the largest proportion of classroom learners	Spanish—foll owed closely by Italian—has the largest proportion of informal setting learners	French—foll owed by Spanish—has the largest proportion of learners studying abroad	

### 3.8.3 Proficiency levels for all languages listed first by applicable respondents.

Using the ACTFL scale<sup>55</sup>, current, former, and potential teachers were asked to rate separately their receptive and productive skills in the target language(s) they reported. As seen in Table 6, each of the average scores for the first language listed reflects a higher level of proficiency than the second language listed. Examining collectively all the languages that were listed *first* by applicable respondents, the average receptive score (i.e., listening and reading skills) across all

<sup>55</sup> Respondents were asked to rank their proficiency levels in each language listed based on the following: 1=superior; 2=advanced; 3=intermediate, and 4=novice.

languages was 1.33 (falling between the “superior” and “advanced” categories). The average productive score (i.e., speaking and writing skills) for the languages listed first by applicable respondents was 1.49, reflecting a *lower* proficiency level than the receptive score. The average ACTFL scale rating, then, for combined receptive and productive skills for the first language listed was 1.41. For this first language listed, receptive and productive scores were significantly correlated ( $r=.577$ ;  $p\leq .0001$ ), and there was a significant difference between the mean scores of respondents’ self-reported receptive and productive proficiency ratings,  $t(84,1) = -3.204$ ,  $p\leq .005$ .

#### 3.8.4 Proficiency levels for all languages listed second by applicable respondents.

Forty-eight percent (N=44) of applicable respondents listed more than one target language. The average ACTFL scale rating for both receptive and productive proficiencies for the *second* language listed was 1.99 (just above the “advanced” category). The average receptive ACTFL score was 1.92, while the average productive score for the second language listed was 2.06 (just below the “advanced” category). For the second language listed, receptive and productive scores were significantly correlated ( $r=.882$ ;  $p\leq .0001$ ). There was *not* a significant difference between the mean scores of respondents’ receptive and productive proficiency ratings.

Table 6  
Current, Former, and Potential Teachers’ ACTFL Proficiency Scores by Order of Language Listed

All Languages Listed First		All Languages Listed Second	
Average Receptive Score	1.33	Average Receptive Score	1.92
Average Productive Score	1.49	Average Productive Score	2.06
Average Overall Score	1.41	Average Overall Score	1.99

No correlation was found between the overall proficiencies of the first language listed and the second. In other words, if a respondent listed Spanish and Italian as the two languages

s/he teaches, there was no consistent relationship between the reported proficiency in Spanish and proficiency in Italian.

3.8.4 Proficiency levels by language and order listed. Table 7 still depicts separately the average receptive and productive scores based on the order a language was reported, but this table goes beyond previous discussion by grouping scores first by language. Italian had the best receptive proficiency score for the first languages listed (a perfect 1.00 “superior” rating), but the worst productive score of all the second languages listed (2.75). German had the best productive proficiency score (1.20) of all the languages listed first by current, former, and potential teachers. Languages that scored above the overall average reported for all first-listed languages were German (1.20), English (1.33), and Spanish (1.40). French speakers’ proficiency levels fell below average for both the first and second languages listed, with overall proficiency scores of 1.55 and 2.47, respectively. Italian had the lowest overall proficiency rating for the languages listed second with a 3.04 overall rating, the only rating to fall below the “intermediate” proficiency level<sup>56</sup>.

---

<sup>56</sup> It should be noted that all respondents who reported Italian as a target language were potential teachers, and several reported just beginning to learn Italian. This low score is also not indicative of the wide range of proficiencies found among potential Italian teachers. See Table 7 for a more thorough presentation of proficiencies in this language.

Table 7  
Current, Former, and Potential Teachers' ACTFL Proficiency Scores by Language and Order Reported

Most Common Target Langs. of Participants	# Listing Lang. 1st	Average Receptive Score for Lang. Listed 1st	Average Productive Score for Lang. Listed 1st	Overall Average Score for Lang. Listed 1st	# Listing Lang. 2nd	Average Receptive Score for Lang. Listed 2nd	Average Productive Score for Lang. Listed 2nd	Overall Average Score for Lang. Listed 2nd
Spanish	54	1.30	1.50	1.40*	7	1.83	2.33	2.08
French	25	1.48	1.62	1.55	9	2.44	2.50	2.47
German	5	1.20	1.20	1.20*	2	2.00	2.00	2.00
ESL	3	1.33	1.33	1.33*	17	1.47	1.50	1.49**
Italian	2	1.00	1.50	1.25*	6 <sup>1</sup>	2.75	3.33	3.04

\*=This score is better than the overall proficiency rating for all languages that respondents listed first.

\*\*=This score is better than the overall proficiency rating for all languages that respondents listed second.

<sup>1</sup> It should be noted that several respondents reported just beginning to learn Italian. Only 4 of the 6 respondents that reported Italian second responded to the question on receptive skill proficiency, and only 3 responded to the question on productive proficiency.

3.8.6 Proficiency levels strictly by language. Next, current, former, and potential teachers' ACTFL proficiency scores were averaged according to language with no accounting for the order in which the language was reported. This presented the overall proficiency levels for any teacher that has or is likely to become involved in the teaching of a particular language, regardless of whether this is the dominant or primary target language. Those respondents listing Spanish had collectively the best receptive score (1.32), while German speakers had the best average proficiency level both in productive skills and across all skill levels (1.43 for both

categories). Italian had the lowest proficiency scores across all three categories. Table 8 depicts these and additional data.

Table 8  
Current, Former, and Potential Teachers' ACTFL Proficiency Scores by Language

Target Language	Total Number of Speakers	Average Receptive Score	Average Productive Score	Overall Average Score for All Speakers
Spanish	61	<b>1.32</b> <sup>2</sup>	1.58	1.45
French	34	1.75	1.87	1.81
ESL	20	1.44	1.47	1.46
Italian <sup>1</sup>	8	2.17	2.60	2.39
German	7	1.43	<b>1.43</b>	<b>1.43</b>
<sup>1</sup> It should be noted that several respondents reported just beginning to learn Italian and, therefore, did not report their proficiencies in that language. Only 6 out of the 8 speakers reported a receptive score, and only 5 out of the 8 reported a productive score. <sup>2</sup> Bold = highest score for each category				

### 3.9 Quantitative responses regarding value of the Summer Seminar

Twenty of the study's survey items prompted respondents to provide their impressions of the Seminar by using a 4-point Likert scale. Using factor analysis, these 20 items were clustered into 4 groups, with a minimum loading of .50 used as the criteria for inclusion of an item as a grouped factor (See Table 9). For each of the 4 categories, a percentage was calculated to determine respondents' overall satisfaction with the Seminar in each of the 4 broad areas<sup>57</sup>. The

<sup>57</sup> This percentage was calculated by dividing the number of favorable responses to each item (defined as those answering typically "strongly agree" or "agree") by the total number of applicable responses.

categories can be seen as progressively more advanced stages of professional socialization. As will be discussed below, respondents' overall satisfaction levels with the Seminar generally went down gradually as the level of socialization addressed in each category increased. The categories are as follows: 1) provision of career guidance/motivation and validation of respondent's career choice, 2) dissemination of detailed information about the profession and its members, 3) interaction with professionals and the establishment of a professional identity, and 4) establishment of stronger connections to members of the profession that have had personal impact. Each is discussed separately below.

3.9.1 Category 1. The first category—provision of career guidance/motivation and validation of respondent's career choice—included 6 survey items. These items collectively allowed respondents to evaluate the Seminar on how well it afforded them with the opportunity to “try the field of language education on” and see how it fit with their self-perceptions, others' perceptions of them, and their lifestyle, financial/time constraints, professional goals<sup>58</sup>, etc. This category focused on the initial preparatory work and motivation involved primarily at the level of the individual in initiating/changing/or returning to the particular career path of language education. The satisfaction rating of respondents reflected the highest of all categories, 89%.

3.9.2 Category 2. The second category— dissemination of detailed information about the profession and its members —included 3 items. This group of questions moved beyond the initial investigative/explorative/affirmative phase of the previous category and surveyed respondents' satisfaction levels with the extent to which the Seminar presented them with practical, realistic portrayals of the contexts in which they would be asked to channel their motivations and utilize their skills (i.e., what to expect in their positions as language educators).

---

<sup>58</sup> Respondents were instructed to answer these statements based on whether the Seminar presented them with adequate information and opportunities to reflect on these aspects, not on whether or not these reflections led the respondent to pursue a career in language education.

These statements also questioned respondents as to how successfully the Seminar allowed them to become familiar with professional organizations and to network with leaders in the field. The satisfaction rating for this category was 86% among respondents.

3.9.3 Category 3. The third category— interaction with professionals and the establishment of a professional identity —included 4 items. This group of statements sought to obtain respondents' ratings on the success of the Seminar to provide opportunities for them to establish professional relationships with members of the profession and to emphasize the benefits and necessity of building such relationships. Additionally, respondents were asked to rate how successfully the Seminar helped them to visualize themselves as educators in the field. The satisfaction rate for this collection of questions was the lowest among respondents, yet it was still 81%.

3.9.4 Category 4. The fourth and final category— establishment of stronger connections to members of the profession that have had personal impact—included 2 items. This set of items analyzed the success of the Seminar to offer respondents opportunities to initiate relationships that have, over time, evolved into deeper levels of connections with members in the field and have had a more personal (rather than professional) impact. Examples of this were statements designed to capture how effective the Seminar was in helping respondents meet professionals that have influenced them to remain in (or to soon join) the field and with whom they could personally relate. The belief here is that these more substantial types of personal/emotional connections to members in the field are likely to yield increased professional satisfaction in the long term and lead to greater longevity in the field. Respondents reported a satisfaction rate just slightly higher than the one for the previous category, 82%.

Table 9.  
Factor Loadings of the Value of the Summer Seminar

Survey Item	Loadings			
	Factor #1	Factor #2	Factor #3	Factor #4
Motivated or increased my motivation to become a foreign language teacher	<b>.73</b>	.16	.39	.00
Confirmed that others thought I possessed the necessary skills to become a foreign language teacher	<b>.70</b>	.00	.00	.40
Convinced me or supported my opinion that I possessed the necessary skills to become a foreign language teacher	<b>.68</b>	.26	.27	.18
Helped to make becoming a foreign language teacher a realistic goal by informing me of the necessary steps to take (even if I chose not to follow them)	<b>.66</b>	.41	.16	.16
Illustrated that becoming a foreign language teacher was feasible in terms of the amount of time and money necessary	<b>.64</b>	.41	.18	.17
Helped to clarify my career goals	<b>.56</b>	.24	.12	.00
Alerted me to the challenges/realities inherent in teaching languages	.25	<b>.83</b>	.00	.00
Alerted me to the skills necessary to teach a diverse student population	.22	<b>.77</b>	.00	.11
Provided me with opportunities to familiarize myself with professional organizations and to network with leaders/mentors in the field of foreign language education	.10	<b>.67</b>	.40	.31
Provided me with professional contacts that have allowed me to learn about/stay current on issues related to my target language(s)/culture(s)	.21	.00	<b>.75</b>	.24
Allowed me to find a mentor or role model(s) in the field of foreign language teaching	.00	.00	<b>.71</b>	.26
Allowed me to meet contacts who have made me feel a part of the foreign language teaching professional community	.18	.13	<b>.68</b>	.15
Helped me to visualize myself as a foreign language teacher	.44	.16	<b>.67</b>	-.24
Allowed me to meet contacts who have influenced me to remain in (or to soon join) the field of foreign language education	.23	.20	.20	<b>.81</b>
Allowed me to meet contacts with whom I could personally relate	.18	.25	.33	<b>.79</b>

Factor 1= provision of career guidance/motivation and validation of respondent's career choice; Factor 2= dissemination of detailed information about the profession and its members; Factor 3= interaction with professionals and the establishment of a professional identity; Factor 4= establishment of stronger connections to members of the profession that have had personal impact.

3.9.5. Items analyzed separately. Five Likert scale items were eliminated from the factor analysis, as they could either not be grouped into any of the aforementioned categories or loaded onto multiple categories; three of these items merit individual discussion. The first item excluded from the factor analysis was the statement “The Summer Seminar influenced to which school(s) I applied for my credential program.” Clearly, this statement was only applicable to a select group of respondents, and only 26% responded favorably to this item. The second item to be excluded was the statement “The Summer Seminar encouraged me as a minority to become a foreign language teacher.” Responses to this item could not be grouped with any other statement; in turn, responses were analyzed independent from others in this section of the survey. (See Section 3.9.6 for a discussion of this item’s results.)

A third Likert scale item to be eliminated sought to measure the success of the Seminar by instilling in respondents the importance of continuous professional growth and development of pedagogical skills in foreign language teaching, an underlying goal of the Seminar. The percentage of favorable responses reported for this item was 95% (N=90), the highest of all Likert scale items, and the only one to achieve an exactly equal percentage of favorable responses from both minority and non-minority respondents.

3.9.6 Consistency of minority and non-minority responses. As recruiting an ethnically diverse population of foreign language teachers was a goal of the Seminar, responses to the items in this category were, like others, compared for consistency among responses between minority and non-minority respondent populations. Minority scale scores in each of the four categories were consistent with the scores of non-minority respondents. However, when analyzing individual items’ percentages of favorable responses to the Seminar, 4 statements had percentages of favorable responses by the two groups that varied by more than 5%. For

example, while 98% of minority participants rated the statement “The Summer Seminar motivated me or increased my motivation to become a foreign language teacher” in a favorable manner, only 87% of non-minority participants gave it a favorable rating. Similarly, 98% of respondents identifying themselves as minorities provided a favorable response to the statement “The Summer Seminar helped me to visualize myself as a foreign language teacher<sup>59</sup>”, while only 89% of non-minority respondents rated it favorably. Finally, minority respondents were also more positive than non-minority respondents about the statement “The Summer Seminar painted an accurate picture of the role of a foreign language teacher;” ninety-three percent of minority respondents and only 84% of non-minority respondents rated it favorably. The fourth statement, while receiving the lowest percentage of satisfied responses from both groups, showed a more favorable response toward the Seminar by *non*-minority participants (55% by minority respondents versus 67% by non-minorities). This survey item was “The Summer Seminar allowed me to find a mentor or role model(s) in the field of foreign language teaching.” It should be noted that the overall satisfaction rating for the Seminar was 87%, virtually equal for both minority and non-minority respondents. Additionally, 84% of minority respondents answered favorably to the survey item “The Summer Seminar encouraged me as a minority to become a foreign language teacher.”

---

<sup>59</sup> This item was actually stated in a negative formation on the survey (as in “The Summer Seminar did not help me to visualize myself as a foreign language teacher”), but is presented here in the affirmative for ease in discussion. It should be noted that for this and other similarly structured items in this portion of the survey, a favorable response was classified as a “strongly disagree” or “disagree” response.

## Chapter 4 Qualitative Findings

### 4.1 Role of the Summer Seminar in respondents' decision to pursue a career in language education.

One of the open-ended responses of the study's survey asked respondents to reflect upon the role that the Seminar played in their decision to become a foreign language teacher. Eighty-seven percent (N=83) of respondents provided a response this question. Three respondents reported that the Seminar was actually the primary impetus for their decision to enter/return to the field. A prospective Spanish teacher wrote, "It is because of this experience (at the Seminar) that I decided to become a foreign language teacher." Another potential Spanish teacher commented, "I was unsure whether I wanted to pursue a career as a foreign language teacher when I came to the Seminar. I was convinced by the enthusiasm of the staff, the aid of several mentor teachers I met, and by the opportunity to practice. It was the deciding factor...It was one of the most wonderful experiences I have ever had, and I came away with the feeling that I could do the job." The final respondent, a current French teacher, wrote, "...I had already decided to be a foreign language teacher 20 years before I attended the project, but the Summer Seminar and [name of instructor] convinced me that I should return to teaching." This respondent is now in her fifth year of teaching following her return.

While the Seminar was the determining factor for a small number of respondents, the majority of respondents (N=76) said that they had been at least fairly certain about pursuing language education as a career prior to their attendance at the Seminar, but that the Seminar *did* play a role in reaffirming their decision. For example, a female high school Spanish teacher

wrote, “[The Seminar] made me feel good about what I was planning to do. It helped me to meet [name of instructor], a very talented teacher, and gave me many ideas for teaching.” A second female high school Spanish teacher reported, “The Seminar reinforced my decision on becoming a foreign language teacher by giving me the opportunity to interact with others and develop a sample plan.” Other related responses included a female French teacher’s remark, “I was already in a program at the time, so the Seminar and my participation essentially allayed any fears that I wouldn’t like it or be able to do it”, and a high school Spanish teacher’s comment, “I was already intending to become a foreign language teacher, but attending the Seminar was positive reinforcement. I especially enjoyed the contact with those already in the profession (social contact). Also meeting teachers who are actively involved in improving their skills and involved in professional organizations.”

#### 4.2 Most beneficial aspects of the Summer Seminar.

A multitude of positive attributes of the Summer Seminar were relayed in the open-ended responses. With close analysis, however, the majority of responses to this question were found to make reference to at least one of five aspects, which were confirmed by a second rater. These aspects, described individually below and supported by quotations from study participants, were designated as being the primary contributions the Seminar made to the respondents of this study.

4.2.1 Practical teaching information. The most frequently noted positive attribute of the Seminar—included in the responses of 20 respondents—was its provision of useful and easily implemented teaching methods and techniques,. A Spanish teacher in her late twenties wrote, “[The Seminar] informed me of different teaching methods that I really enjoyed and convinced me that I was capable of carrying out those strategies successfully.” A female Spanish teacher

who teaches at both the middle and high school levels wrote, “Prior to the Seminar, I had limited preparation in teacher training. The Seminar gave me an opportunity to apply the book knowledge of my courses...”. A third respondent, a female Spanish and ESL teacher, wrote, “[The Seminar] gave me valuable tools/techniques to be a good foreign language teacher. I felt like I walked away with a hundred tricks up my sleeve...”.

4.2.2. Meeting professionals/interacting with current teaching community. A second positive aspect of the Seminar routinely reported (by 16 respondents) was its facilitation of interactions and the valuable contact that occurred as a result between the respondents’ “student strand” and current teachers. One female prospective French and ESL teacher explained, “[The Seminar] allowed me to meet people in my field who were supportive and who would share ideas. They also believed in my abilities as a language teacher.” A volunteer in the field of language education aspiring to become a German and French teacher commented, “Asking questions and interacting with the participants who were teaching in a foreign language helped me understand his/her difficulties and overall experience as an instructor.” A female undergraduate student with plans to become a French and Spanish teacher offered, “...[The Seminar] gave me insight into the many aspects of teaching a foreign language and the opportunity to interact directly with both beginning and veteran teachers.” A 92% approval rating was obtained for a related Likert scale survey item that stated “The Summer Seminar provided me with opportunities to familiarize myself with professional organizations and to network with leaders/mentors in the field of foreign language education”.

4.2.3 Bolstering Confidence. Providing/boosting confidence concerning respondents’ abilities to be successful as a foreign language teacher was also frequently cited (by 14 respondents) as a meritorious aspect of the Seminar. A male French teacher wrote, “[The

Seminar] was wonderful! It made me realize that I could do it [be a language teacher], that it would be a lot of work, but it could be fun and rewarding.” Another respondent, a female French teacher in her late thirties, reported, “The Seminar has given me the confidence and the possibility to pursue a teaching post.” A first-year female Spanish teacher answered, “...I always wanted to be a teacher. However, the Seminar gave me the confidence and reassurance that I was in the right field.” A final respondent, a female Spanish and French instructor, said, “[The Seminar] boosted self-confidence and inspired my future work as a teacher, both at the university level and at the secondary level.” For comparison, a quantitative response item that asked respondents to rate the statement “The Summer Seminar provided me with a sense of confidence in my role as a new teacher” yielded a 91% approval rating.

4.2.4 Enthusiasm of instructors. A fourth factor—the enthusiasm of the instructors and the message they sent that foreign language education could be entertaining and rewarding—was very influential to 10 respondents. One native speaking French and Hmong teacher wrote, “Seeing the large number of teachers and their enthusiasm and belief in foreign language did influence me a lot to go into teaching a foreign language.” Another respondent, a female prospective Spanish teacher in a related undergraduate degree program, claimed, “The Seminar did play a role in my decision to become a teacher, because I realized that teaching a language does not have to be dull. On the contrary, this Seminar helped me to learn fun, enthusiastic, and interesting teaching techniques.” A final respondent enrolled in a bachelor’s degree program and aiming to be a Spanish and ESL instructor wrote, “[The Seminar] helped me to see that I could be a *fun* foreign language teacher. I don’t have to drill on just the usual grammar practices of paper and pen, but I can incorporate different ideas to reach my goals, that is, instructing most of the time in the target language.”

4.2.5 Increasing motivation. A final contribution of the Seminar that was consistently reported by respondents (N=8) was its success in increasing participants' motivation. One prospective French and Spanish teacher wrote, "The Seminar provided me with the boost I needed to pick up my pace along that path [of becoming a foreign language educator]." A 1992 Seminar attendant and female French teacher who works at the community college and university level reported, "[The instructor] was such a motivating force. I still use some of her methods in my classes today." "It motivated me to continue my education and career," contributed a prospective Spanish and Portuguese teacher who is working toward a Ph.D. and serving as a teaching assistant. A quantitative item on the survey that asked respondents to rate the statement "The Summer Seminar motivated me or increased my motivation to become a foreign language teacher" yielded a 92% approval rating, 5% higher than the overall Seminar approval score.

#### 4.3 Negative sentiments toward the Summer Seminar.

A few respondents also reported negative feelings toward the Seminar. Five respondents reported the Seminar had no impact at all on their decision to become a language teacher and did not comment upon any positive experiences resulting from the Seminar. Two of these respondents, a female translator and a male 6<sup>th</sup> grade language arts and history teacher, have not held a position in foreign language education and do not plan to join the field. The third respondent to report that the Seminar played no role in the decision to pursue a career in language education is a former French teacher. She reports that the uncooperative students, demanding workload, and disappointment with the realities of the position have caused her to leave the field permanently. There were 2 respondents that are still involved in the field,

however, that did not feel as though the Seminar had an impact on their decision to become members of the foreign language teaching community. One is a current German teacher who teaches at the university level, and the second is a female prospective Spanish teacher working on her master's degree.

In addition to those respondents who reported that the Seminar had no impact on their career decisions, two specific criticisms were directed toward the Seminar. Two respondents, who are both currently French teachers, reported that there was not enough opportunity to interact with current teachers. It should be noted that the participants of this study were members of the "Student Strand" of the Seminar, but the Seminar was actually comprised of several other strands for current teachers. The main criticism of these respondents was that although time was provided in the way of collective meals and get-togethers for interaction with current teachers, this time was too scant and/or too contrived. As opportunities to interact with teachers was also listed as one of the most advantageous aspects of the Seminar, it is evident that there were varying levels of expectations surrounding these activities. In a similar vein, one of the same respondents discussed above also reported that teachers in other strands were not receptive to their attempts to find out more about the field. She writes, "...mentor' teachers didn't prove to be helpful or even willing to help." It should be noted that at least on a more substantive level of involvement with current teachers the dissatisfaction was more consistent. For example, the quantitative item of the survey that asked respondents to evaluate the statement "The Summer Seminar allowed me to find a mentor or role model(s) in the field of foreign language teaching" yielded the lowest Seminar approval rating, with only 61%.

The second criticism reported by only one respondent, a female high school Spanish teacher, was that too much information was presented in a relatively short period of time. No

solutions were presented, but the presumption is that the amount of material covered at the Seminar should either be limited or the duration and/or frequency of the Seminar should be increased.

## Chapter Five Conclusions

### 5.1 Summer Seminar Goal 1: To produce a pool of qualified language teachers

The findings of the study reveal the success of the Seminar in contributing toward the production of a group of qualified current and future language teachers. Using the broadest definition of the program's success—that is, to include respondents reporting to be current teachers, prospective teachers (*regardless* of whether they are currently involved in the field), and former teachers who would consider returning to the field—the Seminar had a 95% success rate in reaching its first goal. Only 3 respondents reported that they were not interested in ever pursuing a career in language education, and only a quarter of those who left the field reported that they would not consider returning. Nearly 80% of the study's respondents are involved in language education in some manner (e.g., serving in a career position, enrolled in a related program, or contributing through a volunteer position), and nearly 50% of respondents currently hold career positions in language education, the majority of which are exclusively foreign language teaching positions. Most respondents without career positions are still full-time students from the 2 most recent cohorts. It is also important to note that all current teachers report being employed in California (though one did report being temporarily abroad), thus further meeting the goals of the Seminar's state-funded sponsoring associations.

Current teacher respondents in this study were primarily women and were an educated group, with the majority holding at least a credential beyond their bachelor's degree. The median number of years experience for teachers was 4, and nearly half illustrate their

commitments to the field and professional growth by currently pursuing a master's degree and/or some type of credential as part-time students.

Teachers reported teaching a variety of levels and working in diverse educational settings, although most teachers do still appear to be teaching foreign languages at the high school level, and no one is teaching in a FLES program despite the increase in their prevalence. It should be noted, however, that nearly a quarter of all current teachers in this study hold at least partial positions in community colleges, colleges, and/or universities.

Spanish, French, and ESL were the most popular target languages of both current and prospective teachers. Spanish and French, consistent with national data (Branaman & Rhodes, 1997), were the most likely to be primary languages, while ESL was the language most likely to be taught as a secondary language. The main exception between the target languages of current and prospective teachers was the dramatic increase (from 0% of current teachers to 21% of potential teachers) of Italian speakers, bringing the number of prospective Italian teachers equal to the number of those intending to teach ESL. This substantial rise in the number of Italian teachers is indicative of collaborative efforts on the part of the sponsoring associations with the *Instituto Italiano de Cultura* and other Italian government cultural centers. During the more recent years of the Seminar (the cohorts from which the majority of prospective teachers can be found), the university language boards responsible for the recruitment of Seminar attendants actively encouraged and showed preference to those applicants with an Italian language concentration. Therefore, while clearly these high proportions of Italian speakers are not a reflection of the entire prospective language teaching force, they are an indication of the success of resurgence efforts by these associations of Italian as a target language.

A second difference to be found between the target language reports of current teachers and those of potential teachers was in the number of target languages listed by members of each group. While nearly 40% of current teachers reported teaching more than one language, 55% of potential teachers reported the intention to teach at least two target languages, illustrating perhaps an increased effort on the part of future teachers to increase their marketability. Only about a quarter of current and potential teachers did *not* have Spanish listed among their target languages. Interestingly however, half of all Spanish speakers, though perceived by teachers of other languages to have the most opportunities, teach a secondary language as well.

Consistent with the emphasis of both the sponsoring associations, over 90% of current teachers think preparing students to function in the target language should be the most important goal of language educators. However, potential teachers' responses to this item were much more diverse. Slightly more than 60% believed functioning in the target language should be the most important focus of a language teacher; almost 20% said the quality of the content should be the most critical; and 7% said grammar/accuracy. These disparities between current and prospective teachers' views on the primary purpose of foreign language education could be due to varying levels of teaching experiences and formal teacher training.

While the average overall self-reported ACTFL proficiency scores for teachers of all primary target languages except Italian<sup>60</sup> were somewhere between the "superior" and "advanced" ratings, Spanish and German had the highest overall proficiencies. Of interest, if one compares this to the language acquisition data for these speakers, Spanish had the greatest number of native speakers, and German teachers were the least likely to have learned the language in a classroom setting. Italian had the widest range of proficiencies, from native

---

<sup>60</sup> For the purposes of discussion here, "primary target languages" included Spanish, French, ESL, and German.

speakers to those just beginning to learn the language as their secondary target language, and had the lowest proficiency scores overall. French also, while not as low as Italian, had lower proficiencies than the other primary target languages and was the language most likely to be learned in a classroom setting. Both Italian and French were also the least likely to have native speaking teachers. Also of note, nearly half of all ESL teachers are not native speakers of English. Overall the majority of respondents learned their language(s) through classroom instruction to at least some extent, and the data indicate that multiple settings for language acquisition are important, especially for those relying primarily on formal instruction to gain their proficiencies. Other important related findings, though not surprising, were that all average receptive proficiencies were significantly higher than the productive proficiencies in each of the target languages, and all average proficiency scores for the first target language reported reflected a higher degree of proficiency than the second target language listed.

Not only is the Seminar successful in its contribution of a qualified pool of language teachers, but the commitment of these teachers is evidenced by the fact that over 80% of those who entered the field following the Seminar have remained. Additionally, while there is some shifting occurring between the areas of language education in which respondents hold career positions, these shifts have generally been toward foreign language positions as opposed exclusively to bilingual and/or ESL positions. No one particular age, ethnic, or language group appears to be leaving the field in disproportionate numbers, though there is evidence that males may be more likely to leave, and both genders tend to leave within the first three years of teaching. No consistent answer was provided by the 8 respondents who have left the field, though insufficient compensation was a frequently cited criticism of the field.

Substantial job opportunities were reported as one of the primary reasons why respondents entered the field, and a lack of job opportunities was reported as one of the primary reasons why respondents left the field. While it is true that to some extent the target language plays a role in the job market (German teachers quite frequently expressed concern), the majority of those that reported difficulty finding jobs were limiting themselves to one particular geographic area or were selective in some other manner (e.g., in educational environment, the time commitment of the position, the demographics of students, etc). As can be seen in the literature discussing teacher shortages, the most dramatic needs are frequently experienced by schools that are demographically and/or geographically undesirable to some teachers (SRI International, 1998).

## 5.2 Summer Seminar Goal 2: To create an ethnically diverse teaching population

The Seminar was also successful in creating an ethnically diverse teaching population. Nearly half of all survey respondents were minorities (primarily Hispanics and Asians), and teachers entered the field in proportion to their ethnic backgrounds. Most importantly, the ethnic breakdown of teacher respondents closely mirrored the ethnic breakdown of California's student body population, which is roughly 40% Caucasian, 40% Hispanic, 8% Asian, 8% Black, and 4% Other (SRI International, 1998). Additionally, this diverse group of teacher respondents primarily entered strictly foreign language education positions, though it should be noted that a quarter of all Hispanic respondents entered exclusively bilingual education positions.

Comparing minority responses with those of non-minority respondents was important, particularly on those items evaluating the effectiveness of the Seminar in impacting the respondent's career choices. Although the Seminar was rated about the same by minority and

non-minority respondents, minority respondents did rate the Seminar more favorably than non-minorities in the following areas: its ability to increase participants' motivation, to help participants visualize themselves as foreign language teachers, and to paint an accurate picture of the role of an foreign language teacher.

One possibility for these higher markings was that a conscious effort was made to help minority attendants in particular feel welcome. In fact, over 80% of minority attendants responded favorably to the statement "The Summer Seminar encouraged me as a minority to become a foreign language teacher". A second possibility for the higher evaluations from this group is that some of the Student Strand instructors at the Seminar were members of a minority group and may have served as role models for the minority participants.

### 5.3 Summer Seminar Goal 3: To instill the need (through contact with field professionals) for continued professional growth and the development of pedagogical skills in foreign language teaching

Ninety-five percent of respondents reported a favorable response to the statement "The Summer Seminar instilled in me the need for professional growth and the development of pedagogical skills in foreign language education", earning this item the highest satisfaction rating of all survey items and the distinction of being the only item to be rated identically by both minority and non-minority respondents.

Importantly, three quarters of current teachers reported attending professional development activities *at least* annually. Only 3 of the 46 current teachers reported never attending such events. Additionally, about a third of potential teachers attend professional activities at least once a year and about a quarter have already held a leadership role. The

dedication of participants to professional development is perhaps most obvious in former teachers—almost half of those who are no longer teaching still participate in related professional development activities at least once a year.

Respondents are more likely to attend the activities of two of the sponsoring associations than the events of nearly all other organizations. CLTA is the association with which both current and potential teachers report the most activity, which could in part be due to the fact that the CLTA provides all Seminar participants with a complimentary one-year membership. (Forty-three percent of those who reported attending a CLTA event within the last year were from the 1998 cohort.) CFLP events were reported as the third most frequently attended for current teachers (after district-sponsored events) and the second for potential teachers. New (i.e., still within the first three years of teaching) and more experienced teachers both participate in these activities. Minority and non-minority teachers are equally likely to hold a leadership position, and almost half of all current teachers have done so, primarily as mentor teachers. Finally, the number of current and prospective teachers who are actively pursuing additional credentials and degrees is also indicative of respondents' desire to enhance their professional development and pedagogical skills.

#### 5.4 Respondents' opinions of the long-range value of the Summer Seminar

Nearly 90% of all respondents expressed overall satisfaction with the Seminar. Most reported that the Seminar played a significant role in reconfirming their desire to join or return to the field. For some, the Seminar played a decisive role in their career plans. Factor analysis showed that Seminar satisfaction could be grouped into four broad categories: 1) provision of career guidance/motivation and validation of respondent's career choice, 2) dissemination of

detailed information about the profession, 3) interaction with professionals and the establishment of a professional identity, and 4) the establishment of stronger bonds to members of the profession that have had personal impact. As will be recalled from the literature review's discussion of professional socialization, Lortie (1959) writes,

“[one] must learn the values of [one's] profession in general and in specific; [one] must puzzle through many dilemmas before experience results in moral decisiveness. [One] must act in the presence of others, perceive their evaluations of [one's] performance, and find [one's] assertions of identity confirmed. The development of a professional self-conception involves a complicated chain of perceptions, skills, values, and interactions. In this process, a professional identity is forged which is believable both to the individual and to others” (p. 363).

All of these elements of professional socialization are inherent in the aforementioned four categories. In fact, each category is itself a step along the path to socialization into the field of language education. It is logical given the average expertise and familiarity of attendants with the field—along with the relatively short time frame of the Seminar—that the first and second categories of socialization would meet with the highest levels (both nearly 90%) of satisfaction from respondents. Most respondents, in other words, found the Seminar to be useful in identifying their strengths, helping them to channel their skills into the field, and enabling them to understand more thoroughly and accurately the role of the foreign language professional.

The third and fourth categories received lower levels of satisfaction (still each just over 80%) and pertained more to developing relationships between respondents and professionals

already in the field. While nearly all respondents felt as though the Seminar was successful in providing them with insightful interactions with current teachers that made them feel a part of the teaching community and even listed conversations with current teachers as one of the primary contributions of the Seminar, some felt that the establishment of more substantial exchanges between the two groups was lacking. This too, is not surprising, given the relatively short duration of the Seminar. It is impractical to think that most participants could initiate lasting relationships of impact with the professionals present. As one respondent put it, “The Summer Seminar offered an excellent *introduction* to students considering careers as foreign language teachers...”; to this end the Seminar was extremely successful.

In addition to receiving high ratings on the factor analysis, interacting with other professionals in the field was the second most frequently cited long-term benefit of the Seminar in the open-ended responses as well. Other areas in which the respondents gave the Seminar high praise were in its suggestions of practical teaching information (rated 1<sup>st</sup>), its ability to help participants gain/increase their self confidence and motivation relating to their abilities to become a foreign language teacher (rated 3<sup>rd</sup> and 5<sup>th</sup> respectively) and its instructors’ infectious enthusiasm for their jobs (rated 4<sup>th</sup>).

The primary negative comment reported about the Seminar was, again, the lack of opportunities for “genuine” interactions with the current teachers at the Seminar. The survey item “The Summer Seminar allowed me to find a mentor or role model(s) in the field of foreign language teaching” met with the lowest approval rating of all survey items, slightly over 60%.

### 5.5 Limitations of the study

One limitation of this study was differing terminology in some instances on the part of the researcher and the respondents. For example, “heritage language teaching” was sometimes equated with bilingual teaching by the respondents, though this was not the intention of the researcher. The lack of provision of a clear definition for respondents in this case necessitated that the researcher clarify responses to certain items through other answers provided; in some cases, where other responses were not indicative of the intent behind a questionable response, the item had to be coded as missing data.

Other typical situations in which discrepancies occurred were in respondents’ assessment of whether or not they had obtained a position in language teaching if they were, for example, still full-time students who were working as teaching assistant. As no definition of a “position” was provided in the survey, the researcher had to recode several questionnaires to be congruent with the definition of a “career position” used throughout this paper. Finally, incorrectly followed skip patterns, while not an extensive problem, did in some cases also lead to missing data or to recoding efforts on the part of the researcher.

Another limitation of the study was the fact that some of the Seminar participants’ address records were more than 7 years old. While substantial follow-up efforts did lead to some updated information, outdated records still precluded reaching at least 30 Seminar participants<sup>61</sup>. Outdated records for many members of the earlier cohorts were also partially responsible for nearly 70% of surveys received being from the 4 most recent cohorts. While the response rate to

---

<sup>61</sup> This statement reads “at least”, since there is the possibility that a respondent did not receive a survey packet due to an outdated address even though the researcher never received evidence of this through an envelope marked “return to sender”.

the survey was higher than average for a mail survey, more current address records would likely have raised the response rate even higher.

Additionally, readers should keep in mind that all data collected for this study were self-reported; this is especially important when considering the proficiency scores of current and prospective teachers. Another related limitation is the time that had transpired for respondents (especially those of the earlier cohorts) between their experience at the Seminar and the time of their completion of the survey. It could be argued that evaluations of the Seminar by those from several years ago could be more a reflection of their experiences in and subsequent attitudes toward the field in general rather than those specific to the Seminar. Some evidence for this can be seen in the qualitative responses in which 3 of the 5 negative responses came from those with no interest in the field.

### 5.6 Strengths of the study

One of the primary strengths of this paper was its integration of both quantitative and qualitative data. Though dominated by figures, the open-ended responses were ideal for contextualizing and clarifying spreadsheets of quantitative data. In an equally complementary fashion, the descriptive statistics succinctly encapsulated pages of dense quotations.

A second fundamental strength of this study was the inclusion of the other areas of language teaching—namely bilingual/immersion, ESL, and heritage language instruction—in the findings. Without incorporating these elements, a complete picture of the professional experiences of the study's foreign language teacher respondents would not have been painted and recommendations for those associations that work with this population would have been narrow and lacking in breadth. As Peyton (1997) writes, "Rather than separating language

teacher preparation into different departments,[ESL], foreign language, bilingual, and immersion teachers should be prepared to teach in more than one second language context...[and teachers in these areas] need to form strong partnerships that allow for the sharing of information...across disciplines...” (p. 4).

A limitation of conducting mail surveys is the danger of a low response rate. The high response rate to this survey—52%-- speaks to the dedication of the Seminar participants and the success of a thorough follow-up protocol. In the context of this study, one could speculate as to whether the Seminar participants who did not respond to the survey are less likely to be working in language education or perhaps less likely to have had a favorable Seminar experience. However, the fact that the response rate was so high and that the gender comparison between survey respondents and the 183 original participants of the Seminar was compatible was encouraging that a representative sample was obtained.

All Seminar attendants are given an evaluation to complete immediately following the week-long Seminar; these evaluations are highly effective in collecting formative feedback from participants since their Seminar experience is still vivid in their minds. One of the strengths of this study, is the inclusion of a differing type of formative evaluation that allows respondents—now that many have had years of professional history since the Seminar—to gauge the full long-term impact of the Seminar and to explain how it fit within the context of other factors encountered along their career paths.

### 5.7 Recommendations to the sponsoring associations

Clearly the Seminar is successful in achieving its three primary goals of producing a pool of qualified foreign language teachers, diversifying the foreign language teaching workforce, and

instilling in participants the need for continuous professional growth and pedagogical development by facilitating interactions with professionals in the field. In order to determine the longevity of this success (and to obtain more accurate measures of teacher retention), there is need for further summative evaluation of the Seminar in coming years. Annual cohort maintenance efforts (simply prompting former Seminar participants for current address and perhaps telephone information) would greatly facilitate future evaluations and likely increase the survey response rate and generalizability of the findings to the larger group of Seminar attendants. As the blend of quantitative and qualitative data were integral in this current study, future evaluations could expand upon the qualitative component by incorporating interviews, focus groups, or simply additional open-ended responses to the mail survey.

A second recommendation for the sponsoring associations would be to attempt to increase the overlap between the potential teacher and current teacher strands. Potential teachers have reported feeling isolated from the larger group, and some have expressed disappointment in the level of interactions that were possible between the two groups. One idea could be to assign willing current teachers to be “mentors” for the week to some of the prospective students. These mentorships would be matched based on target language and possibly the level and educational environment of instruction. Perhaps even the development of a new strand is a possibility, in which current teachers could gain leadership skills by serving as an accessible role model to those Seminar attendants in the student strand who may be further along in their professional socialization and therefore, be interested in engaging in dialogs of a more elevated level.

The remaining recommendations are outside the scope of the basic goals of the Seminar, but are areas in which attention should be focused in the future. First, a foreign language teacher recruitment program should strive to have its attendants mirror as closely as possible the areas of

increased foreign language enrollments and teacher shortages. Instead, what was seen in this study was a narrow representation of target languages by both current and prospective teachers. While Korean and Chinese teacher enrollments are increasing across the state (Sung & Padilla, 1996), and Japanese language classes have the fastest growing student enrollment figures (Draper & Hicks, 1994), speakers of these languages were virtually unrepresented in this study. Reportedly, the data collected from respondents in this area are representative of the group of Seminar attendants as a whole, and are a reflection of the fact that speakers of these languages are not frequently encountered by the sponsoring associations. More efforts to reach these populations could be beneficial in creating a teaching force of diverse target languages. As evidenced by the resurgence of Italian, collaborative arrangements with, for example, Asian studies departments in universities and Asian cultural organizations, are two possibilities with potential.

On a similar note, additional focus should be given to recruiting speakers of German and gaining support for its instruction from educational institutions. Many respondents of this target language complained that their German language programs were failing and no longer receiving funding.

The final three recommendations pertain to the development of (or perhaps the tailoring of existing) teacher strands within the Seminar. Nearly a quarter of current foreign language teachers also teach their target language as a heritage language, and very few get additional training in this area. Because teaching of this type is very different from traditional foreign language education, it seems a critical area in need of professional development support. As there is already a strand of teachers of Spanish for native speakers and that is the primary language in which heritage language instruction takes place, perhaps some overlap could occur

between this strand and the student strand. Another possible option for cross-communication between the strands could be to pair prospective teachers interested in this area with a current teacher already active in heritage language instruction.

No respondents reported involvement in a FLES program, despite the fact that these programs have grown by nearly 10% in the past decade (Branaman, et al., 1998). This option may be something that should be stressed, given the increase in need for teachers of these programs, and since many respondents indicated their desire to avoid adolescent behavioral and school safety issues. Again, some overlap between the student strand and the strand for current teachers interested in FLES programs could be beneficial.

Finally, the inclusion (or perhaps, pending interest, the development ultimately of a new strand) of teaching methods and career guidance that are specifically geared to those planning to teach at the community college, college, and/or university levels would be helpful. Nearly a quarter of all student strand participants do work at least in some capacity in these settings, and specific attention to these areas could be beneficial in making the Seminar more attractive to language teachers interested in teaching in a broader range of educational settings.

### 5.8 A call for continued efforts

This study addresses three primary concerns in foreign language education. The problem at the core is the declaration of California as a state in which there is a critical shortage of foreign language teachers (SRI International, 1998). Further complicating the need for the acquisition of new teachers is the goal for these instructors to be representative of the diverse student populations found in California's multi-ethnic, multi-racial schools. While a variety of programs have been initiated that attempt to correct the foreign language teacher shortage, very few of

these programs—unlike the programs in other areas of teacher shortages—ever publish evaluations of their success.

Since 1991, the sponsoring associations have taken the lead in cultivating California's future foreign language educators by sponsoring an innovative foreign language teacher recruitment program that addresses the above concerns. Their program is unique in its extension of professional development associations' use of professional socialization techniques to recruit not just *a* teaching force, but a dedicated and professionally active pool of teachers. While professional organizations do sometimes offer recruitment incentives to potential future professionals in their respective fields (typically in the form of discounted dues to student members and occasionally travel stipends for presentations at annual conferences), an example could not be found in the literature of a professional development association taking the responsibility of its profession into its own hands and aggressively recruiting and molding future teacher leaders. This unique approach is in keeping with the call to action found in the literature for increased support of new teachers and long-term approaches to handling critical teacher shortages (Darling-Hammond, 1994).

Foreign language education is a field in which teachers are reportedly isolated not only from other content area teachers, but often times from each other based on the language, level, educational context, etc. that they teach. In some instances, there may be only one teacher of a particular language in a given school (Hammadou & Bernhardt, 1997; Sadow, 1996). Clearly given this context, there are already pressing needs for guidance, support, and professional development opportunities for foreign language professionals. Add to these issues the fact that the traditional foreign language teaching workforce is growing older, and the demographics of schools and society's language backgrounds/needs are changing. As evidence of this fact, nearly

half of all current and former teachers in this study report at least some involvement in an “alternative” area of language education at some point in their careers and 1/3 of all foreign language teachers in this study are also working in other areas of language education (typically ESL and heritage language instruction, but occasionally bilingual/immersion positions). In sum, the field of foreign language education is in flux, and there is even more divergence now than ever among the foreign language teaching profession, clearly calling for more activities with a professional development component to create a community among language educators from the very start of their careers.

The Summer Seminar in Foreign Language Teaching has established itself as a successful recruitment program and vehicle for professional development of future foreign language teachers. The changing face of foreign language education calls for more programs to emulate the success of the sponsoring associations and to use the Summer Seminar in Foreign Language Teaching as their model for the professionalization, socialization, and integration of tomorrow’s foreign language teachers.

## List of References

- American Association of Teachers of German (1998). AATG 1998 summer seminars [On-line]. Available: [www.aatg.org/sumsem98.html](http://www.aatg.org/sumsem98.html)
- Apodaca, M. E., Ensz, K. Y., Herrera, J. C., & Sandstedt, L. A. (1988). Improving foreign language teaching through innovative recruiting and training (Report No. FL 017 249). Colorado: Central States Conference on the Teaching of Foreign Languages. (ERIC Document Reproduction Service No. ED 292 336)
- Azevedo, M. & Kirkeby, K. (1997, August). Exploring foreign language teaching as a profession. Curriculum for the Summer Seminar in Teaching, University of California at Santa Barbara, CA.
- Berdie, D., Anderson, J., & Niebuhr, M. (1986). Questionnaires: Design and use (2<sup>nd</sup> ed.). London: The Scarecrow Press, Inc.
- Bernhardt, E. & Hammadou, J. (1987). A decade of research in foreign language teacher education. The Modern Language Journal, 71(3), 289-299.
- Birckbichler, D. W. (1994). Foreign language policy and teacher education. Annals of the American Academy of Political and Social Science, 532, 177-189.
- Branaman, L. & Rhodes, N. (1997). A national survey of foreign language instruction in elementary and secondary schools. A changing picture: 1987-97. Executive summary (draft). Center for Applied Linguistics [On-line]. Available: [www.cal.org/public/results.htm](http://www.cal.org/public/results.htm)
- Branaman, L., Rhodes, N., & Rennie, J. (1998). A national survey of K-12 foreign language education. The ERIC Review. K-12 Foreign Language Education [On-line], 6(1). Available: [www.accesseric.org:81/resources/ericreview/vol6no1/survey.html](http://www.accesseric.org:81/resources/ericreview/vol6no1/survey.html)
- California Foreign Language Project. (1997, November). Summer seminar for language teachers '97: Evaluation report. Palo Alto, CA: Borjian, A., Cotton, A., Kikunaga, K., Silva, D., & Sung, H.
- California Student Aid Commission (1998). The assumption program of loans for education (APLE) [On-line]. Available: [www.csac.ca.gov/about.html#A9](http://www.csac.ca.gov/about.html#A9)
- Carey, N., Mittman, B., & Darling-Hammond, L. (1988). Recruiting mathematics and science teachers through non-traditional programs: A survey. Santa Monica, CA: The RAND Corporation.
- Darling-Hammond, L. (1994). Developing professional development schools: Early lessons, challenge, and promise. In L. Darling-Hammond (Ed.), Professional development schools: Schools for developing a profession (pp. 1-27). New York, New York: Teachers College Press.
- Draper, J. B. & Hicks, J. H. (1994). Foreign language enrollments in public secondary schools, Fall 1994. Summary Report. Foreign Language Annals, 29(3), 303-306.
- Draper, J. B. (1989). Efforts to overcome a crisis: A survey of teacher availability in the States. The Modern Language Journal, 73(3), 264-278.
- EdSource. (1997, April). Recruiting, preparing, and credentialing California's teachers. Palo Alto, CA.
- Fassett, W. & Wicks, A. (1996). Is Pharmacy a Profession?. In B. Weinstein [Ed.], Ethical Issues in Pharmacy (pp. 8-10). Vancouver, WA: Applied Therapeutics.

- Hamayan, E. (1986). The need for foreign language competence in the United States (Report No. 400-86-0019). Washington, DC: Center for Applied Linguistics. (ERIC Document Reproduction Service No. ED276 304)
- Hammadou, J. & Bernhardt, E. (1987). On being and becoming a foreign language teacher. Theory Into Practice, 26(4), 301-306.
- Lewelling, V. & Rennie, J. (1998) State initiatives for foreign language instruction. The ERIC Review. K-12 Foreign Language Education [On-line], 6(1). Available: [www.accesseric.org:81/resources/ericreview/vol6no1/state.html](http://www.accesseric.org:81/resources/ericreview/vol6no1/state.html)
- Lortie, D. (1959). Laymen to lawmen: Law school, careers, and professional socialization. Harvard Educational Review, 29(4), 362-369.
- National Council of Teachers of Mathematics (1997). Impending teacher shortage might hit mathematics hard [On-line]: Available: [www.nctm.org/news-bulletin/1997/12/12.97.shortage.htm](http://www.nctm.org/news-bulletin/1997/12/12.97.shortage.htm)
- Peyton, J. K. (1997). Professional development of foreign language teachers. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. (ERIC Document Reproduction Service No. ED 414 768)
- Powell, B. (1990). Foreign language teacher supply: Continuity, opportunity, and quality control. Language-Learning Journal, 1, 4-9.
- Sadow, S. (1996). Career development for the language professional. Foreign Language Annals, 29(2), 152-162.
- SRI International. (1998, June). Teaching and California's future: An inventory of the status of teacher development in California (SRI Project PDH 1840). Menlo Park, CA: Shields, P., Marsh, J., & Powell, J.
- Sung, H. & Padilla, A. M. (1996, November). Students' motivation and parental involvement in Asian language study. Paper presented at the meeting of the American Council for the Teaching of Foreign Languages, Philadelphia, PA.
- Uber Grosse, C. & Benseler, D. P. (1991). Directory of foreign language teacher preparation programs in the United States: A preliminary report (Report No. FL 020 470). FL: Report of Southern Conference on Language Teaching. (ERIC Document Reproduction Service No. ED 348 852)
- Udinsky, B., Osterlind, S., & Lynch, S. (1981). The questionnaire. In Evaluation resource handbook: Gathering, analyzing, reporting data (pp. 117-126). San Diego, California: EdITS Publishers.
- U.S. National Library of Medicine (1995). Broadening recruitment into health sciences librarianship [On-line]. Available: [www.nlm.nih.gov/ep/rfa\\_libr\\_training/recruitm.html](http://www.nlm.nih.gov/ep/rfa_libr_training/recruitm.html)