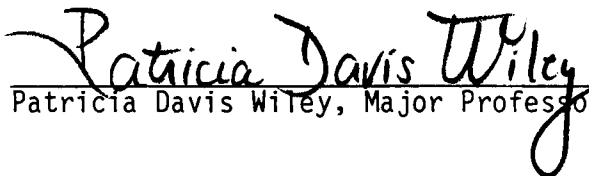
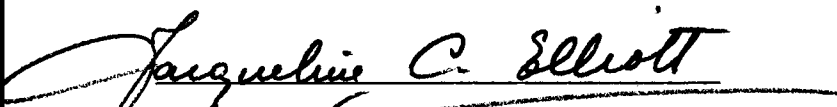
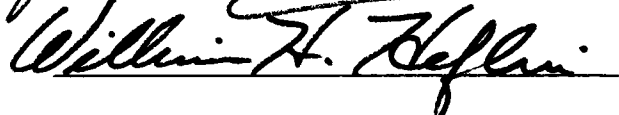


To the Graduate Council:

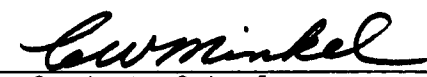
I am submitting herewith a thesis written by Melinda Allen Tyler entitled "Attitudes Toward Foreign Language Study on the Elementary School Level--Knoxville, Tennessee 1984." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Foreign Language Education.


Patricia Davis Wiley, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:


The Graduate School

ATTITUDES TOWARD FOREIGN LANGUAGE STUDY ON THE
ELEMENTARY SCHOOL LEVEL,
KNOXVILLE, TENNESSEE 1984

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Melinda Allen Tyler

August 1984

To Children Around the World

"Foreign language programs add a great deal to many elementary school curricula across the United States. Whether the objective is functional fluency or limited exposure to a second language, learning another language and about other cultures helps prepare children for the world in which they live--a world in which knowledge and understanding of other peoples and other languages is essential for survival" (Rhodes, 1983).

ACKNOWLEDGEMENTS

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I would like to express my appreciation to the many people who encouraged and assisted me in conducting my study. Special thanks go to Professors William Heflin and Jacqueline Elliott for their many years of invaluable advice and instruction, and for their support and direction as committee members.

I wish to acknowledge my family members who have given me the skills, desire, and inspiration to learn, and also my husband, who has allowed me to grow with much love.

Most of all, however, I wish to acknowledge Professor Patricia Wiley, my committee chairperson, for her steadfast guidance throughout my college career and for her endless supply of energy and love of learning.

ABSTRACT

Prior to this study, no attitudinal research has been conducted in Knoxville, Tennessee on foreign language study on the elementary school level. This study was conducted to determine the general attitudes of principals, teachers, and parents/guardians in Knoxville toward foreign language study on the elementary school level.

A "Foreign Language Attitude Survey Knoxville, Tennessee 1984" questionnaire and a Scan-Tron computerized answer form were distributed to every principal, teacher, and parent/guardian in 10 selected elementary schools in Knoxville. Of a grand population of 3,666, 1,102 people responded to the questionnaire.

The responses to the survey appear to be highly supportive of foreign language study on all school levels. The study's data should be immediately disseminated to populations interested in foreign language study, and action should be taken to incorporate the Knoxville City School District's Pilot FLEX program as a permanent component of the elementary school's regular curriculum.

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CHAPTER I

SURVEY OF THE SPECIFIC PROBLEM AREA

1. INTRODUCTION

Current literature on the status of foreign language study in the United States reveals embarrassing economical, political, and educational statistics (Lurie, 1982; Tsongas, 1981; Simon, 1980; Girouard, 1980; Primeau, 1979). Much of the blame for these statistics has been put upon the lack of both foreign language study and foreign culture study.

Frank A. Weil, the former Assistant Secretary of Commerce for Industry and Trade, stated that the United States exports only 4 to 8 percent of the GNP (Gross National Product), as opposed to Germany and Japan's 15 to 25 percent. He said that one of the reasons that the Japanese and the Germans sell so effectively is that they have gone to the trouble of learning about us and adapting the products they export to our tastes and markets (Lurie, 1982).

It was estimated that 10,000 English-speaking Japanese businessmen were marketing products in the United States. There may have been one-tenth as many American counterparts in Japan, and just a few of them had a working knowledge of Japanese (Tsongas, 1981).

In Congressman Paul Simon's work, The Tongue Tied American (1980), Joel Honigberg, President of the Overseas Sales and Marketing Association, remarked that there are only 1,000 college students

who graduate each year with majors in international trade (a field called geotrade); yet there are jobs for at least 200,000 geotrade experts.

The State Department no longer requires any background in a second language as a condition of entry into the Foreign Service (Simon, 1980).

It was stated in The New York Times (Hechinger, 1979) that about 25 percent of Army and Navy jobs for which foreign language skills are deemed essential remain unfulfilled, and about 20 percent of such positions in the Air Force and 35 percent in the Marines remain unfulfilled.

The United States is the only country in the world where students can graduate from colleges and universities without having a year of foreign language (Simon, 1980).

It was estimated that in 1976, fewer than 2 percent of high school graduates were fluent in a second language (Hayden, 1977).

It has been stated that American students rank extremely low in their comprehension of foreign cultures (Hechinger, 1979).

In 1981, only 8 percent of the nation's colleges required foreign language credits for admission--down from 34 percent in 1966. In the high schools, only 15 percent of the students were enrolled in foreign language classes--down from 24 percent in 1965 (Tsongas, 1981). Less than 1 percent in the elementary schools in 1980 had foreign language programs (Simon, 1980).

Paul Simon (1980) stated that in most nations with comparable levels of education, foreign language study is required

at the secondary level, and in many countries, such as China, it is required or encouraged at the elementary school level.

It has been noted that even among English-speaking countries, the United States foreign language enrollment is low. The average foreign language enrollment in Australia is twice as large as the enrollment in the United States, while 85 percent of high school students in the United Kingdom study a foreign language for three or more years (Tonkin and Edwards, 1981).

Fortunately, there appears to be a growing national concern for improving foreign language study in the United States. The 1975 Helsinki Agreement called for strengthening educational and cultural exchanges and particularly for increasing foreign language study (Primeau, 1979).

In 1978, President Carter created the President's Commission on Foreign Language and International Studies to review foreign language and international studies programs in the United States and to make recommendations for improvement (Primeau, 1979).

In response to the recommendations of the President's Commission, the House Education and Labor Committee approved a bill to allocate up to \$150 million to five states and school systems to approve foreign-language instruction (Mirga, 1983).

In the article, "Nation at Risk: The Imperative for Educational Reform" (National Commission on Excellence in Education, 1983), it was stated that achieving proficiency in a foreign language ordinarily requires from four to six years of study and, therefore, foreign language study should begin in the elementary grades.

Because of the crucial importance of foreign language study in the elementary schools, this study was undertaken. Since 1982, Knoxville, Tennessee has conducted a pilot FLEX (Foreign Language Experience) program (Appendix A), where students in grades kindergarten-5 are exposed, on a regular basis, to a foreign language and culture. Attempts are presently being made to incorporate this pilot FLEX program into the regular elementary school curriculum (Kindergarten-5) in the Knoxville City schools. However, attitudes of elementary administration, teaching staff, and parents/guardians toward establishing FLES (Foreign Language in the Elementary School) as a permanent component of the regular elementary school curriculum must first be determined. Will Knoxville principals, teachers, and parents/guardians be supportive of FLES?

This thesis was written (a) to research the current status of FLES, and (b) to help determine the attitudes of Knoxville administration, instructional staff, and parents/guardians toward foreign language study, specifically on the elementary school level.

2. STATEMENT OF THE PROBLEM

Even though FLES (Foreign Language in the Elementary School) is becoming popular in Tennessee (Appendix B), at present, inadequate attention is being directed to researching FLES and to determining the feasibility of establishing foreign language study as an integral component of the regular Knoxville City elementary school curriculum (grades Kindergarten-5).

3. PURPOSE OF THE STUDY

The purpose of this study is (a) to research the current status of FLES, and (b) to aid this researcher in determining attitudes of Knoxville elementary school administration, instructional staff, and parents/guardians toward foreign language study, specifically on the elementary school level.

4. SIGNIFICANCE OF THE STUDY

This study is significant in that it is the first FLES study to be conducted in the state of Tennessee and that it is the first recorded FLES study to deal with parental attitudes. The responses are significant, as they appear to be highly supportive of foreign language on all levels.

5. ASSUMPTIONS AND LIMITATIONS OF THE STUDY

The summary, implications, and recommendations drawn from this study will be limited by the following:

1. The study will be restricted to one school district, Knoxville City School District, Knoxville, Tennessee.
2. The study will be restricted to ten elementary schools in the Knoxville City School District, Knoxville, Tennessee.
3. The researcher assumes that the respondents will answer the questionnaires honestly.

6. DEFINITION OF TERMS

1. FLEX--Foreign Language Experience.
2. FLES--Foreign Language in the Elementary School.
3. Revitalized FLES--Revitalized Foreign Language in the Elementary School.
4. Partial Immersion--Foreign language study that teaches up to 50 percent of the regular school curriculum and/or foreign language classes through the medium of the target foreign language.
5. Total Immersion--Foreign language study that teaches the entire regular elementary school curriculum (e.g., math, social studies) through the medium of the target foreign language.
6. Native Language--The first language that one learns from birth.
7. Target Language--The language (other than the native language) being taught or learned; sometimes referred to as a foreign language.
8. Other Language--In the "Foreign Language Attitude Survey--Knoxville, Tennessee 1984" questionnaire, the term "Other," refers to a language other than French, Spanish, German, or Latin. A language not commonly taught in the United States.

7. ORGANIZATION OF THE STUDY

This study is divided into five chapters. Chapter I includes the statement of the problem, the purpose of the study, the significance of the study, assumptions, limitations, and definition

of terms. Chapter II presents a review of related literature and FLES programs from 1957-1984. Chapter III describes the methods and procedures of conducting the study and collecting data. Chapter IV treats the presentation and analysis of the data. Chapter V includes the summary, implications, and recommendations of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

1. INTRODUCTION

FLES was popular in the United States in the 1950's and 1960's. Some say the race against the Soviet Union for educational supremacy was the main reason for the development of new elementary school foreign language programs throughout the country (Girouard, 1980).

However, due to a lack of qualified teachers, quality instructional materials, specific goals, continuity between elementary and secondary schools, and funding, the number of FLES programs and research studies in the 1970's declined abruptly (Rhodes, 1983).

This chapter will review some of these earlier research studies as well as FLES programs from 1957-1984. Chapter II is divided into three parts: (a) introduction; (b) FLES research, and (c) FLES programs.

2. FLES RESEARCH

Even if the earlier FLES research studies, conducted in the 1950's and 1960's, are considered out-dated or insignificant, they are still worthy of being noted, as they are the only FLES studies upon which new FLES research in the 1980's can be based.

With the introduction of FLES in the 1950's, some people feared that students' grades would decline. They felt that having

less time to study the basic skills would produce adverse effects on student achievement. However, several research studies indicate that the addition of FLES, with a consequent reduction of time for other basic subject areas in elementary school, does not have an adverse effect on achievement in basic subject areas. From 1960-1963, in St. Paul, Minnesota, 4,611 pupils participated in an experiment which determined that a foreign language class could be added without adversely affecting achievement in other subject areas (Leino, 1963). Six schools were chosen for the control group in which the students did not learn Spanish and six schools were chosen for the experimental group in which the students studied Spanish by telecasts for 15 minutes each day. Both the control group and the experimental group were administered the Iowa Test of Basic Skills (Lindquist, 1956), the Stanford Social Studies Test (Kelley, 1954), and the Otis Beta Intelligence Test (Otis, 1954). There was no significant difference between the two groups' scores, and, therefore, no detrimental effect was observed upon measured achievement in the subject areas from which time was taken.

Another similar study was conducted in Champaign, Illinois in 1959 (Johnson, Flores, and Ellison, 1963). The experiment lasted only one year and the sample population was only 180 pupils; however, the FLES class itself was longer--100 minutes a week. Both the control group (the non-FLES students), and the experimental group (the FLES students), had school days of comparable length. After taking the standardized Iowa Test of Basic Skills, once again the FLES students showed no significant loss in general school achievement.

In fact, the FLES group attained higher scores in reading vocabulary and reading comprehension than did the non-FLES students (Tables 1-4).

There are those who have questioned whether FLES could have a positive effect on school achievement, in both elementary and high school. In the spring of 1977, Robert Di Pietro and the Teacher Corps at Key Elementary School in Arlington, Virginia, conducted a study to determine if instruction in foreign language would have any effect on the children's academic achievement in regular classroom subjects (Di Pietro, 1979). Fifty-seven children, native and non-native, participated in foreign language classes (Spanish, Korean, and Vietnamese) which were held during the third and fourth quarters of their academic year. The courses lasted 14 weeks. The students were given the MORE Reading Test* before and after foreign language instruction was given. Tables 5 and 6 indicate improvements in the pre- and post-test scores in English reading skills by both the native English-speaking and non-native English-speaking students. There is an average gain of 1-4 points and 1-8 points, respectively.

As described in Joseph Vocolo's article, "The Effect of Foreign Language Study in the Elementary School Upon Achievement in the Same

*The researcher attempted to locate full bibliographic data on the MORE Reading Test, using an ERIC search and other reference tools (i.e., Tests in Print). Since no information was found on the MORE Reading Test, it is assumed that it is an informal reading assignment.

TABLE 1

COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS WITH REGARD TO SIGNIFICANCE OF DIFFERENCES IN
MEAN CHRONOLOGICAL AGES, INTELLIGENCE QUOTIENTS, AND DISTRIBUTION OF BOYS AND GIRLS

Characteristic	Mean for Experimental Group (N=90)	Mean for Control Group (N=90)	Difference Between Means	t-ratio	Probability
Chronological age	124.77	123.98	.79	1.030	.25
Intelligence Quotient	118.86	118.82	.04	- .021	.98
Distribution of Sexes	1.56	1.53	.03	- .298	.76

Source: Charles E. Johnson, Joseph F. Flores, and Fred P. Ellison, from "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools." Modern Language Journal, Vol. 47, 1963, p. 9.

TABLE 2

COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS WITH REGARD TO SIGNIFICANCE OF
DIFFERENCE IN INITIAL ACHIEVEMENT TEST GRADE LEVEL SCORES IN SEPTEMBER 1959

Characteristic	Mean for Experimental Group (N=90)	Mean for Control Group (N=90)	Difference Between Means	t-ratio	Probability
Reading Vocabulary	5.196	5.232	.036	-.234	.81
Reading Comprehension	5.364	5.528	.164	-.732	.47
Language Skills	5.396	5.214	.182	-1.002	.32
Work Study Skills	5.104	4.849	.255	-1.992	.15
Arithmetic	4.800	4.602	.198	-2.014	.15

Source: Charles E. Johnson, Joseph F. Flores, and Fred P. Ellison, from "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools." Modern Language Journal, Vol. 47, 1963, p. 9.

TABLE 3

COMPARISON OF THE DIFFERENCE IN MEAN GAINS IN YEARS OF ACHIEVEMENT BETWEEN
THE EXPERIMENTAL AND CONTROL GROUPS FROM SEPTEMBER 1959 TO SEPTEMBER 1960

Characteristic	Mean Gain for Experimental Group (N=90)	Mean Gain for Control Group (N=90)	Difference in Mean Gain as Favors Experi- mental Group	t-ratio	Probability
Reading Vocabulary	1.693	1.692	+ .001	+ .008	.99
Reading Comprehension	1.310	1.258	+ .052	+ .359	.72
Language Skills	1.624	1.747	- .123	- .965	.34
Work-Study Skills	1.140	1.420	- .280	-2.958	.004
Arithmetic	1.043	1.099	- .056	- .761	.45

Source: Charles E. Johnson, Joseph F. Flores, and Fred P. Ellison, from "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools." Modern Language Journal, Vol. 47, 1963, p. 10.

TABLE 4

COMPARISON OF SPECIAL EXPERIMENTAL AND CONTROL GROUPS WITH REGARD TO CHRONOLOGICAL AGE, INTELLIGENCE QUOTIENT, AND MEAN ACHIEVEMENT IN WORK-STUDY SKILLS IN SEPTEMBER 1959

Characteristic	Mean for Experimental Group (N=47)	Mean for Control Group (=47)	Difference in Means	t-ratio	Probability
Chronological Age	123.81	124.87	1.06	-1.08	.28
Intelligence Quotient	117.00	117.20	.20	- .078	.93
Work-Study Skills	49.30	49.30	.00	.00	1.00

Source: Charles E. Johnson, Joseph F. Flores, and Fred P. Ellison, from "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools." Modern Language Journal, Vol. 47, 1963, p. 10.

TABLE 5

THE MORE READING TESTS: PERFORMANCE OF
NATIVE ENGLISH-SPEAKING CHILDREN

Students	Pre-Test Score	Post-Test Score	No. of Items on Tests	Difference in Post-Test
a	8	7	10	Down
b	9	7	13	Down
c	13	9	13	Down
d	15	14	15	Down
e	8	8	13	No change
f	10	10	10	No change
g	10	10	10	No change
h	10	10	10	No change
i	13	13	13	No change
j	13	13	13	No change
k	14	14	14	No change
l	15	15	15	No change
m	15	15	15	No change
n	15	15	15	No change
o	5	8	10	Up
p	6	9	10	Up
q	6	10	13	Up
r	6	8	10	Up
s	8	10	13	Up
t	8	12	15	Up
u	8	9	10	Up
v	8	9	10	Up
w	9	10	10	Up
x	9	10	10	Up
y	9	10	10	Up
z	10	13	13	Up
aa	10	14	15	Up
bb	10	11	13	Up
cc	11	15	15	Up
dd	12	13	15	Up

Source: Robert J. Di Pietro, from "Filling the Elementary Curriculum with Languages: What Are the Effects?" Modern Language Journal, Vol. 63, No. 4, 1979, p. 194.

TABLE 6
THE MORE READING TESTS: PERFORMANCE OF
NON-NATIVE CHILDREN

Student	Pre-Test Score	Post-Test Score	No. of Items on Tests	Difference in Post-Test
ee	6	3	13	Down
ff	10	8	10	Down
gg	10	10	10	No change
hh	10	10	10	No change
ii	0	3	10	Up
jj	0	6	10	Up
kk	1	7	13	Up
ll	2	3	10	Up
mm	2	3	13	Up
nn	2	7	13	Up
oo	2	10	15	Up
pp	3	4	13	Up
qq	3	8	10	Up
rr	5	6	15	Up
ss	5	9	10	Up
tt	5	9	13	Up
uu	6	14	15	Up
vv	7	8	10	Up
ww	7	10	15	Up
xx	7	11	15	Up
yy	8	11	13	Up
zz	9	10	10	Up
aaa	9	10	10	Up
bbb	10	13	15	Up
ccc	10	15	15	Up
ddd	12	14	15	Up
eee	13	15	15	Up

Source: Robert J. Di Pietro, from "Filling the Elementary Curriculum with Languages: What Are the Effects?" Modern Language Journal, Vol. 63, No. 4, 1979, p. 195.

Foreign Language in the High School" (1967), a study was conducted in Buffalo, New York to determine (a) what effect an elementary school French program would have on subsequent study in that same language in high school, and (b) whether or not pupils who had participated in FLES would be more proficient in the foreign language than pupils experiencing a more traditional high school foreign language sequence.

The experimental group contained those students who had studied French in grades five through eight. At the time of the study, the students were in the ninth grade and in the intermediate level of French. The control group consisted of students who were also in the intermediate level of French, but who had not participated in the FLES program. The students came from three schools in the Buffalo, New York, School District.

For establishing the experimental and control groups, these factors were considered: hearing, sight, speech, foreign language level, intelligence and achievement, school and neighborhood, sex, and the type of instruction received. Intelligence and achievement were determined by the Lorge-Thorndike IQ Test (Lorge, 1959) and grade point average. The same number of girls and boys were used in both the experimental group and in the control group (Table 7).

The MLA-Cooperative French Test (Modern Language Association of America and Educational Testing Service, 1965) was administered in the Spring of 1965 at the end of the students' intermediate level French course. The results of the test showed higher mean scores for the FLES groups in all four areas: listening, speaking, reading, and writing French. Tables 8-11 show the mean scores,

TABLE 7
DISTRIBUTION OF PUPILS IN FLES AND NON-FLES GROUPS

Schools	FLES	Non-FLES
Bennett N	14	14
Boys	5	5
Girls	9	9
Riverside N	8	8
Boys	3	3
Girls	5	5
Kensington N	9	9
Boys	5	5
Girls	4	4
Total N	31	31
Boys	13	13
Girls	18	18

Source: Joseph M. Vocolo, from "The Effect of Foreign Language Study in the Elementary School Upon Achievement in the Same Foreign Language in the High School." Modern Language Journal, Vol. 51, 1967, p. 464.

TABLE 8
MEAN SCORES, STANDARD DEVIATIONS, AND RESULTS OF
t-TEST MLA FRENCH READING TEST

	FLES	Non-FLES
Boys	M = 36.2	M = 31.0
Girls	M = 39.2	M = 38.3
Total	M = 38.1	M = 35.1
	SD = 7.14	SD = 7.54
t = 1.56 Not significant at the .05 level		

Source: Joseph M. Vocolo, from "The Effect of Foreign Language Study in the Elementary School Upon Achievement in the Same Foreign Language in the High School." Modern Language Journal, Vol. 51, 1967, p. 465.

TABLE 9
MEAN SCORES, STANDARD DEVIATIONS, AND RESULTS OF
t-TEST MLA FRENCH WRITING TEST

	FLES	Non-FLES
Boys	M = 57.0	M = 42.7
Girls	M = 67.9	M = 56.0
Total	M = 63.5	M = 50.2
	SD = 16.2	SD = 19.1
t = 2.87 Significant at the .01 level		

Source: Joseph M. Vocolo, from "The Effect of Foreign Language Study in the Elementary School Upon Achievement in the Same Foreign Language in the High School." Modern Language Journal, Vol. 51, 1967, p. 466.

TABLE 10
MEAN SCORES, STANDARD DEVIATIONS, AND RESULTS OF
t-TEST MLA FRENCH LISTENING TEST

	FLES	Non-FLES
Boys	M = 29.7	M = 24.3
Girls	M = 30.8	M = 27.7
Total	M = 30.7	M = 26.2
	SD = 6.20	SD = 6.55
t = 2.73 Significant at the .02 level		

Source: Joseph M. Vocolo, from "The Effect of Foreign Language Study in the Elementary School Upon Achievement in the Same Foreign Language in the High School." Modern Language Journal, Vol. 51, 1967, p. 467.

TABLE 11
MEAN SCORES, STANDARD DEVIATIONS, AND RESULTS OF
t-TEST MLA FRENCH SPEAKING TEST

	FLES	Non-FLES
Boys	M = 53.3	M = 39.6
Girls	M = 53.7	M = 46.4
Total	M = 53.5	M = 43.0
	SD = 7.27	SD = 6.84
t = 5.65 Significant beyond the .001 level		

Source: Joseph M. Vocolo, from "The Effect of Foreign Language Study in the Elementary School Upon Achievement in the Same Foreign Language in the High School." Modern Language Journal, Vol. 51, 1967, p. 468.

standard deviations, and results of the t-tests for the FLES and non-FLES groups administered the MLA French Reading Test, MLA French Writing Test, MLA French Listening Test, and MLA French Speaking Test subtests.

In all instances (as is seen in Table 12), the FLES girls and boys scored higher than did the non-FLES students.

TABLE 12
MEAN SCORES MLA FRENCH TESTS

Tests	FLES		Non-FLES	
	Boys	Girls	Boys	Girls
Listening	29.7	30.8	24.3	27.7
Speaking	53.2	53.7	39.6	46.4
Reading	36.2	39.2	31.0	38.3
Writing	57.0	67.9	42.7	56.0

Source: Joseph M. Vocolo, from "The Effect of Foreign Language Study in the Elementary School Upon Achievement in the Same Foreign Language in the High School." Modern Language Journal, Vol. 51, 1967, p. 469.

Results of this study indicate higher mean scores for the FLES group in listening, speaking, and writing. In reading, however, there is no significant difference between the FLES and non-FLES group.

In addition to concerns about the effects of FLES on pupil achievement in other subject areas, there is a question about

its effect on the attitudes of elementary school pupils toward foreign-speaking people. According to Mildred Donoghue's article, "What Research Tells Us About the Effects of FLES" (1965), an experiment involving fifth grade pupils was conducted at the University of Illinois in 1964. The control group consisted of 63 children from five classrooms who did not study Spanish. The experimental group consisted of 63 children from five classrooms who received lessons in Spanish and Hispanic culture for 20 minutes daily for two years.

Three of the five Spanish classes were taught by specialists. The other two Spanish classes used television and tapes (produced by the specialists) under the direction of the regular classroom teacher.

Both groups were similar in school experience, socio-economic status, chronological age, sex, and intelligence. A test, developed by university professors to determine attitudes, and disguised as a social studies questionnaire, was administered to both groups. The questions dealt with Russian, Spanish, German, Mexican, French, Argentine, and Bolivian cultures. At the end of the questionnaire, the pupils were asked to select (from the countries mentioned above) the foreign-speaking child they would like to have as a friend, and to explain why in writing.

The results of the survey indicated that the FLES students had significantly more positive attitudes toward the Spanish cultures than did the non-FLES group.

One conclusion drawn from this study was that a student might better understand and, therefore, have positive attitudes toward

the people, language, and culture to which he or she is exposed in foreign language study.

For years many have believed that children can "learn" a second language "better" than adults. However, studies by Krashen, Long, and Scarcella (1979), dealing with rate of second language acquisition, indicate that this may not always be so. Their research points to the following conclusions: (a) adults acquire morphological and syntactic skills faster than children; (b) older children acquire morphological and syntactic skills faster than younger children; and (c) children acquire better foreign language pronunciation than adults.

Tables 13-17 explain Krashen, Long, and Scarcella's studies dealing with age, rate, and eventual attainment in second language acquisition.

3. SPECIFIC FLES PROGRAMS

The FLES programs of the 1950's and 1960's are now, in the 1980's, classified as Immersion, Revitalized FLES, and FLEX (Rhodes, 1983). This section of Chapter II will discuss each of these programs.

Total Immersion

According to Nancy Rhodes (1981) in "Elementary School Foreign Language Instruction in the United States: Innovative Approaches for the 1980," total immersion programs started in the United States in the 1970's and were modified after a Canadian program described

TABLE 13
CHILD-ADULT DIFFERENCES IN EVENTUAL ATTAINMENT IN SECOND LANGUAGE ACQUISITION

Study	Ages Compared ^a	n	L1	L2	Measures	Results
Asher and Garcia 1969	1-6 7-12 13-19	19 37 15	Span.	Eng.	Sentence pronunciation task, judged by high school students	1-6 year old arrivals were closer to native speaker level; 13-19 year old arrivals were farthest. Those in the US 5-8 years were better than those in the US 1-4 years.
Seliger, Krashen, and Ladefoged 1975	below 10 10-15 over 16	91 100 173	varies	Eng. Heb.	Self-report ^b	Below 10: most 85% report no accent. 10-15: 50% report accept; 50% report no accent. Over 16: 92% report accent. No effect for years lived in country. ^c
Oyama 1976	6-20	60	Ital.	Eng.	Read paragraph Tell anecdote (Rated for accent)	Correlation for accent and age of arrival in the United States ($r = -.83^d$) No correlation for accent and years in the United States ($r = -.02^e$)
Oyama 1978	6-20	60	Ital	Eng.	Sentence through noise task	Correlation for LC and age of arrival ($r = -.57^f$) No significant correlation for LC and years in the United States ($r = -.02^*$)

^aAge of arrival in country, not age when tested. (Age when tested = 7-19).

^bSubjects were asked, "Do you think most ordinary Americans (Israelis) could tell now that you are not a native speaker of English (Hebrew)?"

^cComparisons done with the "no accent," 10-15 group only, means years = 15; S.D. = 11.5; "Accent group" mean = 20.6; S.D. = 19.4. (Reported in Krashen and Seliger, 1975).

^dPartial correlation, with years in the United States partialled out (paragraph reading score only).

^ePartial correlation, with age of arrival partialled out (paragraph reading score only).

^fPartial correlation, with years in the United States partialled out.

*Partial correlation, with age of arrival, actual age, partialled out.

Generalization: All studies agree that those who arrive as children attain higher levels of proficiency than those who arrive as adults.

Source: Stephen D. Krashen, Michael A. Long, and Robin C. Scarcella, from "Age, Rate and Eventual Attainment in Second Language Acquisition." *JESOL Quarterly*, Vol. 13, No. 4, 1979, p. 575.

TABLE 14
CHILDREN VERSUS ADULTS IN RATE OF SECOND LANGUAGE ACQUISITION

Study	Duration	n	L2 ^a	Ages Compared	Treatment	Measures	Results
Asher and Price 1969	25 minutes	134	Russian	Adult (college) 8, 10, 12 year-olds	Total Physical Response (TPR) Teaching	TPR	Adults outperformed all child groups
Olson and Samuels 1973	10 sessions	100	German	Adult (19-26) Junior High (14-15) Elementary (9.5-10.5)	"Phoneme drills"	Pronunciation	Adults = junior high Adults and Junior high students superior to elementary students
Snow and Hoefnagel-Hohle 1978a	1 month-1 year	96	Dutch	3-15 year olds Adults	Natural Exposure	Pronunciation, Morphology, Imitation, Translation	12-15 best for morphology; adults next best followed by the 8-10 year-olds. Differences diminish over time
Snow and Hoefnagel-Hohle, 1977	1 session	136	Dutch	5-31	Imitate 5 nonsense words, repeated 20 times	Pronunciation	Linear increase in pronunciation according to age

^aIn all cases L1 = English.

Generalization: Adults are faster than small children, but not always better than 12-15 year olds in early stages of morphology and syntax development.

Source: Stephen D. Krashen, Michael A. Long, and Robin C. Scarcella, from "Age, Rate and Eventual Attainment in Second Language Acquisition." *JESOL Quarterly*, Vol. 13, No. 4, 1979, p. 576.

TABLE 15
STUDIES OF CHILD SECOND LANGUAGE ACQUISITION (OLDER VERSUS YOUNGER)
INFORMAL ENVIRONMENTS WITH SIMILAR LENGTH OF EXPOSURE

Study	Time of Residence	n	L2	Ages ^a	Measures	Results
Ekstrand 1976	Up to 2 years ^b	2,189	Swedish	8-17	Listening Comprehension, reading, free writing, pronunciation, speaking	Older children did better than younger children Linear relationship with age
Fathman 1975	1-3 years	200	English	6-15	SLOPE Test, picture description	11-15 year olds superior to 6-10 year olds for morphology and syntax. 6-10 year olds better for pronunciation.
Snow and Hoefnagel- Hohle 1978a	1 month-1 year	approximately 90	Dutch	3-15	Pronunciation, morphology, Imitation, Translation	12 to 15 year-olds best for morphology and syntax. 8-10 year-olds next best. Differences diminish over time (strongest at 1-3 months).
Ervin-Tripp 1974	maximum of 9 months	31	French	4-9	Comprehension (Acting out)	Older children superior for syntax, morphology, and pronunciation; 7-9 year-olds superior to 4-6 year-olds

^a Age at which children were tested, not age or arrival in new country.

^b . . . only 8.3% of the pupils have a longer LOR (length of residence) than two years" (Ekstrand 1976:190).

Generalization: In all cases, older children acquire early syntax and morphology faster than younger children.

Source: Stephen D. Frashen, Michael A. Long, and Robin C. Scarcella, from "Age, Rate and Eventual Attainment in Second Language Acquisition." *TESOL Quarterly*, Vol. 13, No. 4, 1979, p. 577.

TABLE 16
COMPARISON OF STUDIES OF CHILD SECOND LANGUAGE ACQUISITION (OLDER VERSUS YOUNGER)^a
FORMAL OR EXPERIMENTAL ENVIRONMENTS WITH SIMILAR TREATMENTS

Study	Duration	n	L2	Grades/Ages	Treatment	Measures	Results
Ekstrand 1978	1 year	335	English	grades 3, 4, 5 (ages 8-11)	"Audio-visual"	Imitation, Listening Comprehension (LC) Trans- lation	Older children better than younger children: Linear relationship between age and second language learning
Asher and Price 1969	25 minutes	96	Russian	grades 8, 10, 14	Total Physical Response (TPR)	TPR	14 year-olds best, tend to be better than 8 year olds
Olson and Samuels 1973	10 sessions	80	German	ages 9.5-10.5; 14-15	"Phoneme Drills"	Pronunciation	14 to 15 group superior to 9.5-10.5 group
Florander and Jansen 1979	80 hours; 320 hours	300- 400	English	grades 4-6	EFL	Grammar Vocabulary, Reading, LC	Grade 6 superior to younger groups. Dif- ference lessens after 320 hours
Grinder, Otomo, and Toyota 1962	1 year	148	Japanese	grades 2-4	Audio-lingual	Vocabulary, LC, Pronun- ciation	Strong relationship between grade (age) and LC, some pronun- ciation; trend for older students to excel in vocabulary

^aSee also Snow and Hoefnagel-Hohle, 1977, Table Two.

Generalization: In all cases, older children acquire faster than younger children.

Source: Stephen D. Krashen, Michael A. Long, and Robin C. Scarcella, from "Age, Rate and Eventual Attainment in Second Language Acquisition." *TESOL Quarterly*, Vol. 13, No. 4, 1979, p. 578.

TABLE 17
CHILD SECOND LANGUAGE STUDIES: FORMAL ENVIRONMENTS WITH DISSIMILAR AMOUNTS OF EXPOSURE
(OLDER CHILDREN CATCH-UP STUDIES)

Study	Ages/Grades Compared	n	L1	L2	Measures	Results
Burstall 1975	starting FLES at age 8 versus starting at age 11	approx. 17,000	English	French		At age 16, no difference (except in LC) ^a group starting at age 8 = group starting at age 11
Bland and Keisler	Kindergarten versus grade five	4 6	English	French	oral production	Fifth graders took less time to reach criterion (4.5 hours vs. 12.5-17.5 hrs.).
Oller and Negato 1974	7th, 8th, and 9th grades; one group had FLES in grades 1-6, the other did not	233	Japanese	English	cloze	+FLES superior to -FLES at grade 7; less difference at grade 9; no difference at grade 11
Ramirez and Politzer 1978	ESL/BE starting in junior high school versus ESL/BE starting in kindergarten	21 46	Spanish	English	LC production	After ½ year, junior high school students nearly at grade 3 level
Vocola 1967	"second year high school French" tenth graders with one year high school French versus ninth graders with 3 years FLES (grades 5-8)	31 31	English	French	MLCT	3 years FLES group only slightly better than group with one year of high school French

^a Abbreviations:

FLES = Foreign Language in the Elementary School
LC = Listening Comprehension
BE = Bilingual Education
MLCT = Modern Language Cooperative Test

Generalization: FLES studies show that older children catch up to children who have had earlier FLES.

Source: Stephen D. Krashen, Michael A. Long, and Robin C. Scarcella, from "Age, Rate and Eventual Attainment in Second Language Acquisition." *TESOL Quarterly*, Vol. 13, No. 4, December, 1979, p. 580.

in W. E. Lambert and G. R. Tucker's "Bilingual Education of Children: The St. Lambert Experiment" (1972).

Total immersion programs offer from 50 percent to 100 percent of the school curriculum taught through the medium of the foreign language. Native language instruction is gradually introduced from grades three through six. After completing seven years of the program (kindergarten included), the child should not only function comparably to a sixth grader in the country in which his or her foreign language is spoken, but he or she should perform as well in native language skill as his or her peers who are not studying a foreign language.

In Culver City, California, where the first total immersion program in the United States was begun (Rhodes, 1983), the program presently consists of 60 percent Spanish instruction and 40 percent English instruction in grades four through six. San Diego, California and Montgomery County, Maryland have had programs where 80 percent of class instruction is in the target foreign language and 20 percent is in English. Table 18 lists other total immersion programs in the United States.

Partial Immersion

Partial immersion programs are those which teach from one to half the number of regular curriculum classes in the foreign language. (It should be noted that formal foreign language instruction is given in the partial immersion approach, but not in the total immersion approach.)

TABLE 18
TOTAL IMMERSION PROGRAM IN THE UNITED STATES

School District/City	Date of Inception	No. of Pupils/Grades	No. of Teachers	Languages
Alpine (UT) School District	1979	104	4	Spanish
Baton Rouge (LA)	1980	60	4	Spanish
Chevy Chase (MD)	--	--	--	---
Chicago	--	--	--	---
Cincinnati (OH) Public Schools	1974	1960 (includes partial immersion pupils)	80 (includes partial immersion teachers)	Spanish French German
Culver City (CA)	1972	149	5	Spanish
Dade County (FL)	1975	--	15	Spanish
Haywood Unified School District (CA)	1975	K-6	3	English
Holliston (MA)	1979	99	3	Spanish
Milwaukee (WI)	1977	563	20	French German French
Montgomery County Public Schools (MD)	--	172	7	Spanish
	--	45-50	2	French
Plattsburgh (NY)	--	--	--	Spanish
Rochester (NY)	1981	48	2	---
San Diego (CA)	1977	850 (includes partial immersion pupils)	35 (includes partial immersion teachers)	Spanish French Spanish
San Lorenzo (CA)	--	--	--	---
Tulsa Public Schools (OK)	1981	26	1	Spanish

Source: Nancy C. Rhodes, from "Elementary School Foreign Language Instruction in the United States: Innovative Approaches for the 1980's." ERIC 225 403, 1983, pp. 47-54; Nancy Rhodes and Audrey Schreibstein, from "Foreign Language in the Elementary School: A Practical Guide," 1983, pp. 42-45.

Partial immersion programs began in 1972 and were modeled after the same Canadian program on which the total immersion programs were modeled (Lambert and Tucker, 1972). Table 19 lists partial immersion programs in the United States.

Revitalized FLES

According to "Language Structure at FLES Level Including Testing for Master of Structures," a report written by the FLES committee of the American Association of Teachers of French (1962), the term FLES, which stands for Foreign Language in the Elementary School, was coined in 1953 by the assistant director of the Foreign Language Program of the Modern Language Association of America, Kenneth Mildenberger.

Mildenberger stressed that children are at an ideal age for learning a second language; they are curious and uninhibited and are extremely good imitators. He added that real proficiency in a foreign language requires progressive learning over an extended period of time. Unfortunately, only a small amount of information is available on the individual FLES programs of the 1950's and 1960's (Rhodes, 1981).

Revitalized FLES programs (as FLES programs in the 1980's are now called), are those programs that have foreign language class before, during, or after school for a specific number of hours per week, depending on the school and the available instructional time.

The curriculum of early FLES programs and that of the Revitalized FLES programs are comparable. Teaching units include the

TABLE 19

PARTIAL IMMERSION PROGRAMS IN THE UNITED STATES

School District/City	Date of Inception	No. of Pupils/Grades	No. of Teachers	Languages
Cincinnati, Ohio School District	1974	2,200 (includes K-8)	76	Spanish French German
San Diego (CA) City School	1977	850 (includes K-12)	35	French Spanish
Washington, D.C.	1966	550 (includes Nursery-12)	60	French Spanish
	1971	330	22	Spanish

Source: Nancy C. Rhodes, from "Elementary School Foreign Language Instruction in the United States: Innovative Approaches for the 1980's." ERIC 225 403, 1983, pp. 47-54; Nancy Rhodes and Audrey Schreibstein, from "Foreign Language in the Elementary School: A Practical Guide," 1983, pp. 42-45.

following material: basic greetings, colors, numbers, body parts, prepositions, classroom objects, food, time, weather, days of the week, months of the year, clothing, sports, animals, hobbies, and family (Rhodes, 1983; Vollmer, 1962; Wiley, 1984).

The programs are aimed at developing communication skills as well as cultural awareness. Parents are informed that the level of language fluency of their child will depend on the amount of time spent using the language.

One of the pitfalls of FLES programs of the past, however, was that their goals were not made clear. Parents were led to believe their children would become fluent in the language after only three years of classes two times a week (a feat very few could accomplish) (Rhodes and Snow, 1984).

Emphasis is placed on speaking and listening skills. Reading and writing are included; however they are stressed to varying degrees, depending on the program's specific goals. Table 20 lists FLES programs in the United States.

FLEX

FLEX (Foreign Language Experience) programs (sometimes called "LEX" [Rhodes, 1983]) were developed in the 1970's for those schools with an interest in foreign language study and curriculum and yet, with budgetary constraints. As the least demanding anticipated of the four elementary school foreign language programs mentioned in this study (in terms of proficiency), FLEX is designed to give the children an exposure to the foreign language and culture; fluency is not a goal. A FLEX program is

TABLE 20

FLES PROGRAMS IN THE UNITED STATES

School District/City	Date of Inception	No. of Pupils/Grades	No. of Teachers	Languages
Baton Rouge (LA)	1971	K-6		French Hungarian Spanish
Beverly Hills (CA)	1959	3-6	14	French Spanish
Corpus Christi Independent School District (TX)	1976	668		Spanish
Fairfax Public Schools (VA)	1975	3,500	195	Spanish French German Latin American Sign Lang.
Lexington (MA)	1957	4-6		French
Seattle (WA)	1979	1-6		Spanish French Japanese
St. Louis Public Schools (MO)	1976	240	3	Spanish French German

Source: Nancy C. Rhodes, from "Elementary School Foreign Language Instruction in the United States: Innovative Approaches for the 1980's." ERIC 225 403, 1983; Nancy Rhodes and Audrey Schreiberstein, from "Foreign Language in the Elementary School: A Practical Guide," 1983.

often the choice of those most interested in developing a firm foundation for later language study. It is structured to attract students to foreign languages and to develop their basic listening skills as words, phrases, and simple conversations are informally introduced (Rhodes, 1983).

FLEX programs are designed so that teachers with a limited knowledge of the target language can teach a FLEX curriculum. In some FLEX programs, children can be exposed to several different foreign languages in an academic year (Rhodes, 1983).

The FLEX curriculum is similar to the FLES curriculum. Basic vocabulary is taught through games, songs, and self-related activities. Aural-oral comprehension skills are stressed more than reading and writing skills. Students usually meet once or twice a week, with classes lasting from 20-30 minutes per session. Table 21 lists FLEX programs in the United States.

4. SUMMARY

The FLES studies (Donoghue 1965 and 1969; Di Pietro, 1977; Vocolo, 1967; and Krashen, Long, and Scarcella, 1979) and programs (Total Immersion, Partial Immersion, FLES, and FLEX) reviewed in this chapter, at the same time, offer the reader insight into FLES and indicate a need for more up-dated and valid FLES research.

TABLE 21
FLEX PROGRAMS IN THE UNITED STATES

School District/City	Date of Inception	No. of Pupils/Grades	No. of Teachers	Languages
Anne Arundel County (MD) Public Schools	1978	4,172	18 classroom teachers, 131 high school students, 33 adult volunteers, 1 principal	Spanish German French Latin Italian Japanese Portuguese Russian Hindi
Evansville (IND)	1980	K-6	Regular classroom teachers	Spanish French German Italian
Orange County (FL)	1977	K-6	Volunteers fluent in Spanish and English	Spanish
Knoxville City Public Schools (TN)	1982	K-5	5 graduate students	French Spanish German

Source: Nancy C. Rhodes, from "Elementary School Foreign Language Instruction in the United States: Innovative Approaches for the 1980's." ERIC 225 403, 1983, pp. 47-54; Nancy Rhodes and Audrey Schreiberstein, from "Foreign Language in the Elementary School: A Practical Guide," 1983, pp. 42-45.

CHAPTER III

METHODS AND PROCEDURES

1. POPULATION

The subjects for this study were drawn from the Knoxville City School District in Knoxville, Tennessee. As the third largest city in Tennessee, Knoxville has a total population of 474,767. There are 33 public, 7 private, and 5 parochial elementary schools in the city school district.

Permission to conduct the research study was obtained from The University of Tennessee's Committee for Protection of Human Subjects, the Superintendent of Research of the Knoxville Board of Education, and from the individual principals of the participating schools.

2. SOURCE OF THE DATA

The data for this investigation were collected from the principals, teachers, and parents/guardians of the following Knoxville City schools: Anderson, Belle Morris, Brownlow, Chilhowee, Giffin, Oakwood, Pond Gap, Rocky Hill, Sequoyah, and West Hills. These 10 elementary schools were selected by both the researcher and administration from the Knoxville Board of Education to best represent the socio-economic distribution of the district. The total N was 3,666, including 10 principals, 154 teachers, and 3,502 parents/guardians. One thousand, one hundred and two (30 percent) respondents, from

a potential grand population of 3,666, completed and returned an answer form. The individual school enrollments can be found in Appendix C. The names, addresses, and phone numbers of the 10 participating schools and principals can be found in Appendix D.

3. THE INSTRUMENT

The instrument used in this Study (Appendix E), "Foreign Language Attitude Survey--Knoxville, Tennessee (1984)," is a questionnaire designed to determine attitudes of administration, instructional staff, and parents/guardians of elementary school children toward foreign language study. The questionnaire, developed by the principal researcher, is based on the "Foreign Language Attitudes Survey: Georgia Superintendents and High School Principals" (Weatherford, 1982) and has been adapted to include questions concerning FLES. The questionnaire has 50 questions which examine the following: foreign language instruction; independent foreign language study; traveling and living abroad experiences; personal acquaintances with foreign language speakers; and specific foreign language study programs, committees, and trends.

A computerized answer form, Scan-Tron, Form 2052 (10 Digit ID, 100-Question x 5-Choice Alpha, 4 1/4" x 11", 2 Sides), accompanied each questionnaire completed by the principals, teachers, and parents/guardians (Appendix F).

4. PROCEDURES

In March 1984, the investigator received permission to conduct the "Foreign Language Attitude Survey" from The University of Tennessee's Committee for Protection of Human Subjects and also from the Superintendent of Research of the Knoxville Board of Education, Knoxville City School District.

In April 1984, the principals of Anderson, Belle Morris, Brownlow, Chilhowee, Giffin, Oakwood, Pond Gap, Rocky Hill, Sequoyah, and West Hills elementary schools were contacted by the researcher to discuss the "Foreign Language Attitude Survey" and to schedule on-site visits. During the visits permission was granted from the principals to distribute the questionnaires and Scan-Tron answer forms. All principals, teachers, and students' parents received a questionnaire and answer sheet to complete. Approximately one week after the questionnaires and answer forms were distributed the researcher returned to each school to pick up the completed Scan-Tron answer forms.

5. METHODS OF DATA ANALYSIS

The data analysis process consisted of three steps. First, the data were scanned by an Optical Mark Reader, Model 2012, by Scan-Tron Corporation and recorded on a Super Serial Card. Next, from the Super Serial Card, the data were fed to a 64 K Apple II-E

computer, where they were tabulated.* The tabulation program was custom-written in Basic language. Finally, the data were hand-tabulated by the researcher.

*Every response option was computer-tabulated (i.e., A, B, C, D, E, . . . AB, AC, . . . BC, BD, . . . ABCDE) which accounts for the lengthy responses to Questions 24, 31, and 44.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

1. ANALYSIS OF THE DATA

This study was conducted to determine the attitudes of Knoxville City elementary school administrators, instructional staff, and parents/guardians toward foreign language study, specifically FLES.

Dr. Nicholas Kostra, Consultant in Language Arts, from the Board of Education, recommended Anderson, Belle Morris, Brownlow, Chilhowee, Giffin, Oakwood, Pond Gap, Rocky Hill, Sequoyah, and West Hills elementary schools as the ten participating schools, for he felt they best represented the socio-economic distribution of the Knoxville City School District.

All principals, teachers, and students' parents/guardians of the schools received a "Foreign Language Attitude Survey--Knoxville, Tennessee 1984" questionnaire and a Scan-Tron computerized form to complete.

The answer forms were first scanned by an Optical Mark Reader, Model 2012 where the data were recorded on a Super Serial Card. Second, the data were computer-tabulated by an Apple II-E computer. Finally, the data were analyzed by the researcher.

Based on the results of the "Foreign Language Attitude Survey--Knoxville, Tennessee 1984" it appears that:

1. Most of the respondents did not study a foreign language in elementary school;
2. of those languages studied in elementary school, the most frequently studied languages were, respectively:
Spanish, French, and Other;
3. most of the respondents who did study a foreign language in elementary school, studied it as a requirement;
4. most of the respondents who did study a foreign language in elementary school, rated the overall quality of the foreign language instruction as being good;
5. most of the respondents did not study a foreign language in junior high/middle school;
6. of those languages studied in junior high/middle school, the most frequently studied languages were, respectively:
Spanish, Latin, and French;
7. most of the respondents who did study a foreign language in junior high/middle school, studied it as an elective;
8. most of the respondents who did study a foreign language in junior high/middle school, rated the overall quality of the foreign language instruction as being good;
9. most of the respondents did study a foreign language in high school;
10. of those languages studied in high school, the most frequently studied languages were, respectively:
Spanish, French, and Latin;

11. most of the respondents who did study a foreign language in high school, studied it as an elective;
12. most of the respondents who did study a foreign language in high school, rated the overall quality of the foreign language instruction as being good;
13. most of the respondents did not study a foreign language in college;
14. of those languages studied in college, the most frequently studied languages were, respectively: French, Spanish, and Other;
15. most of the respondents who did study a foreign language in college, studied it as a requirement;
16. most of the respondents who did study a foreign language in college, rated the overall quality of the foreign language instruction as being good;
17. most of the respondents did not study a foreign language on their own, outside of school;
18. the most popular languages, chosen by the respondents who did study a foreign language on their own, outside of school, were, respectively: Other, Spanish, and German;
19. the major reasons given for studying a foreign language, from the respondents who studied a foreign language on their own, outside of school, were, respectively: Personal Satisfaction, Travel, and Business;

20. most of the respondents felt that more foreign language study will be offered in Knoxville;
21. most of the respondents felt that it is bad that the study of foreign languages has been declining nationally;
22. most of the respondents felt that more foreign language study will be offered nationally;
23. foreign language study has been declining in most of the respondents' schools;
24. the major reasons given for the decline of foreign language study in the respondents' schools were, respectively: economic entrenchment causing foreign language programs cutback, lack of student interest, and decline in educational standards;
25. most of the respondents felt that foreign language instruction should be given on all levels;
26. most of the respondents felt that the state should support foreign language study;
27. most of the respondents felt that the state should support foreign language study on all levels;
28. most of the respondents felt that national efforts should be made to promote foreign language study;
29. most of the respondents felt that national efforts should be made to promote foreign language study on all levels;
30. the main reasons given for studying a foreign language were, respectively: To develop communication skills in a foreign language, To understand other cultures and

customs; To broaden one's horizons, To promote international understanding, and To increase English skills; For career or employment opportunities; To develop communication skills in a foreign language; To understand other cultures and customs; To broaden one's horizons; and To promote international understanding, and; To help become a well-rounded person, for Career and employment opportunities, To discipline the mind, and, For pleasure;

31. most of the respondents have not traveled in a foreign country where a foreign language is spoken;
32. most of the respondents who did not travel in a foreign country where a foreign language is spoken, would like to do so;
33. most of the respondents have not lived in a foreign country where a foreign language is spoken;
34. most of the respondents who did not live in a foreign country where a foreign language is spoken, do not care to do so;
35. most of the respondents know someone personally who speaks a foreign language;
36. most of the respondents who did not know anyone personally who speaks a foreign language, would like to know someone personally who does;
37. most of the respondents would make an effort to speak the

language spoken in the country in which they were traveling, even if they could get along speaking in their native language;

38. approximately one-half of the respondents felt that the lack of foreign language study accounts for many of our political difficulties abroad; whereas, the other half do not feel that the lack of foreign language study accounts for many of our political difficulties abroad;
39. most of the respondents felt that there is a lack of foreign language study in the United States;
40. approximately one-half of the respondents felt that foreign language study should be one of the requirements for admission to college; the other half did not feel that foreign language study should be one of the requirements for admission to college;
41. most of the respondents felt that foreign language requirements in college should be reinstated (or retained);
42. the students to whom the respondents felt that the reinstated (or retained) foreign language requirement should apply were, respectively: Liberal Arts, Education, Business, Technology, and Medicine; Architecture, Law, Agriculture, Veterinary, and Engineering, and; Law.
43. most of the respondents felt that the limitation or

elimination of foreign language study could be detrimental to many capable students and ultimately to the national interest;

44. most of the respondents would support FLES in Knoxville, Tennessee;
45. most of the respondents would like to have FLES in their schools;
46. most of the respondents have not heard of the President's Commission on Foreign Languages and International Studies, and;
47. most of the respondents have not heard of Knoxville's Pilot FLEX program.

2. PRESENTATION OF THE DATA

Table 22 lists the numbers and percentages of the total responses to each of the 50 questions given in the "Foreign Language Attitude Survey--Knoxville, Tennessee 1984."

TABLE 22
 RESPONSES TO FOREIGN LANGUAGE ATTITUDE SURVEY--
 KNOXVILLE, TENNESSEE 1984

	N	%
1. Did you study a foreign language in elementary school?		
Yes	333	30.47
No	760	69.53
2. If you did study a foreign language in elementary school, which language(s) did you study?		
French	69	18.50
Latin	12	3.22
German	5	1.34
Spanish	227	60.86
Other	40	10.72
French and German	1	0.27
French and Spanish	12	3.22
Latin and Spanish	4	1.07
German and Spanish	1	0.27
French and Other	1	0.27
Spanish and Other	1	0.27
3. If you did study a foreign language in elementary school, did you study it as an elective or as a requirement?		
Elective	138	38.65
Requirement	219	61.34
4. If you did study a foreign language in elementary school, how would you rate the overall quality of the foreign language instruction which you received in elementary school?		
Excellent	61	17.18
Good	137	38.59
Average	88	24.79
Fair	47	13.24
Poor	22	6.20
5. Did you study a foreign language in junior high/middle school?		
Yes	348	33.88
No	679	66.11

TABLE 22 (continued)

	N	%
6. If you did study a foreign language in junior high/middle school, which language(s) did you study?		
French	72	18.65
Latin	86	22.28
German	7	1.81
Spanish	132	34.20
Other	40	10.36
French and Latin	19	4.92
Latin and German	1	0.26
French and Spanish	16	4.14
Latin and Spanish	8	2.07
French and Other	1	0.26
French, Latin, and Other	1	0.26
German and Other	1	0.26
French, German, and Other	1	0.26
Spanish and Other	1	0.26
7. If you did study a foreign language in junior high/middle school, did you study it as an elective or as a requirement?		
Elective	224	62.22
Requirement	136	37.78
8. If you did study a foreign language in junior high/middle school, how would you rate the overall quality of the foreign language instruction which you received in junior high/middle school?		
Excellent	96	26.09
Good	151	41.03
Average	74	20.11
Fair	29	7.88
Poor	18	4.89
9. Did you study a foreign language in high school?		
Yes	652	61.74
No	404	38.26

TABLE 22 (continued)

	N	%
10. If you did study a foreign language in high school, which language(s) did you study?		
French	186	27.35
Latin	91	13.38
German	18	2.65
Spanish	209	30.73
Other	43	6.32
French and Latin	59	8.68
French and German	1	0.15
Latin and German	2	0.29
French, Latin, and German	1	0.15
French and Spanish	19	2.79
Latin and Spanish	35	5.15
French, Latin, and Spanish	4	0.59
German and Spanish	2	0.29
Latin, German, and Spanish	2	0.29
French and Other	2	0.29
French, Latin, and Other	2	0.29
German and Other	1	0.15
French, German, and Other	1	0.15
Spanish and Other	2	0.29
11. If you did study a foreign language in high school, did you study it as an elective or as a requirement?		
Elective	422	65.73
Requirement	220	34.27
12. If you did study a foreign language in high school, how would you rate the overall quality of the foreign language instruction which you received in high school?		
Excellent	184	27.63
Good	251	37.69
Average	160	24.02
Fair	45	6.76
Poor	26	3.90
13. Did you study a foreign language in college?		
Yes	272	28.01
No	699	71.99

TABLE 22 (continued)

	N	%
14. If you did study a foreign language in college, which language(s) did you study?		
French	81	25.88
Latin	25	7.99
German	35	11.18
Spanish	66	21.09
Other	44	14.06
French and Latin	4	1.28
French and German	17	5.43
Latin and German	5	1.60
French and Spanish	12	3.83
Latin and Spanish	4	1.28
German and Spanish	3	0.96
French and Other	4	1.28
French, Latin, and Other	1	0.32
German and Other	4	1.28
French, German, and Other	5	1.60
Spanish and Other	1	0.32
French, Spanish, and Other	1	0.32
German, Spanish, and Other	1	0.32
15. If you did study a foreign language in college, did you study it as an elective or as a requirement?		
Elective	105	38.18
Requirement	170	61.81
16. If you did study a foreign language in college, how would you rate the overall quality of the foreign language instruction which you received in college?		
Excellent	65	22.34
Good	134	46.05
Average	67	23.02
Fair	18	6.19
Poor	7	2.40
17. Have you studied a foreign language on your own, outside of school?		
Yes	189	18.14
No	853	81.86

TABLE 22 (continued)

	N	%
18. If you answered yes to Question 17, which language(s) did you study?		
French	26	12.38
Latin	11	5.24
German	36	17.14
Spanish	45	21.43
Other	64	30.48
French and German	2	0.95
Latin and German	1	0.48
French and Spanish	4	1.90
French, Latin, and Spanish	1	0.48
German and Spanish	4	1.90
French and Other	1	0.48
Latin and Other	1	0.48
French, Latin, and Other	1	0.48
German and Other	4	1.90
French, German, and Other	4	1.90
Spanish and Other	4	1.90
French, Spanish, and Other	1	0.48
19. If you answered yes to Question 17, for what purpose(s) did you study a foreign language on your own?		
Travel	45	23.07
Business	21	10.77
Personal Satisfaction	107	54.87
Travel and Business	1	0.51
Travel and Personal Satisfaction	13	6.67
Business and Personal Satisfaction	5	2.56
Travel, Business, and Personal Satis.	3	1.54
20. How do you feel about the future trend of foreign language study in your school(s)?		
It will decline	188	18.56
It will stay the same	349	34.45
It will increase	476	46.99
21. Nationally, the study of foreign languages has been declining. How do you feel about this?		
It is good	38	3.70
It is immaterial	165	16.07
It is bad	824	80.23

TABLE 22 (continued)

	N	%
22. What do you think is the future of foreign language study nationally?		
The decline will continue	221	21.84
The decline will level off	331	32.71
Enrollments will increase gradually	417	41.20
Enrollments will increase dramatically	43	4.25
23. Has foreign language study been declining in your school(s)?		
Yes	457	63.12
No	267	36.88
24/ 25. If foreign language study has been declining in your school(s), what do you believe are the major reasons?		
It is no longer required for admission to college	35	3.15
Lack of student interest	128	11.51
Decline in educational standards	91	8.18
Irrelevancy of foreign language study	25	2.25
Teaching and/or teaching methods	19	1.71
Decline in the school population	45	4.05
Economic retrenchment causing foreign language programs cutback	315	28.33
International and/or political factors	55	4.95
It is no longer required for admission to college and lack of student interest	30	2.70
It is no longer required for admission to college and decline in educational standards	32	2.88
Lack of student interest and decline in educational standards	32	2.88
It is no longer required for admission to college, lack of student interest, and decline in educational standards	40	3.60
It is no longer required for admission to college and irrelevancy of foreign language study	8	0.72
Lack of student interest and irrelevancy of foreign language study	22	1.98
It is no longer required for admission to college, lack of student interest, and irrelevancy of foreign language study	16	1.44

TABLE 22 (continued)

	N	%
Decline in educational standards and irrelevancy of foreign language study	4	0.36
It is no longer required for admission to college, decline in educational standards, and irrelevancy of foreign language study	4	0.36
It is no longer required for admission to college, lack of student interest, decline in educational standards, and irrelevancy of foreign language study	13	1.17
It is no longer required for admission to college and teaching and/or teaching methods	6	0.54
Lack of student interest and teaching and/or teaching methods	20	1.80
It is no longer required for admission to college, lack of student interest, and teaching and/or teaching methods	4	0.34
Decline in educational standards and teaching and/or teaching methods	12	1.08
It is no longer required for admission to college, decline in educational standards, and teaching and/or teaching methods	13	1.17
Lack of student interest, decline in educational standards, and teaching and/or teaching methods	13	1.17
It is no longer required for admission to college, lack of student interest, decline in educational standards, and teaching and/or teaching methods	6	0.54
Irrelevancy of foreign language study and teaching and/or teaching methods	1	0.09
It is no longer required for admission to college, irrelevancy of foreign language study, and teaching and/or teaching methods	4	0.36
Lack of student interest, irrelevancy of foreign language study, and teaching and/or teaching methods	3	0.27
It is no longer required for admission to college, lack of student interest, irrelevancy of foreign language study, and teaching and/or teaching methods	1	0.09

TABLE 22 (continued)

	N	%
Decline in educational standards, irrelevancy of foreign language study, and teaching and/or teaching methods	2	0.18
It is no longer required for admission to college, decline in educational standards, irrelevancy of foreign language study, and teaching and/or teaching methods	2	0.18
Lack of student interest, decline in educational standards, irrelevancy of foreign language study, and teaching and/or teaching methods	3	0.27
It is no longer required for admission to college, lack of student interest, decline in educational standards, irrelevancy of foreign language study, and teaching and/or teaching methods	23	2.07
Decline in the school population and economic retrenchment causing foreign language programs cutback	31	2.79
Decline in the school population and international and/or political factors	3	0.27
Economic retrenchment causing foreign language programs cutback and inter- national and/or political factors	26	2.34
Decline in the school population, economic retrenchment causing foreign language programs cutback, and international and/or political factors	12	1.08
26. On what level(s) do you believe foreign languages should be taught?		
Elementary school level	140	13.32
Junior high/middle school level	107	10.18
High school level	69	6.56
College level	27	2.57
All levels	639	60.80
Elementary and junior high/middle school levels	1	0.10
Junior high/middle school and high school levels	15	1.43
Elementary school, junior high/middle school, and high school levels	6	0.57

TABLE 22 (continued)

	N	%
Junior high/middle school and college levels	1	0.09
High school and college levels		
Junior high/middle school, high school, and college levels	20	1.90
Elementary school, junior high/middle school, high school, and college levels	5	0.47
27. Should the state support foreign language study?		
Yes	883	84.90
No	157	16.00
28. If you answered yes to Question 27, on which level(s) should the state support foreign language study?		
Elementary school level	108	12.05
Junior high/middle school level	83	9.26
High school level	59	6.58
College level	7	0.78
All levels	540	60.27
Elementary school and junior high/middle school levels	9	1.00
Junior high/middle school and high school levels	22	2.45
Elementary school, junior high/middle school, and high school levels	37	4.13
Junior high/middle school and college levels	37	4.13
High school and college levels	1	0.11
Junior high/middle school, high school and college levels	17	1.90
Elementary school, junior high/middle school, and college levels	1	0.11
29. Do you feel that national efforts should be made to promote foreign language study?		
Yes	767	75.27
No	252	24.73
30. If you answered yes to Question 29, on which level(s) should there be national support to promote foreign language study?		
Elementary school level	77	9.72
Junior high/middle school level	73	9.23

TABLE 22 (continued)

	N	%
High school level	43	5.43
College level	11	1.39
All levels	519	65.53
Elementary school and junior high/ middle school levels	11	1.39
Junior high/middle school and high school levels	14	1.77
Elementary school, junior high/middle school, and high school levels	23	2.90
High school and college levels	9	1.14
Junior high/middle school, high school and college levels	12	1.51
31/ What do you feel are the main reasons for		
32. studying a foreign language?		
To develop communication skills in a foreign language	70	3.62
To understand other cultures and customs	67	3.47
To broaden one's horizons	29	1.50
To promote international understanding	39	2.02
To increase English skills	36	1.86
To help become a well-rounded person	69	3.57
For career or employment opportunities	249	12.90
To discipline the mind	24	1.24
For pleasure	43	2.23
To gain a greater awareness of self	37	1.92
To develop communication skills in a foreign language and to understand other cultures and customs	39	2.02
To develop communication skills in a foreign language and to broaden one's horizons	13	0.67
To understand other cultures and customs and to broaden one's horizons	15	0.78
To develop communication skills in a foreign language, to understand other cultures and customs, and to broaden one's horizons	44	2.28
To develop communication skills in a foreign language and to promote international understanding	16	0.83
To understand other cultures and customs and to promote international understanding	23	1.19

TABLE 22 (continued)

	N	%
To develop communication skills in a foreign language, to understand other cultures and customs, to promote international understanding	59	3.05
To broaden one's horizons and to promote international understanding	7	0.36
To develop communication skills in a foreign language, to broaden one's horizons, and to promote international understanding	12	0.62
To understand other cultures and customs, to broaden one's horizons, and to promote international understanding	13	0.67
To develop communication skills in a foreign language, to understand other cultures and customs, to broaden one's horizons, and to promote international understanding	88	4.56
To develop communication skills in a foreign language and to increase English skills	13	0.67
To understand other cultures and customs and to increase English skills	9	0.47
To develop communication skills in a foreign language, to understand other cultures and customs, and to increase English skills	17	0.88
To broaden one's horizons and to increase English skills	8	0.41
To develop communication skills in a foreign language, to broaden one's horizons, and to increase English skills	5	0.26
To understand other cultures and customs, to broaden one's horizons, and to increase English skills	12	0.62
To develop communication skills in a foreign language, to understand other cultures and customs, to broaden one's horizons, and to increase English skills	29	1.50
To promote international understanding and to increase English skills	3	0.15

TABLE 22 (continued)

	N	%
To develop communication skills in a foreign language, to promote international understanding, and to increase English skills	3	0.15
To understand other cultures and customs, to promote international understanding, and to increase English skills	4	0.21
To develop communication skills in a foreign language, to understand other cultures and customs, to promote international understanding, and to increase English skills	43	2.23
To broaden one's horizons, to promote international understanding, and to increase English skills	2	0.10
To develop communication skills in a foreign language, to broaden one's horizons, to promote international understanding, and to increase English skills	3	0.15
To understand other cultures and customs, to broaden one's horizons, to promote international understanding, and to increase English skills	7	0.36
To develop communication skills in a foreign language, to understand other cultures and customs, to broaden one's horizons, to promote international understanding, and to increase English skills	294	15.22
To help become a well-rounded person and for career or employment opportunities	39	2.02
To help become a well-rounded person and to discipline the mind	13	0.67
For career or employment opportunities and to discipline the mind	15	0.78
To help become a well-rounded person, for career or employment opportunities, and to discipline the mind	44	2.28
To help become a well-rounded person and for pleasure	16	0.83

TABLE 22 (continued)

	N	%
For career or employment opportunities and for pleasure	23	1.19
To help become a well-rounded person, for career or employment opportunities, and for pleasure	59	3.05
To discipline the mind and for pleasure	7	0.36
To help become a well-rounded person, to discipline the mind, and for pleasure	12	0.62
For career or employment opportunities, to discipline the mind, and for pleasure	13	0.67
To help become a well-rounded person, for career or employment opportunities, to discipline the mind, and for pleasure	88	4.56
To help become a well-rounded person and to gain a greater awareness of self	13	0.67
For career or employment opportunities and to gain a greater awareness of self	9	0.47
To help become a well-rounded person, for career or employment opportunities, and to gain a greater awareness of self	17	0.88
To discipline the mind and to gain greater awareness of self	8	0.41
To help become a well-rounded person, to discipline the mind, and to gain greater awareness of self	5	0.26
For career or employment opportunities, to discipline the mind, and to gain greater awareness of self	12	0.62
To help become a well-rounded person, for career or employment opportuni- ties, to discipline the mind, and to gain a greater awareness of self	29	1.50
For pleasure and to gain a greater awareness of self	3	0.15
To help become a well-rounded person, for pleasure, and to gain a greater awareness of self	3	0.15
For career or employment opportunities, for pleasure, and to gain a greater awareness of self	4	0.20

TABLE 22 (continued)

	N	%
To help become a well-rounded person, for career or employment oppor- tunities, for pleasure, and to gain a greater awareness of self	43	2.23
To discipline the mind, for pleasure, and to gain a greater awareness of self	2	0.10
To help become a well-rounded person, to discipline the mind, for pleasure, and to gain a greater awareness of self	3	0.15
For career or employment opportunities, to discipline the mind, for pleasure, and to gain a greater awareness of self	7	0.36
33. Have you traveled in a foreign country where a foreign language is spoken?		
Yes	444	41.69
No	621	58.31
34. If you answered no to Question 33, would you like to travel in a foreign country where a foreign language is spoken?		
Yes	542	84.55
No	99	15.44
35. Have you lived in a foreign country where a foreign language is spoken?		
Yes	178	16.86
No	878	83.14
36. If you answered no to Question 35, would you like to live in a foreign country where a foreign language is spoken?		
Yes	314	36.43
No	548	63.57
37. Do you know someone personally who speaks a foreign language?		
Yes	824	77.52
No	239	22.48

TABLE 22 (continued)

	N	%
38. If you answered no to Question 37, would you like to know someone personally who speaks a foreign language?		
Yes	244	75.54
No	79	24.46
39. If you were traveling in a foreign country, would you make an effort to speak the language spoken there, even if you could get along speaking in your native language?		
Yes	911	86.19
No	146	13.81
40. Do you think there is a lack of foreign language study in the United States?		
Yes	855	82.77
No	178	17.23
41. If you answered yes to Question 40, do you think our lack of foreign language study accounts for many of our political difficulties abroad?		
Yes	418	50.42
No	411	49.58
42. Should foreign language study be one of the requirements for admission to college?		
Yes	515	50.64
No	502	49.36
43. Should foreign language requirements in college be reinstated (or retained)?		
Yes	580	60.99
No	371	39.01
44/ 45. If you believe that the foreign language requirement should be reinstated (or re-tained), to which students should it apply?		
Liberal Arts	44	3.35
Education	54	4.11
Business	17	1.29
Technology	2	0.15
Medicine	33	2.51
Architecture	25	1.90
Law	138	10.51

TABLE 22 (continued)

	N	%
Agriculture	14	1.07
Veterinary	8	0.60
Engineering	18	1.37
Liberal Arts and Education	23	1.75
Liberal Arts and Business	1	0.08
Education and Business	7	0.53
Liberal Arts, Education, and Business	17	1.29
Liberal Arts and Technology	2	0.15
Education and Technology	2	0.15
Liberal Arts, Education, and Technology	10	0.76
Business and Technology	2	0.15
Liberal Arts, Business, and Technology	1	0.08
Education, Business, and Technology	2	0.15
Liberal Arts, Education, Business, and Technology	9	0.68
Liberal Arts and Medicine	7	0.53
Education and Medicine	17	1.29
Liberal Arts, Education, and Medicine	40	3.05
Business and Medicine	7	0.53
Liberal Arts, Business, and Medicine	8	0.60
Education, Business, and Medicine	13	0.99
Liberal Arts, Education, Business, and Medicine	26	1.98
Technology and Medicine	6	0.46
Liberal Arts, Technology, and Medicine	3	0.23
Education, Technology, and Medicine	11	0.84
Liberal Arts, Education, Technology, and Medicine	21	1.60
Business, Technology, and Medicine	4	0.30
Liberal Arts, Business, Technology, and Medicine	1	0.08
Education, Business, Technology, and Medicine	27	2.06
Liberal Arts, Education, Business, Technology, and Medicine	277	21.09
Architecture and Law	12	0.91
Architecture and Agriculture	3	0.23
Law and Agriculture	15	1.14
Architecture, Law, and Agriculture	4	0.30
Architecture and Veterinary	2	0.15
Law and Veterinary	19	1.45
Architecture, Law, and Veterinary	5	0.38
Law, Architecture, and Veterinary	3	0.23
Architecture, Law, Agriculture, and Veterinary	3	0.23

TABLE 22 (continued)

	N	%
Architecture and Engineering	5	0.38
Law and Engineering	42	3.20
Architecture, Law, and Engineering	18	1.37
Agriculture and Engineering	1	0.08
Architecture, Agriculture, and Engineering	1	0.08
Law, Agriculture, Engineering	11	0.84
Architecture, Law, Agriculture, and Engineering	9	0.68
Veterinary and Engineering	1	0.08
Architecture, Veterinary, and Engineering	2	0.15
Law, Veterinary, and Engineering	12	0.91
Architecture, Law, Veterinary, and Engineering	11	0.84
Agriculture, Veterinary, and Engineering	1	0.08
Architecture, Agriculture, Veterinary, and Engineering	1	0.08
Law, Agriculture, Veterinary, and Engineering	7	0.53
Architecture, Law, Agriculture, Veterinary, and Engineering	228	17.36
46. Could the limitation or elimination of foreign language study be detrimental to many capable students and ultimately to the national interest?		
Yes	689	77.24
No	203	22.76
47. Would you support a foreign language program on the elementary school level in Knoxville?		
Yes	850	83.66
No	166	16.34
48. If the monies were available for implementing a foreign language program in your school, would you like to have a foreign language program in your school?		
Yes	888	88.10
No	120	11.90

TABLE 22 (continued)

	N	%
49. Have you heard of the President's 1979 Commission on Foreign Language and International Studies?		
Yes	121	11.67
No	916	88.33
50. Have you heard of Knoxville's Pilot Foreign Language Elementary Program?		
Yes	240	23.01
No	803	76.99

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

1. SUMMARY

To build a rationale for implementing the 1984 Knoxville City Pilot FLEX program as an integral component of the regular Knoxville City elementary school curriculum, the researcher attempted to determine the attitudes toward foreign language study on the elementary school level of all principals, teachers, and parents/guardians of 10 Knoxville City elementary schools.

First, the investigator reviewed FLES-related literature. Second, the researcher developed the instrument, the "Foreign Language Attitude Survey--Knoxville, Tennessee 1984," which was adapted from the "Foreign Language Attitudes Survey: Georgia Superintendents and High School Principals" (Weatherford, 1982). Third, the population was identified (grand total N of 3,666). Fourth, the questionnaires and answer sheets were distributed to the 10 participating elementary schools. Finally, after the answer sheets were retrieved, the data were both computer- and hand-tabulated.

2. IMPLICATIONS

Regarding the length of the questionnaire (50 questions) and the time of the school year during which the questionnaires were distributed (the last two weeks of school), the percentage of answer

forms returned, implies, in itself, an interest in FLES among the respondents. Other implications, drawn from the responses, include the following:

1. foreign language instruction should be given on all levels;
2. more foreign language study should be offered in Knoxville;
3. more foreign language study should be offered nationally;
4. the state should support foreign language on all levels;
5. national efforts should be made to promote foreign language study on all levels;
6. foreign language requirements in college should be reinstated (or retained);
7. FLES should be offered in Knoxville, and;
8. the Knoxville City School District's Pilot FLEX program should be incorporated into the regular elementary school curriculum.

3. RECOMMENDATIONS

Recommendations given for this study include the following:

1. Replicate this study, using school-district populations other than Knoxville City public elementary schools.
2. Disseminate the results of this study to inform the public of:
 - a. the presence of elementary school foreign language study in Knoxville, Tennessee and in surrounding areas;

- b. the interest of Knoxville elementary school principals, teachers, and parents/guardians in having FLES in their schools;
 - c. the need to continue Knoxville's Pilot FLEX program.
3. Organize committees to:
- a. visit elementary schools to publicize the FLEX program (present the program, discuss the benefits of having a FLEX program, demonstrate techniques used in the program, show audio and video cassettes of FLEX classes, etc. . . .);
 - b. publish magazine and newspaper articles about the FLEX program or about FLES in general;
 - c. advertise the FLEX program on the radio;
 - d. make and distribute FLEX flyers, brochures, and posters (include a phone number for more FLEX information);
 - e. write a FLEX curriculum;
 - f. induct and train new FLEX instructors;
 - g. evaluate FLEX instructors;
 - h. determine a FLEX budget and determine means of financing a FLEX program;*

*The researcher suggests that Question 47 on the "Foreign Language Attitude Survey--Knoxville, Tennessee 1984" be changed to: "Would you financially support a foreign language program on the elementary school level in Knoxville? A. Yes; B. No."

- i. locate a central FLEX office;
 - j. locate FLEX materials (books, posters, dolls and puppets, maps, globes, slides, films, and souvenirs).
 - k. re-evaluate and re-structure FLEX curriculum and evaluation procedures;
 - l. determine means of measuring student success;
 - m. determine the effects of the FLEX program.
4. Seek greater support for the FLEX program from local, state, and national school boards and groups.
 5. Publicize the President's 1979 Commission on Foreign Language and International Studies.
 6. Disseminate the statistics mentioned in Chapter I (newspaper editorial articles, radio announcements, presentations, and flyers).
 7. Seek support for promoting foreign language study through the foreign language-speaking people in the community.
 8. Utilize this study to base further FLES-related research.

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APPENDICES

APPENDIX A

FLEX SCHOOLS IN KNOXVILLE CITY SCHOOLS,
KNOXVILLE, TENNESSEE 1982-1984

TABLE 23

FLEX SCHOOLS IN KNOXVILLE CITY SCHOOLS, KNOXVILLE, TENNESSEE 1982-1984

Schools	Languages	No. Teachers	Grades
<u>1982</u>			
Pleasant Ridge	Spanish	5	K-1
<u>1982-1983</u>			
Pond Gap	French	2	K-5
	Spanish	1	
	German	1	
<u>1983-1984</u>			
Chilhowee	Spanish	1	2-3
Pond Gap	Spanish	1	3
Rocky Hill	French	1	3
Sequoyah	French	1	3
West Hills	French	2	3

APPENDIX B

TENNESSEE ELEMENTARY SCHOOL FOREIGN LANGUAGE
PROGRAMS

TABLE 24
TENNESSEE ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAMS

Program	Location	Sponsor	Grades	Contact Person
Pilot FLEX Program	Knoxville, TN	Office of Foreign Language Education at The University of Tennessee and Knoxville City Board of Education	1-5	Dr. Patricia Wiley Office of Foreign Language Education 974-2431
Volunteer Foreign Language Elementary Program	Powell High School Knoxville, TN	Volunteer French 3 and 4 High School Students at Powell High School	2-5 6-8	Mrs. Sarah Lee Peccolo-Taylor Powell High School
Summer Enrichment Program	University of Tennessee	Department of Special Education & Rehabilitation	3-7	Dr. Larry Coleman Dept. of Spec. Ed.
Elementary Foreign Language Program	Pi Beta Phi School	Pi Beta Phi School		Mrs. Rita Rogers

APPENDIX C

ENROLLMENTS OF THE TEN ELEMENTARY SCHOOLS PARTICIPATING IN
THE "FOREIGN LANGUAGE ATTITUDE SURVEY--KNOXVILLE, TENNESSEE
1984"

TABLE 25

ENROLLMENTS OF THE TEN ELEMENTARY SCHOOLS
 PARTICIPATING IN THE "FOREIGN LANGUAGE
 ATTITUDE SURVEY--KNOXVILLE, TENNESSEE
 1984"

School	No. of Principals	No. of Teachers	No. of Parents/ Guardians	Total
Anderson	1	10	201	212
Belle Morris	1	22	530	553
Brownlow	1	10	234	245
Chilhowee	1	14	309	324
Giffin	1	10	252	263
Oakwood	1	14	297	312
Pond Gap	1	21	340	362
Rocky Hill	1	16	424	441
Sequoyah	1	12	306	319
West Hills	1	25	609	635
Totals	10	154	3,502	3,666

APPENDIX D

DISTRIBUTION OF RETURNED SCAN-TRON ANSWER FORMS

TABLE 26
DISTRIBUTION OF RETURNED SCAN-TRON ANSWER FORMS

School	Total No. Distributed	Total No. Returned	Percent Returned
Anderson	212	78	37
Belle Morris	553	127	23
Brownlow	245	42	17
Chilhowee	324	142	44
Giffin	263	127	48
Oakwood	312	52	17
Pond Gap	362	57	16
Rocky Hill	441	128	29
Sequoyah	319	107	33
West Hills	635	236	37
Extras (mailed to Foreign Language Office)		5	
Totals	3,666	1,102	30

APPENDIX E

NAMES, ADDRESSES, AND PHONE NUMBERS OF THE
TEN PARTICIPATING SCHOOLS AND PRINCIPALS

Ben Hill, Principal
Anderson Elementary School
4808 Prospect Road
Knoxville, TN 37920

Phone: 577-1828

Donna Parrott, Principal
Oakwood Elementary School
232 Churchwell Avenue
Knoxville, TN 37917

Phone: 523-5438

Earl Wells, Principal
Belle Morris Elementary School
2308 Washington Pike
Knoxville, TN 37917

Phone: 524-7303

Ricardo Casado, Principal
Pond Gap Elementary School
1400 Hollywood
Knoxville, TN 37919

Phone: 588-5313

Lester Myers, Principal
Brownlow Elementary School
1305 Luttrell
Knoxville, TN 37917

Phone: 525-3187

A. J. Dent, Principal
Rocky Hill Elementary School
1200 Morrell Road
Knoxville, TN 37919

Phone: 694-7844

John Jackson, Principal
Chilhowee Elementary School
5005 Asheville Highway
Knoxville, TN 37914

Phone: 523-9616

Mary Wishart, Principal
Sequoyah Elementary School
942 Southgate Road
Knoxville, TN 37919

Phone: 525-1502

Margie LeCoultre, Principal
Giffin Elementary School
Beech Street
Knoxville, TN 37920

Phone: 577-0131

Betty McCowan, Principal
West Hills Elementary School
409 Vanosdale Road
Knoxville, TN 37919

Phone: 694-7850

APPENDIX F

FOREIGN LANGUAGE ATTITUDE SURVEY--

KNOXVILLE, TENNESSEE 1984

FOREIGN LANGUAGE ATTITUDE SURVEY--
KNOXVILLE, TENNESSEE 1984

I have designed this questionnaire to find out how you feel about foreign language study on the elementary school level. Filling in the answer sheet (which takes approximately 10-15 minutes) and returning it to your school, or to me, will greatly help the city of Knoxville to determine future class curriculums, special school programs, and job opportunities. Participation in answering the questionnaire is entirely voluntary and your name is not required. Please, do not sign your name on the answer sheet. The return of your answer sheet will indicate that you have agreed to participate in the study. If you have any questions regarding the study or would like results of the study, please don't hesitate to contact the Foreign Language Education Office
Claxton Education Building -- 218
University of Knoxville
Knoxville, TN 37916
Phone: 974-2431

Thank you,

Melinda Allen Tyler
Graduate Assistant

*Directions: With a #2 pencil, color in the box(es) A,B,C,D, or E, on your answer sheet which correspond to the appropriate question on your questionnaire. If you must erase, erase completely. You will find an example on your answer sheet.

If a question does not apply to you, or if you don't want to answer it, then please move on to the next question.

1. Did you study a foreign language in elementary school? A.Yes B.No
2. If you did study a foreign language in elementary school, which language(s) did you study? A.French B.Latin C.German D.Spanish E.Other
3. If you did study a foreign language in elementary school, did you study it as an elective or as a requirement? A.Elective B.Requirement
4. If you did study a foreign language in elementary school, how would you rate the overall quality of the foreign language instruction which you received in elementary school? A.Excellent B.Good C.Average D.Fair E.Poor
5. Did you study a foreign language in junior high/middle school? A.Yes B.No
6. If you did study a foreign language in junior high/middle school, which language(s) did you study? A.French B.Latin C.German D.Spanish E.Other
7. If you did study a foreign language in junior high/middle school, did you study it as an elective or as a requirement? A.Elective B.Requirement
8. If you did study a foreign language in junior high/middle school, how would you rate the overall quality of the foreign language instruction which you received in junior high/middle school? A.Excellent B.Good C.Average D.Fair E.Poor

9. Did you study a foreign language in high school? A.Yes B.No
10. If you did study a foreign language in high school, which language(s) did you study? A.French B.Latin C.German D.Spanish E.Other
11. If you did study a foreign language in high school, did you study it as an elective or as a requirement? A.Elective B.Requirement
12. If you did study a foreign language in high school, how would you rate the overall quality of the foreign language instruction which you received in high school?
A.Excellent B.Good C.Average D.Fair E.Poor
13. Did you study a foreign language in college? A.Yes B.No
14. If you did study a foreign language in college, which language(s) did you study?
A.French B.Latin C.German D.Spanish E.Other
15. If you did study a foreign language in college, did you study it as an elective or as a requirement? A.Elective B.Requirement
16. If you did study a foreign language in college, how would you rate the overall quality of the foreign language instruction which you received in college?
A.Excellent B.Good C.Average D.Fair E.Poor
17. Have you studied a foreign language on your own, outside of school? A.Yes B.No
18. If you answered yes to question 17, which language(s) did you study?
A.French B.Latin C.German D.Spanish E.Other
19. If you answered yes to question 17, for what purpose(s) did you study a foreign language on your own? A.Travel B.Business C.Personal Satisfaction
20. How do you feel about the future trend of foreign language study in your school(s)?
A.It will decline B.It will stay the same C.It will increase
21. Nationally the study of foreign languages has been declining. How do you feel about this? A.It is good B.It is immaterial C.It is bad
22. What do you think is the future of foreign language study nationally?
A.The decline will continue B.The decline will level off C.Enrollments will increase gradually D.Enrollments will increase dramatically
23. Has foreign language study been declining in your school(s)? A.Yes B.No
24. If foreign language study has been declining in your school(s), what do you believe are the major reasons? (This question has eight (8) total choices. Five are in question 24 and three are in question 25. Check any or all.)
A.It is no longer required for admission to college B.Lack of student interest
C.Decline in educational standards D.Irrelevancy of foreign language study
E.Teaching and/or teaching methods
25. A.Decline in the school population B.Economic retrenchment causing foreign language programs cutback C.International and/or political factors

26. On what level(s) do you believe foreign languages should be taught?
A.Elementary School Level B.Junior High/Middle School Level C.High School Level
D.College Level E.All Levels
27. Should the state support foreign language study? A.Yes B.No
28. If you answered yes to question 27, on which level(s) should the state support foreign language study? A.Elementary School Level B.Junior High/Middle School Level C.High School Level D.College Level E.All Levels
29. Do you feel that national efforts should be made to promote foreign language study?
A.Yes B.No
30. If you answered yes to question 29, on which level(s) should there be national support to promote foreign language study? A.Elementary School Level B.Junior High/Middle School Level C.High School Level D.College Level E.All Levels
31. What do you feel are the major reasons for studying a foreign language? (There are ten (10) choices for this question. Five are in question 31 and five are in question 32. Check any or all.) A.To develop communications skills in a foreign language B.To understand other cultures and customs C.To broaden one's horizons D.To promote international understanding E.To increase English skills
32. A.To help become a well-rounded person B.For career or employment opportunities C.To discipline the mind D.For pleasure E.To gain a greater awareness of self
33. Have you traveled in a foreign country where a foreign language is spoken?
A.Yes B.No
34. If you answered no to question 33, would you like to travel in a foreign country where a foreign language is spoken? A.Yes B.No
35. Have you lived in a foreign country where a foreign language is spoken? A.Yes B.No
36. If you answered no to question 35, would you like to live in a foreign country where a foreign language is spoken? A.Yes B.No
37. Do you know someone personally who speaks a foreign language? A.Yes B.No
38. If you answered no to question 37, would you like to know someone personally who speaks a foreign language? A.Yes B.No
39. If you were traveling in a foreign country, would you make an effort to speak the language spoken there, even if you could get along, speaking in your native language?
A.Yes B.No
40. Do you think there is a lack of foreign language study in the United States?
A.Yes B.No

41. If you answered yes to question 40, do you think our lack of foreign language study accounts for many of our political difficulties abroad? A.Yes B.No
42. Should foreign language study be one of the requirements for admission to college? A.Yes B.No
43. Should foreign language requirements in college be reinstated (or retained)? A.Yes B.No
44. If you believe that the foreign language requirement should be reinstated (or retained), to which students should it apply? (This question has ten (10) choices. Five are in question 44 and five are in question 45. Check any or all.) A.Liberal Arts B.Education C.Business D.Technology E.Medicine
45. A.Architecture B.Law C.Agriculture D.Veterinary E.Engineering
46. Could the limitation or elimination of foreign language study be detrimental to many capable students, and ultimately to the national interest? A.Yes B.No
47. Would you support a foreign language program on the elementary school level in Knoxville? A.Yes B.No
48. If the monies were available for implementing a foreign language program in your school, would you like to have a foreign language program in your school? A.Yes B.No
49. Have you heard of the President's 1979 Commission on Foreign Language and International Studies? A.Yes B.No
50. Have you heard of Knoxville's Pilot Foreign Language Elementary Program? A.Yes B.No

APPENDIX G

SCAN-TRON COMPUTERIZED ANSWER FORM

NAME _____

SUBJECT _____

DATE _____ HOUR _____

● EXAMPLE: 'A', 'B', 'D', 'E'

● ERASE COMPLETELY TO CHANGE

1	0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	

PART 1

WRITE I.D. NUMBER HERE

CODE 10 NUMBER AT LEFT BY FILLING IN THE APPROPRIATE BOXES IF A NUMBER IS LARGER THAN 5, FILL IN 5 PLUS THE DIGIT NEEDED TO ADD UP TO THE DESIRED NUMBER

SCAN-TRON® FORM 2052

821117

FEED THIS DIRECTION

1	0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	

WRONG

VITA

Melinda Allen Tyler was born in Tampa, Florida in 1959. After having attended several schools in the United States, she graduated from high school in Knoxville, Tennessee in 1977.

From The University of Tennessee at Knoxville, she received, in 1982, her Bachelor of Science degree in Foreign Language Education, and in 1984, her Master of Science degree in Foreign Language Education.

At the University, her school activities and honors included: Graduate Assistant; French and Spanish FLEX instructor; French and Spanish teacher for The University of Tennessee's Summer Enrichment Program; Graduate Student Council's Representative for Curriculum and Instruction; Member of Phi Delta Kappa and Pi Lambda Theta; Member and President of Pi Delta Phi; Dean's Student Advisory Council Representative for the Romance Language Department; Certificate of Achievement in Curriculum and Instruction; Honor's Spanish Student, and Bachelor of Science degree "with honors."

Starting September of 1984, Mrs. Tyler will be teaching French and Spanish at Gatlinburg Pittman High School in Gatlinburg, Tennessee.