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A Case Study into the Perception of World Language Study of All Stakeholders in a Suburban Midwest School District

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by

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This dissertation has been approved in partial fulfillment of the requirements for the

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

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Abstract

The 21st century perception of students and stakeholders (parents, teachers, administrators, and support staff, etc.) within the realm of world language study in a Midwestern, suburban school district varied sometime subtly and sometimes greatly. No particular study had been done to indicate what inspired students to enroll in world language, other than conjecture from students and stakeholders. To discover the true perception of students and stakeholders within this particular school district, a case study was conducted. A survey was crafted utilizing a tool that focused on language perception with relation to motivation, learning process, relevance, progress, and relationships. Each population researched, both student stakeholder and other stakeholders, took this survey to discover their perception of world language study. From those who took the survey, individuals volunteered to participate in interviews from which the questions were constructed from the same categories that organized the survey: motivation, learning process, relevance, progress, and relationships. The surveys and interviews both narrowed the understanding of how the student stakeholder and other stakeholders perceive world language study, by comparing student responses to those of the stakeholders and seeing their positive and negative correlations. The two different populations agreed that learning a language was difficult and understood the effort it took to achieve proficiency, but valued the then-current system's grading or credit versus actual skill achieved. Ultimately, one's self-perceived ability to achieve within language determined the value attached to the process and the role language would play in their lives.

Table of Contents

List of Tables

List of Figures

Chapter One: Introduction

I began my tenure as a Spanish language public high school teacher within the Midwest School District two years ago, and needless to say, I was very excited indeed. The rationale for my enthusiasm was due in part because I was coming from a very low-achieving school district with minimal pay to a very successful district with a significant pay increase. This to me was the main reason for my transition from one district to another. I thought at the time that my transition would not just be accompanied by an increase in merit and pay, but by a more successful and organized World Language program.

The basis for my opinion on the program was solely on my observation of it. The World Language program in the Midwest School District was five times larger than the one I had previously been in, totaling 18 language teachers across the entire district and equating to four different languages offered, including: Chinese, French, German, and Spanish. The department had to its name its very own facility, as well as a language lab where one could take his/her class for speaking assessments and the summative assessments, such as the Advanced Placement exam and the National Exams, according to language. The German program was known throughout the area for its students' fluency and ranked nationally on the annual exams the students took. In summary, I was curious about how I could contribute to the Spanish department.

Upon joining the team of teachers in the Midwest School District, I quickly realized what an outstanding group of individuals I was working with at the high school. Starting off at the beginning of the year, my email inbox was filled with collaborative email conversations between my peers and I (though I will humbly admit I felt extremely

ill-equipped and inept to even begin fathoming their instructional abilities versus my

own, let alone sharing anything worthwhile). I felt a rush of anxiety and exhilaration

upon the realization that I was at the bottom of the totem pole in my professional career,

not just on the basis of tenure, but also by ability and relished in the opportunity to

challenge myself to be the best out of the numerous heavy weights who contended before

me.

       As the year progressed the email inbox notifications dwindled, and so too did the

collaboration. The enthusiasm felt among my colleagues, the anxiety I had over trying to

cope with being a new teacher and trying to fit into an amazing group of educators

leveled out below the average I had been used to at my previous position. It seemed that

by second quarter I was simply trying to keep my head above water and realized that my

peers were as well. The most experienced teacher in the Spanish wing of the World

Language Department was, in my view, struggling just as much as I to make things

relevant and entertaining, while at the same time addressing a searing, growing, and most

obvious issue. Students in the Midwest School District did not like language study.

       This opinionated observation was not one derived from a low achieving,

disinterested and dissatisfied instructor, but by one who strove to make the most of every

second of everyday while at school. I would get to work 30 to 45 minutes before school

began and would stay sometimes two hours after to try and create engaging and

interesting lessons for students to experience. What I found was, aside from the German

and French teachers who showed up before they had to and stayed relatively longer than

they were required, I was observably unique among my Spanish peers in my desire to

stay until the task at hand was complete and also for pondering other ways to make lessons fruitful for the learner.

One might suggest that my time management skills could use tuning, but the truth was they did not necessitate that. Nor did I spend time focusing my energy on careless items, like perusing the internet or watching YouTube videos as I have found friends and colleagues in the past doing. Time management on my part was sound as could be. Likewise one might attribute my lengthy work day to a disorganized fashion; one that kept me from being as productive as possible and utilizing every ounce of every minute to enhance my classroom. Alas, this too would be incorrect because I suffered from a slight case of self-diagnosed Obsessive Compulsive Disorder and my classroom was organized as such. No, my day was extended solely out of the joy I felt for being a thorough, organized, insightful, and avid educator.

This is not to imply that my Spanish colleagues were not as well, and they very well may have been thorough in preparing for the courses they instructed, but the perception of arriving exactly when required every day or leaving as soon as the minute hand hit 3:10 propagated into the open eyes of students. Because of this, I believed student perception of the Spanish instructors at Midwest High School to be less desirable than their view of other language teachers, and this sentiment quite possibly perforated into other realms of the school as well.

The surprising thing about the World Language Department in the Midwest School District was that the largest piece of the World Language pie was Spanish. Out of the 18 teachers that taught within the district, almost half were Spanish instructors, corresponding with the fact that enrollment in the Spanish program exceeded all the other

languages combined. However, I believed this was not due to students' desire to take the language, but because the perception of the administration, guidance counselors, and parents of students was that Spanish was the more desirable choice for a variety of reasons, but not limited to ease and availability.

There was such a high desire to take Spanish for these reasons, that it created a complex web of individuals with a variety of problems, ranging from students with disabilities to students who had social or behavioral issues. It was my observation that the number of students who encompassed those categories that took Spanish in the Midwest School District far outnumbered those that took the other languages offered. Due to this, the average Spanish language teachers found themselves focusing more on behavior and management rather than language acquisition. A consequence of this happening was the struggle that a Spanish teacher endured on a daily basis; and therefore, would have found themselves less satisfied with their jobs and correlated with the timeliness (or lack thereof) that was previously discussed. Additionally, this may help explain why the turnover, specifically in the Spanish department at Midwest High School, was staggering.

Reasonably, because teachers come and go within the Spanish Department, the enrollment within the courses stood higher, student sentiment toward the language was lackluster, and administrative support faltered, because they did not know if the individual teaching at a particular level would be there the following year, or not. Likewise, students did not see a consistent matriarch or patriarch to look up to and follow, thus they took the minimal amount required for most colleges around the country and discontinued their course of study. We found ourselves entranced in an ever-

spinning wheel of digression; one where the ebb and flow of enrollment and attrition were only based on student entrance requirements rather than student desires and appreciation for the specific language, and the wheel kept on rolling year after year.

Statement of the Problem

The problem originated with the world language situation in my school district. This particular district located in a Midwest suburban community was above average in terms of socio-economic status and grappled with what languages to offer and when. Additionally, it appeared that the multitude of stakeholders within the district, as well as the community, considered learning a world language important, but the perspective of the district was that one language was not more popular than another. The study district added another language within the past five years, and there was a question as to whether this language was something the community actually wanted. Concurrently, the district was considering adding an elementary language program, and there was a grappling of opinion as to whether this was even necessary or worthwhile.

This case study contributes to the then-current literature by filling the void that existed with regard to how languages were selected to be offered within a particular school district, the particular district's stakeholder opinion on language learning, their motivation in language to study, and their persistence therein, as well as how the languages offered were perceived within the realm of stakeholder opinion. In this researcher's opinion world language selection was historically based on cultural relations that predated the current educational system, and language offerings in the U.S.

correlated with public opinion about what other areas of the world had the greatest impact on our society. These practitioner perspectives had not been studied extensively.

Purpose of the Study

The purpose of this study was to gain insight into the perspectives of all stakeholders (students, parents, teachers, administrators, and other related entities) on acquiring a world language. The perceptions of learning a world language were not just limited to whether one should go about taking on the challenging task of language learning, but also focused on how languages motivate, the learning approach for the individual when learning a specific language, the relevance of specific languages, students' individual intellectual progress, and the relationships students have with their instructors.

Significance of the Study

This research contributes to the then-current literature by filling the void that existed with regard to stakeholder opinion of (a) language learning, (b) language offerings, (c) motivation to study a language, and (d) language persistence. The goal of this research was to understand why "foreign languages in the United States have never enjoyed a place of prominence in the formal education system" (Brecht & Rivers, 2012, p. 263).

It appeared that districts offered the minimal amount of languages due to the fact that the there really were not any national requirements for schools to instruct a specific language nor for students to learn a language (Devlin, 2015). Further, although many states and districts were allowed to create their own standards and requirements for graduation, typically elementary schools across the country were void of offerings of any

kind (Devlin, 2015). The U.S. still struggled to maintain its prowess in the world with regard to its ability to be multidimensional in the realm of communication; but realistically only a quarter of Americans reported that they knew a language other than English, and within that quarter of Americans, nearly half said they could only speak the language beyond an average amount (Devlin, 2015).

Historically, world language selection was based on cultural relations that predated the educational system current at the time of this writing. Duncan (2010) commented on education and the language gap, suggesting that all who lived in the U.S. were at a critical phase of language learning importance and clarified the role of the Department of Education, by saying the role of supporting world language was important enough to get students started at the earliest level possible to get them thoroughly engaged all the way through secondary school (Duncan, 2010). Secretary Duncan, further pointed out specifically that K-12 schools played a crucial role in creating the solution to the national gap of language learning and understanding.

At the time of this study, the researcher observed what seemed to be a lack of relationship between the languages offered within the district and the languages perceived as important to the district. Likewise, the difference in stakeholder (student, parent, staff, administrator, and teacher) perceptions was unknown. These two variables led the researcher to postulate about possible evolving perceptions within this particular district. A survey tool and interviews were utilized in this case study to gauge student and stakeholder views of world language.

Research Questions

The research questions were as follows:

RQ#1: What, if any, is the relationship between the perceptions of specific world

languages and those that are actually offered by a school district?

RQ#2: What, if any, are the differences among students and stakeholders with regard to

their perception of world language study?

Five sub-questions were as follows:

SQ#1: How do specific languages offered in a suburban school district in the

Midwest differ with regard to their perceived relevance?

SQ#2: How do school districts select languages to offer and at what level?

SQ#3: How, if at all, does age change perception regarding language learning

with that particular area of world language study?

SQ#4: How, if at all, does age change perception regarding language persistence

within that particular area of world language study?

SQ#5: How, if at all, do languages affect student progress (e.g., student

confidence, persistence)?

Limitations

Student attendance was a limitation. Only students who were in attendance the

day the research was presented to the class were offered an opportunity to participate.

Stakeholder involvement was a limitation because it was voluntary. Researcher bias was

a limitation because the researcher was a language teacher in the study school at the time

and student stakeholders and other stakeholders may have felt a desire to answer a

specific way due to their possible relationship with the researcher.

Delimitations

Students under 18 years of age and stakeholders who did not have access to the school district's email server were excluded from the study. Additionally, the only school studied had a higher than average socio-economic status, as well as a percentage of low-income individuals that came from the surrounding areas. Schools with different demographics were not included in the study.

Definition of Terms

Advanced Placement – The Advanced Placement (AP) Exam demonstrated language proficiencies in multiple modes of communication, including interpersonal communication (two-way written interactions and conversations), interpretive communication, (interpretation of written, audio, and audiovisual materials), and presentational communication (oral and written presentations of information, opinions, and ideas) (The College Board, 2014). AP Exam coursework was not the same as College Preparatory Study coursework, which awarded students with college credit based on the completion of the coursework, rather than the passing of an exam, as with the AP course.

Language learner - Any student of foreign language(s), regardless of language proficiency. Language learners were not necessarily limited to school setting, so this term is generally used in place of 'student', in this study (exception: 'student' is used when the emphasis is on the instructional relationship between the teacher and the language learner). (Donaldson, 2011)

Native language - the first language (Donaldson, 2011)

Non-native speaker - A language user communicating in a language other than his or her native language (Donaldson, 2011).

Student attrition –

A longitudinal process of interactions between the individual and the academic and social systems of the college during which a person's experiences in those systems . . . continually modify his goals and institutional commitments in ways which lead to persistence and/or to varying forms of dropout (Tinto, 1975, p. 94).

World Language – For the purposes of this study, world language as a foreign language offered in a K-12 private/public school setting in the U.S.

Summary

World language study throughout the U.S. was prevalent, but the knowledge of the perception of its impact on individuals and the country as a whole was far less obvious. The purpose of this study was to gain insight into the perspectives that all stakeholders (students, parents, teachers, administrators, and other related entities) had with regard to the topic, acquiring world language. The results may lead to the district's discussion on world language study and the direction and policy creation into the future.

Chapter Two: Literature Review

Panetta, Director of the Central Intelligence Agency from 2009 to 2011 and

Secretary of Defense during the Obama Administration (1999) said, "The United States

may be the only nation in the world where it is possible to complete secondary and

postsecondary education without any foreign language study whatsoever" (p. 1). The

understanding of why this was the case in the U.S., however, was something of an

unknown. The role of world language in the U.S. evolved since the 'discovery' of the

Americas by Columbus, an Italian, and his crew of Spanish sailors—all of who spoke the

language of the regions from which they derived and had to communicate in multiple

languages (Danzer, 1998). The North American continent was inhabited by indigenous

people who spoke their own plethora of languages, and they too communicated with one

another (Danzer, 1998). Much later, when the British colonized the eastern areas of that

same continent, they spoke English and when the French took over the middle of the

North America from the Spanish, they too had to communicate via varying

tongues. During the 20th century, immigrants from Europe swarmed into the U.S.

bringing their own language differences into the already multiplex country (Danzer,

1998). The history of language in the U.S. was abundant and obvious to this researcher,

but the role of world language education in the U.S. and how it was perceived was much

less so. This researcher believed the best way to grasp the state of the U.S. regarding

how it perceived world language study was to observe and understand the evolution of

world language study in the U.S. The following three topics were reviewed in the

research literature: historical perceptions of world language education in the U.S., post-

World War II second-language educational perception, and language educational policy post 9-11 in the U.S.

Historical Perceptions of World Language Education in the United States

World Language attainment was a subject matter under question in the U.S. since the founding fathers. According to Gutek (1972), even the debate of learning colonial-era Latin was something of a query ,and "even before the American Revolution, Benjamin Franklin and other critics of the Latin grammar school objected to its narrow classical curriculum" (p. 365); hinting at the possibility that only an elite set of individuals were capable of utilizing and understanding a world language. Gutek (1972) stated, "The colonial Latin grammar school . . . was attended by those destined to attend the colonial colleges . . . based upon ancient Greek and Latin writing" (p. 366). Even after the American Revolution, debate varied on the ways to instruct individuals. Gutek (1972) claimed, "A number of hybrid programs appeared, such as classical-English, English-scientific, commercial-English, and normal-English" (p. 367). These hybrid courses were developed within a new type of place for education that replaced Latin grammar schools, and according to Gutek (1972), this place was known as "the academy" (p. 367). These academies were not simply places of education for learning the English language, nor were they only instructing subjects in English, they also offered the learner other subjects, which included "Classics, Latin, Greek, French, Spanish, Portuguese, German" (Gutek 1972, p. 367).

Granted, colonial grammar schools focused solely on the well off, language use and the peaceful integration therein was fairly consistent within the U.S. during the first 100 years of its existence; a society able to exist with a multitude of languages and nearly

no issues (Panetta, 1999). One was able to get around this problem of unavailable

language education for the masses by utilizing resources at home. During this time

period, world language was not world language due to the maintaining of native

languages and skills that children and immigrants alike held onto. Those who were

native English speakers hired private tutors to study languages other than English

(Panetta, 1999). Even then, the sentiment towards languages therein was a perceived

notion of what made the difference between something considered 'classical' and

something considered 'modern'. Languages were considered to be a skill one must take

up on his/her own; classics like Greek and Latin were seen as essential to be studied in

school (Panetta, 1999). This notion of modern versus classical perforated into the 20th

and 21st centuries.

A struggle about the relevance of world language study at the university level

began to take hold during the 19th century. Eby (1952) claimed, "During the period

between 1825 and 1875, a heated struggle raged in regard to the ideal for higher

education in this country . . . the demand for instruction in modern languages" (p.

577). This observation by Eby (1952) took into consideration the traditional college ideal

and that of the university ideal, or one rooted via two German conditions:

> freedom of investigation (*Lernfreiheit*), and freedom of teaching (*Lehrfreiheit*)"
>
> (p. 570). The stark difference to the success of German universities and why it
>
> changed the way education at the postsecondary level was seen here in the U.S.
>
> was based on two important aspects: (a) German universities did not exist to
>
> furnish general education ... and (b) they did not furnish technical or practical
>
> training. (p. 570)

From what was understood, based on Gutek's (1972) research into 19th century American Education, one can find a very early history of world language study within the academy of education in the U.S., with a particular focus on early age introduction. Eliot (1898) blamed a "prolongation of education and its inefficiency upon the public elementary school and high school" (p. 151). Because of this, the National Education Association (NEA) decided to suggest some changes to secondary education.

The earliest momentum of secondary education in the U.S. focused specifically on world language instruction came from the meeting of the NEA at Saratoga. The NEA met on the 9th of July, 1892, and appointed what was known as "The Committee of Ten" (Panetta, 1999; "Report of the Committee on Secondary School Studies," 1893, p. 3). The Committee of Ten was established by the NEA to come to a consensus "on the general subject of uniformity in school programs and in requirements for admission to college" (1893, p. 3). Most striking about this Committee of Ten was its numerous recommendations on the types of subjects that should be offered, specifically at the secondary level. Though the committee suggested, "an elective course in German or French be provided in the grammar school, the instruction to be open to children at about ten years of age;" (1893, p. 22) it continued by furthering the notion of world language and its importance to graduation requirements, summing up the position on language learning by stating "that college requirements for admission should coincide with the high school requirements for graduation" (1893, p. 22) easily correlating the language study a student experienced in the secondary school with what was expected of them at the university level.

This type of thinking caught the attention of instructors throughout the world, particularly higher education in the U.S. Their aim was not to simply provide society with more pliable figures, "theologians rather than pastors; jurists rather than lawyers; medical scientists rather than mere practitioners; investigators, scholars, and thinkers rather than technical experts and schoolmasters" (Eby, 1952, p. 570). By focusing on being more open-minded and thoughtful, the German design completely changed how individuals viewed education, and they began questioning their very own methodology.

Nearing the culmination of the 19th century, the school system in the U.S. began to shape into what one, at the time of this writing, might postulate as recognizable. "Leading educators now began to look at it in a critical way, and did not find it satisfactory" (Eby, 1952, p. 590). Echoing the German post-secondary influence on the way of thinking about the status quo, these educators identified two areas of concern and interestingly these two areas reverberated to the time of this writing: curriculum and organization. "The first was due to the overemphasis of the traditional humanistic basis of education, and the consequent lack of attention to English and modern languages" (Eby, 1952, pp. 590-591). Reaffirming the importance of understanding one's own language, in addition to other languages spoken throughout the world, enhanced other types of learning in one's education. The ability to continue courses of study or self-driven learning was crucial, not just when the previous generation walked out of the school, but when they returned with the next generation to begin again.

The underlying issue with foreign language study, however, was that language (and world language) was a subject that could be mastered. During the early 20th century, Dewey (1938) suggested education was more about the individual and, "Growth

is not enough; we must also specify the direction in which growth takes place, the end

towards which it tends" (p. 28). Dewey (1938) understood education to be more than

steps along the way; that once a learner reached a task, it was complete, and so he/she

must move to the next one. His view of education completely contorted that of the

previous generations, by stating,

> It has all the time an immediate end, and so far as activity is educative, it reaches
>
> that end – the direct transformation of the quality of experience. Infancy, youth,
>
> adult life, – all stand on the same educative level in the sense that what is really
>
> *learned* at any and every stage of experience constitutes the value of that
>
> experience; and in the sense that it is the chief business of life at every point to
>
> make living thus contribute to an enrichment of its own perceptible meaning. (p.
>
> 89)

Dewey's (1916) resounding thoughts on education pointed to the importance of

individualizing instruction for each person and emphasizing the imperative fact that

learning was not something that began and ended with the schoolhouse door, but instead

gained by living. Considering the previously mentioned propagation of language within

the realm of education and ipso facto life, Dewey's (1916) simple truth conditions

promoted the idea that language education in the U.S. was more crucial than

ever. However, the U.S., despite its serious effort during the 19th and early 20th century

to make modern language a part of curriculum in elementary, secondary, and

postsecondary education a priority, the U.S. still lacked a language-competent society.

This lack of a language-competent society could have been attributed in large part

to the previously mentioned NEA recommendations. Though numerous, the NEA's

Committee of Ten recommendations were short-lived. "Early in the 20th Century, American imperialism, World War I, and the events that led up to it created an unprecedented level of xenophobia" (Panetta, 1999, p. 3). This mentality of 'us versus them' began to develop, and a sense of fear of the unknown began to emerge. Languages began to be perceived as something to be forbidden, and this mentality impeded native speakers from practicing their native tongue, in addition to prohibiting the publication of newspapers and the instruction of those languages in school (Panetta, 1999). The first experience that English began to be the language choice for schools in areas where other languages dominated, as well as citizenship denial to individuals trying to come to the U.S. who did not speak English (Panetta, 1999), were some of the culminating events that led to the 'modern American' mentality.

This went even further with regard to Native Americans. The late nineteenth century produced even more repressive mentality, specifically from the government, which implemented numerous policies that required Native American languages to not be used in schools, which could be viewed at just another way to 'civilize' those living on the reservations (Ovando, 2003). During this time, Native American children were forced to give up their culture and language due to increased scrutiny and suspicion. In addition to the repressive practice of language, schools were constructed and Indian children forced to leave reservations for their education, furthering this anti-native language notion. Within these schools Indian children were forced to dress in non-traditional clothing, as well as refrain from speaking their mother tongues (Patel, 2013). Even modern languages were taking a hit at the turn of the century.

The overwhelming amount of German and European tension towards immigrants at the turn of the century, specifically due to the increased tautness in Europe with regards to the culminating event of World War I, led to an exodus of German-related anything. During this time, schools saw a sharp decline in German-student enrollment, with a small regression in the 1930s (Gonzalez, 2008). Brecht & Rivers (2012) noted, "A massive reaction against anything resembling Germany took hold, especially regarding language, an obvious marker" (pp. 262-277). The First World War prompted many throughout the U.S. to consider reformation of language and education as their primary focus, prompting policy reform and creation to force new immigrants, as well as their children to abandon their heritage and language (Pavlenko, 2002).

This fear of German-anything prompted action: more than half of the states in the U.S. began passing laws that required those non-native speakers of English to begin coursework learning English, as well as passing laws that required schools to be English only (Gonzalez, 2008). This same mentality of xenophobia contaminated the German opinion of language and culture a decade later (Henss, 1931; Müller, 1934; Sander, 1934; Schmidt-Rohr, 1932, 1933, 1936; Weisgerber, 1929). Pavlenko (2006) further described how the Nazi scholars began to equate bilingualism with Jews and other ethnic minorities. Henss (1931) argued that bilinguals "experience a pathological inner split and suffer intellectual and moral deterioration in their struggle to become one" (p. 25). Müller (1934) went further to describe the feelings one feels when being bilingual and the purported avaricious relativism. This purported that bilinguals had the ability to switch principles, just as they have the ability to switch languages.

It was no surprise that in the early 20th century, worldwide sentiment towards bilingualism went down. The earlier study of bilingualism highlighted the consequences of multilingualism, noting its effect on cognition, as well as emotion (Pavlenko, 2005). The German writers previously mentioned aimed to polarize bilingualism, or rather those that spoke languages other than German, and link that bilingualism to negative feelings and emotional turmoil (Pavlenko, 2005). The constant negative connotations coming out and done by Germans, Americans, and indeed other countries around the globe purported a fixed negative undertone to the future of world language acquisition.

Post World War II Second-Language Educational Perception

Post World War II United States saw an explosion of world language relevance, "Growing importance of the United States as a world power during and after World War II ensured that foreign language instruction would improve and become more widespread" (Padilla, 1990, p. 26). Thompson, Christian, Stansfield, and Rhodes (1990) argued for the increased significance of foreign language. They maintained the role of foreign language relevancy did not just come from a huge interaction of world cultures and languages due to war, but also was due to the recognition from the United Nations and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) that foreign languages were world languages. This and immigration increased international travel, trade, and scientific and cultural exchange which helped push the importance of world language study to the forefront of linguistic curiosity (Thompson, et al., 1990).

Due to the increasing interest in foreign language study and because of the work by men like Fries, (as cited in Thompson et al., 1990) a more structured approach began to take shape that merged the idea of structural linguistics with behavioral principles (listening and speaking skills), along with drills and exercises to practice proper speech habits. This approach to language acquisition was known as the audio-lingual method (ALM) (Thompson et al., 1990). The audio-lingual method resembled what world language instructors were using up until times recent to this writing in language classrooms.

Concurrently, world language began to gain speed within the realm of elementary programs. This was supported by the National Defense Education Act (NDEA), which was in reaction to Russia's launching of Sputnik (Leibowitz, 1971). One could argue this was the culminating event correlated with an increase of world language classroom enrollment. This was the impetus needed "to promote world language study. The U.S. government became committed to narrowing the perceived educational gap with the Soviet Union . . . three years after the launching of Sputnik ... there was a 65% increase . . . in foreign language classes" (Thompson et al., 1990, p. 27). The NDEA awarded generous fellowships to promising foreign-language teachers in its effort "to increase the level of foreign language that promulgated throughout the United States" (U.S. Senate, 1958, p. 11).

The ALM program inspired more thorough study of language acquisition at an ever-increasing younger age. Foreign language in the elementary schools became prominent throughout the U.S. There seemed to be an understanding even before the

moon launch that language acquisition could occur much faster if children were exposed to the world language at an earlier age.

However, many language programs experienced failure due to numerous items, specifically though their "overly ambitious goals, lack of articulation (sequencing) with secondary school world language programs, lack of world language teachers trained to impart instruction at the elementary school level, lack of support from local administrators, and ultimately, lack of visible results" (Thompson et al., 1990, p. 27). This lack of success may have put a damper on the perceived possibility of world language, at least at the lower levels of education, and this researcher's opinion was that this unfortunate circumstance helped stagnate the progress of world language study in the U.S.

Just as conflict brought about a renewed hope for world language learning and acquisition in the U.S., conflict also brought about a straying from its overarching intention. The 1970s produced an array of political and societal issues that led to a time of disillusionment for Americans. Assassinations, racial tensions, and especially the Vietnam War, all led to an increased sentiment of dissatisfaction through the U.S. Relating what was being taught to who was being taught became a constant battle for educators and administrators (Thompson et al, 1990). The heavy influx of students due to the coming of age of the offspring of baby-boomers did not parallel with increased public support (Thompson et al, 1990). Thus, schools experienced a decrease in funds, schools and districts began to deteriorate, and polls showed a sentiment of disillusionment amongst parents of students in the 1970s (Galloway, 1983).

Schools continued to struggle in the 1970s to reach all students, including foreign language students. The 1960s produced the Civil Rights Act of 1964, the most significant legislation related to racial tension (Baker & Jones, 1998); but the 1970s also produced monumental Supreme Court decisions on world language education. A memo written by Pottinger (1970), Director of the Office for Civil Rights reinforced for districts the importance of language and its unbreakable relationship to national origin. In essence, the memo and the Civil Rights Act prescribed to educational institutes that even though they may not be discriminating based on ethnic origin, they may be discriminating based on language, if they are aware of languages other than English associated with a group that has been denied to them (Baker & Jones, 1998). The Supreme Court ruled on a monumental case, *Lau versus Nichols* (414 U.S. 5637), in which this principle of discrimination was brought to light. The reality that the denial of the opportunity to enhance one's primary or home language truly was a form of discrimination (Baker & Jones, 1998). This was a decision examined as one of the monumental outcomes for bilingual education in the 20th century (Baker & Jones, 1998; Hakuta, 1986; Lyons, 1990).

The Equal Education Opportunities Act passed the same year the Supreme Court made its decision in *Lau versus Nichols*, and consequently four years later President Carter (1978) signed Executive Order 12054 in April of 1978, a crucial and important document that placed language learning at the forefront of the political sphere. This Executive Order was known as the *President's Commission on Foreign Language and International Studies* (1980). Carter (1978) stated that the commission would "assess the need in the United States for world language and area specialists, ways in world language

and international studies contribute to meeting these needs, and the job market for individuals with these needs" (para. 7). The report concluded, "Americans' incompetence in foreign languages is nothing short of scandalous" (Report of President's Commission on Foreign Language and International Studies, 1980, p. 12). Because of these findings, the commission suggested nearly 65 ways in which the U.S. should task itself to help stem the rush of secondary linguistic acquisition ignorance (and the importance to overcome it).

Unfortunately, this sentiment of Carter (1978) did not resonate for very long. Reagan in the 1980s made his personal views clear, "It is absolutely wrong and against American concepts to have a bilingual education program that is now openly, admittedly dedicated to preserving their native language and never getting them adequate in English" (as cited in Crawford, 1999, p. 189). Soon after Carter's (1978) commission, the Reagan administration pulled back the proposed rules, stating that they were "harsh, inflexible, burdensome, unworkable, and incredibly costly," (as cited in Crawford, 1999, p. 189). Though it seemed the U.S. President Reagan had different ideas of how world language acquisition should be handled, there were other organizations interested in discovering the world language problem.

During the latter part of the 70s and the 80s, the Center for Language Education and Research (CLEAR) at Michigan State University worked to understand the status of world language study in the U.S. To accomplish this task, CLEAR orchestrated a national survey on the role of world language in elementary and secondary schools (Oxford & Rhodes, 1988). The survey was sent to over 3,000 U.S. schools to discover the languages offered, the teachers teaching them, how they taught, and the major issues

they had with the instruction. The result of a stratified sampling of approximately 5% of both public and private schools was analyzed (Padilla, 1990).

The CLEAR survey results were in keeping with what was expected. First, secondary schools that offered world language study as an option outnumbered elementary schools that offered it. However, the majority of schools that reported offering world language stated that their enrollment in such programs consisted of fewer than half of the student population. Likewise, the Modern Language Association conducted a study on the then-current foreign language enrollment in the U.S. in 2013, showing that:

> While Spanish and French continue to be the top two languages studied in the U.S, total language enrollment decreased by 6.7% between 2009 and 2013. Among the top ten languages, only the study of American Sign Language and Chinese showed positive growth in the same time period. (Finston & Knox, 2015, p.2)

Ruther (2003) described a country where a variety of factors were slowly coming into play in the mid-80s to what is seen at the time of this writing, "The end of the Cold War, the process of globalization, and the rise of new international problems such as terrorism are changing the way in which the U.S. interacts with the world" (p. 1). The realities were clear; for the U.S. to maintain its posture in the world it was necessary for language study to be at the forefront of policy. The changing environment of the world and the globalization of not only the U.S. and its economy, but the rest of the world increased the desire to have employees with skills that included language (Foreign

Language, 2002; Ruther, 2003). However, the Center for Applied Linguistics found data that did not correlate with this reality (Rhodes & Pufahl, 2010).

According to Rhodes and Pufahl (2010), over the 30 years previous to their writing, in the U.S. language study and instruction had fluctuated. This information was based on a survey created by the Center for Applied Linguistics (CAL), given to the elementary and secondary schools (Rhodes & Pufahl, 2010). Through a thorough analysis of the survey data the CAL compiled, Rhodes & Pufahl (2010) determined there was a statistical difference between the data captured in 1987, 1998, and 2008. They found that less than a quarter of all elementary schools offered world language instruction (in any language). This number increased to one quarter by 1998, but dipped back down to 25% by 2008. Furthermore, the instruction at the middle schools, at more than 70% in 1987 and 1997, dropped to fewer than 60% by 2008 and secondary schools experienced similar results (p. 261). They also found that across the U.S. antibilingual pressure groups were pushing for English and English Only.

The largest state in the union, California, voted in 1994 on Proposition 187, a bill intended to stem the illegal immigration via social and educational programs those undocumented individuals could potentially receive (Mora, as cited in Crawford, 1998). In the spring of 1997, a California bill called Preposition 227 was brought before voters that focused on marketing the enhancement of English instruction, but its underlying message was restriction of instruction to one's own language while learning, echoing the manufactured myth of English first mentality (Crawford, 1999). The purpose of Proposition 227 was to pinpoint the faultiness of the English language learning programs in California, but was fundamentally flawed in its logic. It postulated that 95% of

English language learners in California failed, and that a reconstruction of language

learning needed to occur (Crawford, 1999). One could see that the necessity for

language; and, what was actually happening within the U.S. to ensure this occurred was

completely disconnected from public perception of importance and relevance.

Language Educational Policy Post 9-11 in the United States

Language education experience varied depending on where one was in the world.

University professors of German, Bärenfänger and Tschirner (2008), aimed to present a

standard model of quality management and showed how the Common European

Framework of Reference for Language Learning, Teaching, and Assessment (CEFR)

could be used to introduce quality management goals (policy) in world language learning

settings. Unfortunately, the view of bilingual education had a completely different vibe

in the U.S. Krashen and McField (2005) discussed bilingual education public perception

about its functionality.

> The American public is under the impression that bilingual education doesn't
>
> work. Yet even a quick glance at the professional literature shows that it does.
>
> Study after study has reported that children in bilingual programs typically
>
> outperform their counterparts in all-English programs. (p. 7)

For years, major stakeholders and players in the political, educational, research,

and commercial spectrum within the U.S. were calling for an educational system that

prepared students to be proficient, talented, and worldly citizens who could communicate

in other languages (Committee for Economic Development [CED], 2006; Educate

America Act, 1994; Goals 2000: National Research Council, 2007; Partnership for 21st

Century Skills, 2004; U.S. Department of Defense, 2005; U.S. Department of Education,

2008). However, the U.S. was seeing a shortage in viable candidates to actually help

progress the education of students within the language classrooms (Bousquet, 1999;

Murphy, DeArmond, & Guin, 2003).

      The rationale behind this shortage could be attributed to a variety of factors that

included teacher turnover, enrollment growth outweighing teacher preparation, and

mandated class sizes (Bousquet, 1999; Murphy et al., 2003). According to the *Texas*

Strategic Plan to Address the Teacher Shortage (2002), specific subjects were

experiencing great teacher shortages, including math, science, and world language. The

shortage reached nearly 16% for world language teachers and 26% for English language

learner teachers (Sparks, 2002). The major concern for studies like the one done by

Gruber, Wiley, Broughman, Strizek, & Burien-Fitzgerald (2002) was that they simply

identified the shortage, but included nothing about public policy recommendations for

fixing the problem.

      The U.S. may have learned how to approach language policy by looking to

European neighbors. The Council of Europe was a collective body of 47 countries, 28 of

which were members of the European Union (The Council of Europe, 2014). Within this

body of countries in the European Union, there were officially 24 spoken languages

(European Union, 2015). There were 35 official and 185 recorded languages within the

Council of Europe's 43 member states (Daoust, 1997). An entire council of European

nations can come to a consensus with a framework that outlines the diversity of the

languages being spoken and taught within their continent and were able to ratify this at

the European Cultural Convention in 1954 (Education and Languages, 2014). This body

was able to come together to agree that the basic principles of interaction between one

another was through language and thus it laid the foundation for the educational system

to adhere to this core belief. The main virus that infected U.S. language policy was its

inability to appreciate the simple truth that language was what connected humanity.

In 2006, the U.S. Senate voted on the Inhofe Amendment, which declared English

as the language of the U.S. (Comprehensive Immigration Reform, 2006). At first glance

this bill seemed harmless, but a deeper look into the language showed the true nature of

the bill, to restrict other languages from becoming too prevalent in the U.S. The Institute

for Language and Education Policy (2007) outlined the bill's main points, which required

the federal government to restrict any other language that might erode English's

perception as being the 'national language,' that all documents related to government be

in English, and that immigrants wishing to become a naturalized U.S. citizen increase

their English proficiency and know more U.S. history.

The main cause for concern from this bill was that without a thorough understanding of

the English language, non-native English speakers and future immigrants would have a

far more challenging time applying for citizenship, as well as being restricted from

accessing the most basic of services provided by the federal government. The bill's

sponsor, Inhofe (2015) contended, the diversity within the U.S. was arguably what made

it great, it was what drove the society forward and the ability to communicate with one

another was paramount (Inhofe). He went even further by acknowledging the importance

of the U.S.' history with immigration, noting that the country was built by foreigners, i.e.

immigrants, and that the legislation strengthened the core of unity in the U.S. The one

nation, one language concept simply strengthened the core of the U.S. The only issue

with Inhofe's (2015) argument was that it completely went against the civil rights law

that prohibited discrimination based on one's nationality. The United States Equal

Opportunity Commission [EOC] clarified on its website the types of discrimination that

existed and outlined a variety of instances where the discrimination therein based on

ethnicity or nationality (origin) was prohibited and clearly stated that if English was

required as part of an "An "English-only rule", which required employees to speak only

English on the job, was only allowed if it was needed to ensure the safe or efficient

operation of the employer's business and was put in place for nondiscriminatory reasons"

(U.S. Equal Employment Opportunity Commission, n.d., para. 8).

This type of debate happening within the legislation was creating in itself a

language vigilantism that reverberated to the constituents of individuals like Inhofe

(2015). Though Crawford (2008) pointed out that neither of these amendments

(proposed by Inhofe) became law because the Comprehensive Immigration Reform

(2008) Bill, to which they were attached, failed to pass in the 109th Congress. This

reiterated the reality that discrimination for language speakers had an extremely sad

impact on the perception of native English speakers (Americans in general) on how to

approach dire situations that involved immigrants, especially those that speak Spanish.

The situation most referred to in 2014 dealt with the illegal immigration of

children from Mexico, Honduras, Guatemala, and El Salvador. Individuals from these

countries were fleeing the violence and drug war that raged within their own countries to

find peace within the border of the U.S. (BBC, 2014). The news reached global

proportions mentioned by the BBC on September 30, 2014 in the article, Why are so

many children trying to cross the U.S. border? The situation became so bad in the U.S.

that, "People were shouting slogans and waving U.S. flags blocked three buses carrying

undocumented Central American families to a border patrol station in Murrieta, California" (BBC, 2014, para. 29). The hysteria created in the U.S. due to the fear of the unknown, or of those who cannot be understood, reached new heights and could be correlated with the proposition of Senate bills, such as the one introduced by Senator Inhofe (2015) from Oklahoma.

The fear that was propagating from bills that limited language use in the U.S. to just English was keeping the understanding of other cultures and languages from becoming prevalent. Additionally, the support to help those who were trying to come to the U.S., learn in the educational system, or get their citizenship was becoming increasingly more challenging. During the Johnson Administration in the 1960s, a law was passed known as Title VII, also known as the Bilingual Education Act. This law embraced the idea of assisting bilingual programs with federal aid to help with the increase of non-English-speaking immigrant students (Federal Education Policy and the States, 2006). In January of 2002 the law expired after 34 years of the uninhibited access to equal education, professional development for future educators, and promoting achievement amongst all learners (Crawford, 2002). Crawford (2002), an advocate for English learners stated that the turmoil within Congress in relation to Title VII, the Bilingual Education Act was engulfed (or rather eliminated) by the school reform pushed by the Bush Administration, known as No Child Left Behind. What was once known as the Office of Bilingual Education and Minority Language Affairs, "established in 1974 by Congress, the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) helped school districts meet their responsibility to provide equal education opportunities to limited English proficient (LEP) children" (Archived Information, 2000,

para. 1) under No Child Left Behind, was transformed into the Office of English

Language Acquisition further denouncing the idea of heritage, ethnicity, and language

importance.

The perception in the U.S. on world language study and the importance of

heritage speakers maintaining their own culture and language was lost within the

countless 'English only' arguments and based on the huge variety of appalling events

since the passage of No Child Left Behind in 2002. It seemed obvious that the U.S.

perception of world language study was moving towards one of uncertainty and

fear. Though Crawford contended, "As more American communities get accustomed to

diversity, bilingualism no longer arouses the fears it once did" (2002, p. 126), the obvious

push against heritage speakers and understanding of their cultures and language was most

assuredly going to riddle the classrooms and propagate the bigotry that was seen within

the two years previous to Crawford's writing, with regard to immigration.

The population of the U.S. was diverse indeed, but restricting the U.S. to a single

language could have dire consequences on the perception of those that were not native

English speakers. Senator Martinez, a Cuban immigrant and a Republican from Florida,

vented about his frustrations with the hard stance of the Republican Party regarding

immigration and language use in the U.S.: "When they start saying that it's un-American

to have ballots printed in Spanish, it sends a message that we're not wanted, not

respected" (Crawford, 2006, p. 126; Broder, 2006, para. 10).

As mentioned previously, the U.S. began to experience a slight change in attitude

toward language policy. Though most perceptions on the importance of language

learning stayed relatively stagnant, one could observe much more thoroughly and realize

that the policies for language learning in the U.S. were much more honed in on articulating and influencing language policy despite the U.S. not having a national language education policy (Byrnes, 2007). Even though there were individuals, such as Senator Martinez who emphasized the importance of admitting there were multiple languages in the U.S. and there was a desire to make sure this was noted by real policy change. It was still seen by the core of the population, as well as those they elected, as something extra, not necessarily required or important.

Summary

The historical perception of language and the study therein brought to light the evolving reality that in the U.S. the perception of its importance relied on a variety of factors. World trends, conflict, and societal norms determined how the public perceived language and the regard of whether it had an impact on its study. This impact could be seen from either the positive role it played or the negative consequence due to a lack of understanding. The federal policy changed over time based on those same national and global issues, but ultimately evolved to encompass a more holistic view of language and the importance of learning it to communicate and understand other people and their cultures.

Chapter Three: Methodology

The problem this research evolved from was that the study school district stakeholders seemed to consider a world language important, seemed to think that one language was not more popular than another, and grappled with which languages to offer and when. The purpose of this study was to gain insight into the perspectives of all stakeholders (students, parents, teachers, administrators, and other related entities) on acquiring a world language.

Research Questions

The research questions were as follows:

RQ#1: What, if any, is the relationship between the perception of specific world languages and those that are actually offered by a school district?

RQ#2: What, if any, are the differences among students and stakeholders with regard to their perception of world language study?

Five sub-questions were as follows:

> **SQ#1**: How do specific languages offered in a suburban school district in the Midwest differ with regard to their perceived relevance?

> **SQ#2**: How do school districts select languages to offer and at what level?

> **SQ#3**: How, if at all, does age change perception regarding language learning with that particular area of world language study?

> **SQ#4**: How, if at all, does age change perception regarding language persistence within that particular area of world language study?

> **SQ#5**: How, if at all, do languages affect student progress (e.g., student confidence, persistence)?

To answer the research questions, stakeholder's perspectives on world language study were collected using surveys and interviews from individuals who volunteered to participate. This chapter describes the methodology used to discover stakeholder perspectives, and the data collection and analysis procedures.

Research Method

This study can be viewed as a case study due to its depth of research, involving a large number of survey responses and interviews, in just one unique suburban school district in the Midwest. Case study method had been around a long time and was used widely in disciplines such as medicine and law (Fraenkel, Wallen, & Hyun, 2015). Much can be learned from studying one case, such as a school district. The hope was that from the study of one unique case, insights could be gained to suggest ways to help other cases in the future (Fraenkel et al., 2015).

Particularly, this study was qualitative with descriptive statistics defined by Fraenkel et al. (2015) as "data analysis techniques that enable the researcher to meaningfully describe data with numerical indices or in graphic form" (p. G-2). No statistical tests were performed on the survey response data, only numbers of responses graphically illustrated for the purpose of comparison. Likert rating scale surveys were distributed to all world language stakeholders in one school district (parents, staff, administrators, and teachers, etc.) to discover general perceptions with regard to world language study. The surveys collected the quantity of responses to comments to which participants ranked their responses using a range of rating scale numbers, 1 to 5, with 1 indicating strongly disagree and 5 indicating strongly agree. As Dexter (1970) pointed out, "No one should plan to solely utilize interviews for data unless the interviewers have

enough relevant background to be sure that they can make sense out of the interview conversations" (p. 17). The interviews collected audio-recorded qualitative data. Interview participants were survey participants who volunteered to answer open-ended questions regarding their perceptions of world language study, with a particular focus on the experiences of the individual (Marshall & Rossman, 2016). Participation in the surveys and interviews was strictly voluntary.

Subjects

The method for narrowing down individuals to participate in the study can best be described by Maxwell (2013) as purposeful selection. Purposeful selection focused on the particulars of where, who, and what individuals were doing in relation to how they were selected. Subjects were purposefully identified to provide the most information that related to the questions and goals of a study. Student subjects were selected with particular focus on those in Advanced Placements courses. Approximately 50 to 200 subjects were sent surveys. Of these, 10 to 25 were interviewed to seek elaboration and clarification of their perceptions beyond those captures in the surveys.

Missouri public schools saw an increased enrollment within foreign language courses according to the CED (2011) in their report by the American Council on the Teaching of Foreign Language (ACTFL), From 2004-2005 to 2007-2008, enrollment increased by more than 16%. Missouri schools offered some sort of world language course as an elective to adhere to the entry requirements set by colleges and universities. This number correlated with the national trend of world language study according to the ACTFL (CED, 2011; American Council on the Teaching of Foreign Language [ACTFL], 2011). The Missouri Department of Elementary and Secondary

Education (MODESE, 2015) specified electives as a minimum for high school diploma reception, but did not clarify the specific courses of study it would count for those elective credits. However, MODESE did distinguish what it called 'College Preparatory Studies,' and spelled out core electives that included world language study. The 2010 Graduation Handbook, published by MODESE in 2007, pinpointed the specificity of those world language electives, by stating, "At least three core electives from foreign language (two units of one foreign language are strongly recommended)" (p. 26), thus clarifying for principals, teachers, parents, and students the importance of college bound students to take within their course of study, a world language.

The state of Missouri, however, did not require high schools to offer a specific number of languages, nor did it admonish any district not offering world languages. Some districts around the state acknowledged the importance of world language instruction by means of recognition. They distinguished their world language students by offering the title of 'Honor Graduate' to those who reached the district and the state minimum and pushed beyond to the College Preparatory Studies Certificate. In this case, the selection of whether to take world language was the result of the desire to go above and beyond the minimum, but the selection of which world language to study was the result of the student choice. However, analyzing reasons behind student selection of a specific language over another may be fruitful.

To discover why certain languages were taken over others, this researcher aimed to engage in this study all world language stakeholders of one secondary school system, honing in on one particular successful school district. It was the hope that, with the responses of those stakeholders, a clearer picture could be articulated and a more

informed decision could be made as to what types of languages were offered, the quantity

of the languages that one had to choose from, and the depth in which languages went in

terms of fluency. Understanding the perceptions of world language study could inform

future planning.

Stakeholders within a district included anyone and everyone involved with the

educational system in the specific school environment. These stakeholders consisted of a

'hierarchy' of individuals, and included, in no particular order: students, parents, faculty,

support staff (secretaries, guidance counselors, janitors, cafeteria workers, and

maintenance employees, etc.), and assistant administrators, as well as building

administrators and district administrators. The study district was the researcher's district

and permission was granted to conduct the study (Appendix A; Appendix B).

Procedure

This particular case study took place in one specific Midwestern school

district. The researcher was granted permission (Appendix A) to distribute the survey

(Appendix B) to stakeholders within the district, which included any individual adult

involved with the district, with the exception of students below the age of 18. Numerous

individuals were recruited via the district intercommunication system known as

GroupWise (specific emails provided by the district), as well as in response to specific

requests from faculty, staff, and administrators to help support the cause of furthering the

district's understanding as to the perception of language acquisition. A drawing for a

$100 Visa gift card was enticement to participation.

Additionally, the researcher received permission to survey students who were

above the age of 18. Students were asked in person by the researcher, who visited

classrooms, to participate and sign a consent form (Appendix I; appendix J). Students, too, were informed that those who participated would have their names entered into a drawing for a $100 Visa gift card, to encourage participation. Lastly, parents were asked to voluntarily fill out the survey at the back-to-school enrollment event, via paper, while they waited in line for their students' schedule for the upcoming school year. Many participated, perhaps out of sheer boredom.

Once individuals who did not fill out the survey while waiting in line with their children, consented to their involvement, they were sent a link to the survey. The survey was constructed using Google Forms, which provided the designer with a Likert-scale option. Additional demographic information was procured from survey participants to discover their experiences with language, age, experiences with language study, language of study (if any), what type of stakeholder they were (student, teacher, staff, and parent, etc.), and whether they would be interested in participating in an interview (Appendix D).

From those who completed the survey, the information was gathered and categorized based on the role that each individual respondent had within the district, from students to teachers, from janitors to administrators. The respondent's names were blacked out and then the responses were analyzed to discover emerging themes.

All interviews were completed at the convenience of the interviewee, either in person, via telephone, or Skype. They were conducted in the school district or at a place of convenience for the participant(s). The interviews lasted anywhere from 6 to 20 minutes, depending on the participant's desire to elaborate, or not. All the interviews were recorded utilizing a Voice Memo app, saved via Google Drive, and transcribed.

Instrumentation

A tool to gauge student perception was used by an organization in the United Kingdom called Language Futures. Permission (Appendix K) was granted by this organization to modify the Likert-Scale Rating survey tool to fit the needs of this study. Two separate surveys were created, one that specified student perception (Appendix C) and the other that specified stakeholder perception (Appendix D). Both survey tools had 38 statements that participants ranked on a scale from 1 to 5. There were 5 categories of statements to rate: Motivation (9 statements), Learning Approach (5 statements), Relevance (7 statements), Progress (11 statements), and Relationships (6 questions). Each version of the survey additionally had 10 demographic questions. The original tool was used in the United Kingdom to gauge motivation, learning approaches, relevance of specific languages being learned, the intellectual progress of students, and the relationships that he/she had with his/her instructors.

Each interview question for this study was designed to align with one of the five survey categories of statements: motivation, learning approach, relevance, progress, or relationships. Results were reported by interview question category. However, an open coding method was then used to analyze the whole interview data set for emerging themes. The incorporation of interviews as a means for data collection with relation to this research was described perfectly by Glaser (2001) who said, "It is not only what is being told, how it is being told and the conditions of its being told, but also all the data surrounding what is being told" (p. 145). This researcher supposed Glaser would agree that student responses and other stakeholder responses to a survey are one thing, but understanding their responses via deeper questioning and their ability to propound their

responses is another, and extremely valuable. This reason was the reason interviews

were selected as part of the qualitative data.

Data Collection

The desired population for this particular case study involved two separate

stakeholder groups. The first was student stakeholders who were 18 years or older and

the second was other stakeholders (parents, administrators, teachers, and support staff,

etc.). The survey response rate for the groups was 65% response rate for students and

nearly 3.5% for the other stakeholders. Both populations met the minimum with regard to

the threshold desired for a meaningful comparison—55 student stakeholders responded

and 68 of other stakeholders responded.

Data Analysis

Using descriptive statistics, the survey data were tallied and were reported out in

Chapter Four using bar graphs by category and participant role for comparison purposes.

Differences were noted between the group of student stakeholders and all the other

groups of stakeholders.

To analyze the qualitative data gathered by the interviews, the transcriptions were

read once casually, then a second time, highlighting any word(s) that stood out multiple

times or were of interest or surprise; words that had not been mentioned by others or were

words that were mentioned by most, if not all, other participants. Once this was

complete, the responses were categorized based on the interview questions and survey

comment categories: motivation, learning approach, relevance, progress, and

relationships. These responses were then combined with all responses by either student

stakeholder or other stakeholder. Once they were divided, the comparison of the two

began. It was important to pinpoint the exact difference in wording between the responses from the student stakeholders and the other stakeholder responses, because some were very similar. An open coding method was then used to analyze all the interview data to find emerging themes.

Alignment of Interview Questions with Survey Categories

The interviews for this case study were conducted by the researcher and included students 18 years of age and older, parents, administrators, teachers, support staff, and other stakeholders. The purpose of these interviews was to gauge sentiment with regard to world language perception, but each question aligned with one of the research questions and was centered on the survey statement categories: motivation, learning approach, relevance, progress within the language being learned, and the relationships built (see Table 1). The questions were mixed up to give a more natural feel during the interview.

Table 1 illustrates student questions, presented in the present tense because they were students at the time of the study.

Table 1

Alignment of Student Stakeholder Interview Questions with Survey Categories

Survey Category	Interview Question	Interview Sub-Question
Motivation	Did you take a world language?	If yes, what was your motivation for enrolling in a world language? If no, why not?
	Do you consider yourself a studious student?	Why or why not?
	Do you consider yourself a motivated student?	What gets you excited about learning something?
Learning Approach	How do you view your learning style?	Does this correlate with how your teachers teach you?
Relevance	Do you think that knowing more than one language is important?	Why or why not?
	What role, if any, does being bilingual play in society?	
	Why do you think schools offer world language?	Do you think/believe that this is important?
Progress	Do you see yourself continuing your language education?	Why or why not?
	How did you feel when you understand something in class?	Does this happen often? Why or why not?
Relationships	Do you believe that your instructor knows who you are?	
	Do you believe that your teachers care about how much you actually know/are able to do?	

Note. Represents the alignment of student stakeholder interview questions with survey categories

Table 2 presents stakeholder questions worded in the past tense because they were

past-students.

Table 2

Alignment of Other Non-Student Stakeholder Interview Questions with Survey Categories

Survey Category	Interview Question	Interview Sub-Question
Motivation	Did you take a world language?	If yes, what was your motivation for enrolling in a world language? If no, why not?
	Did you consider yourself a studious student?	Why or why not?
	Did you consider yourself a motivated student?	What got you excited about learning something?
Learning Approach	How did/do you view your learning style?	Does this correlate with how your teachers taught you?
Relevance	Did/do you think that knowing more than one language is important?	Why or why not?
	What role, if any, does being bilingual play in society?	
	Why do you think schools offer world language?	Do you think/believe that this is important?
Progress	Do you see yourself picking up your language education?	Why or why not?
	How did you feel when you understood something in class?	Did this happen often? Why or why not?
Relationships	Did you believe that your instructor knew who you were?	
	Did you believe that your teachers cared about how much you actually knew/were able to do?	

Note. Represents alignment of other non-student stakeholder interview questions with survey categories

Each interview question aligned with one of the five survey statement categories:

motivation, learning approach, relevance, progress, or relationships. Regarding

motivation, student stakeholders and other stakeholders were asked to recall their

language experience. It was desirable to discover if the individual had experience with language, or not, in the first place, to then determine the way in which they looked at the rest of the questions. A sub question that aimed to dig deeper into why one took, or did not take, a language was then asked, what was your motivation for enrolling (or not) in a world language? Responses to these questions varied and provided the researcher with insight as to each individual's motivation. Additionally, interviewees were asked if they considered themselves to be particularly motivated individuals and if they considered themselves particularly studious.

Regarding learning approach, student stakeholders and other stakeholders were asked to consider their own learning styles and if they experienced a significant connection with their instructors. This particular question aimed to gauge interviewees learning approaches and whether a connection was made in relation to what was being taught and how it was being learned. Individuals were asked to go beyond this question and ponder whether they felt the instructor attempted to reach them with regard to their learning abilities.

Regarding relevance, student stakeholders and other stakeholders responded to questions regarding their perceptions on world language in general, with relation to its impact in the world and society. They were asked to consider if knowing more than one language was important and to consider why they believed one way or another. This question aimed to pinpoint each individual's consideration for language and its impact throughout the world. Concurrently, they were asked if bilingualism played a particularly important role in society. This question required clarification, in that some consider society to be the U.S., while others, the World. For the purpose of this study, the

researcher encouraged interviewees to think about both, but points out here that the simple notion of individuals deciding on where to place the importance indicated something about their notion of world language's role.

Regarding progress, the researcher inquired as to student and other stakeholder-perceived progress in relation to language learning by asking about student/stakeholder interest in picking up or continuing language study. The question had to be changed slightly if the respondent said he or she had never taken a language before. It was changed to, would you consider taking up a language of study? This provided the researcher with information and sentiment as to why, or why not, an individual would continue the course of study, relaying more information and feelings about the individual's self-perceived progress within the target language. Furthermore, interviewees were asked to ponder how they felt when they understood something in class and whether this happened very often. This question was meant to drive either the positive or negative feelings they may have had towards their success or failure within any given class, but with particular focused on world language study (if applicable).

Last, understanding the relationships students and stakeholders experienced with their instructors was the culminating interview question. Individuals were asked to reminisce about whether they believed their instructors knew who they were and if they believed their instructors cared about whether or not they knew or learned something in class. These two questions drove conversation about student and stakeholder feelings with regard to their relationships and how this shaped their overall desire to proceed with a course of study, or not.

Summary

A case study design was used to explore the 21st century perceptions on world language study in a successful Midwestern suburban school district. Survey and interview data from two groups within the district, student stakeholders and other stakeholders, were collected. Topics covered by survey and interview questions were taken from five categories, first utilized by Language Future in the United Kingdom: five categories: (a) motivation, (b) learning approach, (c) relevance, (d) progress, or (e) relationships. By utilizing a qualitative approach to discover these perceptions, one can begin to understand the modern viewpoints of individuals with relation to world language study. Results were analyzed, culminating in identification of emerging themes and are reported in Chapter Four.

Chapter Four: Results

All data results are reported in this chapter. The survey and interview data were analyzed to determine the 21st century perceptions on world language study from all stakeholders in a Midwestern, suburban school district. Study subjects included two populations with one singular connection, their relation to the district in which the research was conducted. Student stakeholders and other stakeholders (parents, administrators, teachers, support staff, and any other adult not classified as a student) were surveyed and interviewed to determine their perceptions on world language study. The results were determined using descriptive statistics. The qualitative interview questions and their responses were aligned under the predetermined survey categories of (a) motivation, (b) learning approach, (c) relevance, (d) progress, or (e) relationships.

Research Questions

The research questions were as follows:

RQ#1: What, if any, is the relationship between the perception of specific world languages and those that are actually offered by a school district?

RQ#2: What, if any, are the differences among students and stakeholders with regard to their perception of world language study?

Five sub-questions were as follows:

> **SQ#1**: How do specific languages offered in a suburban school district in the Midwest differ with regard to their perceived relevance?

> **SQ#2**: How do school districts select languages to offer and at what level?

> **SQ#3**: How, if at all, does age change perception regarding language learning with that particular area of world language study?

SQ#4: How, if at all, does age change perception regarding language persistence within that particular area of world language study?

SQ#5: How, if at all, do languages affect student progress (e.g., student confidence, persistence)?

Results by Survey Categories

The following is a reporting out of the results by Likert-scale survey comment categories that were predetermined by the survey tool. The interview questions were constructed to align with categories presented within the survey. Each interview question response was aligned with one of the five categories: (a) motivation, (b) learning approach, (c) relevance, (d) progress, or (e) relationships. Both the survey and the interview data are reported together; the survey results for both student stakeholders and other stakeholders are displayed in a bar graph figure, and responses to the aligning interview question are reported out in the narrative, with verbatim quotes from the transcripts right after the corresponding figure. However, some responses to interview questions did not relate to specific survey statements, and therefore are not present within a particular survey statement report.

Motivation.

Motivation: *Student Stakeholder* **Survey Statement 2** - I am interested in what I am learning in my language lessons.

Motivation: *Other Stakeholder* **Survey Statement 2** - Students are interested in what they are learning in their language lessons.

In Figure 1, the statement results displayed related to gauging student interest during world language lessons.
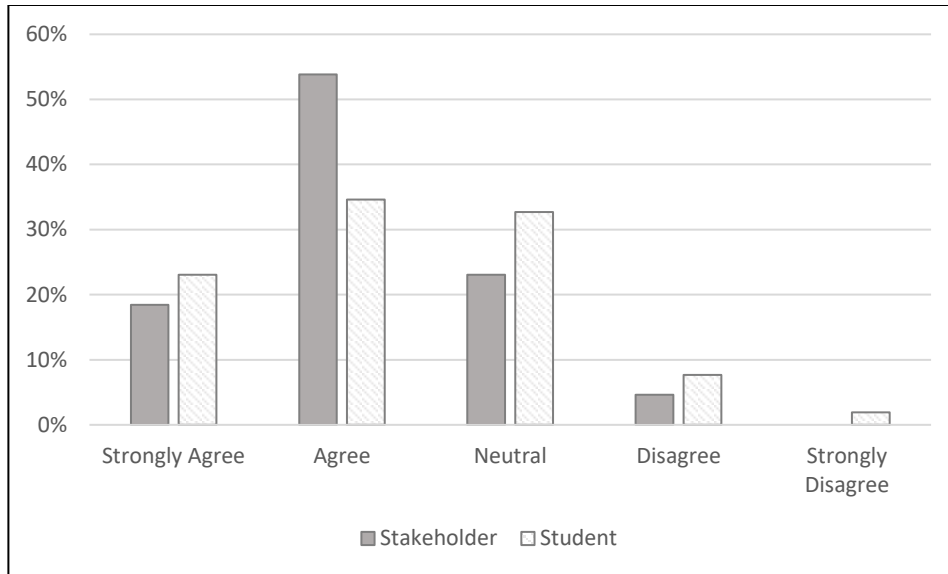
Figure 1. Comparison of percentage of student stakeholder and other stakeholder responses in relation to student interest during language lessons.

As shown in the survey responses from both student stakeholders and other stakeholders, there was a strong consensus between them that during language lessons, students were interested. Student Sade mentioned the reason she had taken language, "Because I wanted to. I liked the language and I wanted to learn a different language to be able to speak it fluently and maybe travel to another country." Sade went on further to say, "It was fun to learn Spanish." However, the majority of her peers took a more neutral stance on the topic and really expressed no position for or against whether they were actually interested in language learning, or not. The other stakeholders had a bit more to say on the topic regarding interest in language lessons. In essence, teachers found the interest in language lessons to be quite exciting. A teacher, Mrs. Tam, explained, "You get a rush from learning stuff. I liked it. Some people got a rush from playing football." A teacher, Mr. Thorian, expressed his oddity for language learning by saying, "It sounds kind of weird, but I liked learning new things. I had a curiosity." One parent reflected on her own experience and what she thought her child might have

experienced, too. "I realized, wow, learning is really cool. That's the most awesome

thing. Where I can take information, synthesize it, and give you something new, that's

when it's really cool."

Motivation: *Student Stakeholder* **Survey Statement 3** - I feel 'switched off' in my

language lessons most of the time.

Motivation: *Other Stakeholder* **Survey Statement 3 -** Students are 'switched off' in their

language lessons most of the time.

Figure 2. Comparison of percentage of student stakeholder and other stakeholder
responses in relation to students feeling 'switched off' during language lessons.

Illustrated in Figure 2, student stakeholders and other stakeholders found common

ground when considering whether students feel 'switched off' during language

lessons. For the most part, student stakeholders and other stakeholders felt neutral about

the question or disagreed with the disengagement implied by this statement. The bell

curve represented by the data in the form of this graph is, in essence, portraying a group

of people who considered themselves neutral or in disagreement with the

prompt. Interesting to note about the data though is that more than 20% of students

considered themselves to be 'switched off' in class. Though 14% of the other

stakeholders agreed with this statement, 13% were on the opposite end of the spectrum and strongly disagreed with the statement. In essence, there was a disagreement when 1/3 of the student stakeholder population considered themselves to be 'switched off' (10% strongly agreed and 23% agreed = 33%) and 45% of the other stakeholders (32% disagreed and 13% strongly disagreed = 45%) thought they were engaged or 'switched on.' Of interest is Student Sean's response, who approached language learning with distaste and said the following of his other subjects:

> In math, numbers are universal; they have to use the same ones. There are so many different ways to use them . . . in my AP Calculus class and the way the velocity is measured from derivatives, just by changing an equation even just a tiny bit is so ridiculous, like I don't even know how anyone can come up with this stuff, but it's interesting. That's the kind of thing that motivates me and intrigues me to keep on doing the stuff I like to do.

When asked if he had ever thought of language as being like a problem in math where one has to discover the correct order of words to make a complete, intelligent thought, he admitted he had not. Student Sade stated that she felt 'switched on,' "When I know it's going to take me somewhere." Going somewhere, like the trip that Student Skyler took to Costa Rica. He expressed, "Getting to learn about other peoples' cultures and getting to go to Costa Rica, which got me really excited." The bottom line behind student responses to this question was that there was an understanding that there actually was meaning behind the language lessons. For the other stakeholders, it was easier to express the appreciation for that language learning during lessons and the reflection therein, as well as attribute value to those lessons students experience now. Dr. Aaron, an

administrator, spoke of his desire to understand texts read in class. He touted that what

kept him going in class was "My ability to read a text that had been so old and I think the

culture too was huge." Alternatively, a support staff member by the name of Henry

admitted, "For the most part, high school was boring and I had no trouble getting it

done. I wanted to know everything about every country in the world because I planned

on traveling to them all so, I was fixated on that." Airing the obvious echo from the

students that the driving force behind taking language was the opportunity one may have

in the future to experience it. However, teacher Mrs. Tam went on further to explain that

learning a language is like solving a problem, figuring out how sentences go together,

figuring out what verb you need to use, how to conjugate it, what tense do you use. You

know, putting everything together so that it made sense. That was a neat problem to be

able to solve.

Motivation: *Student Stakeholder* **Survey Statement 4** - I am usually bored in my

     language lessons.

Motivation: *Other Stakeholder* **Survey Statement 4** - Students are usually bored in their

     language lessons.

     With relation to boredom, Figure 3 portrays student stakeholders and other

stakeholders alike did not feel students were bored while in language lessons; 76% of

other stakeholders were either NAND or disagreed with the prompt, and 56% of the
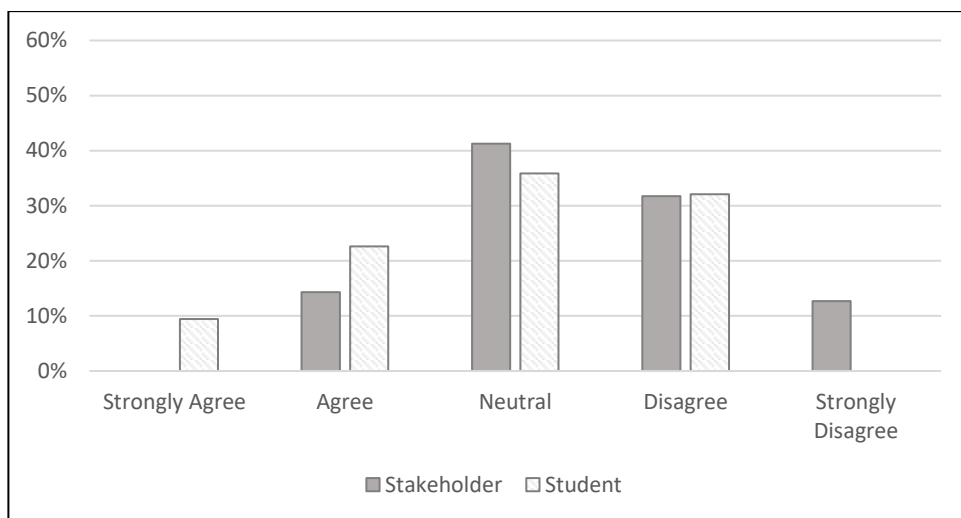
student stakeholders were either NAND or disagreed.

Figure 3. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student boredom during language lessons.

Again, as with Figure 2, there was a slight disagreement with relation to the stakeholders and students and their view of the prompt; 9% of student stakeholders strongly agreed that they were usually bored in class, when compared to 3% from other stakeholders. On the opposite of the Likert-scale, 11% of stakeholders strongly disagreed that students were usually bored, in comparison to 4% of students. It is also interesting to note the agree column from the student stakeholder perception on feelings of boredom; 30% is no small number and correlated to the other stakeholder sentiment on the disagree side, 41%. It was clear here that students and stakeholders disagreed slightly on whether students felt boredom during language lessons. Other stakeholders seemed to paint an accurate, but somewhat rosier picture of students' perceptions of world language study. Student Steven was on the fence about being bored in class, he replied when asked about being bored in his language classes, "Yes and no. It depends on my mood. Sometimes I'm on it and sometimes I'm lazy." From the perception of an administrator, Dr. Alex;

what really mattered in the language classroom that kept him from being bored was the

teacher. He said, "If the teacher had a relationship with the students, I was all in."

Motivation: *Student Stakeholder* **Survey Statement 5** - I enjoy language learning

outside of school.

Motivation: *Other Stakeholder* **Survey Statement 5** - Students enjoy language learning
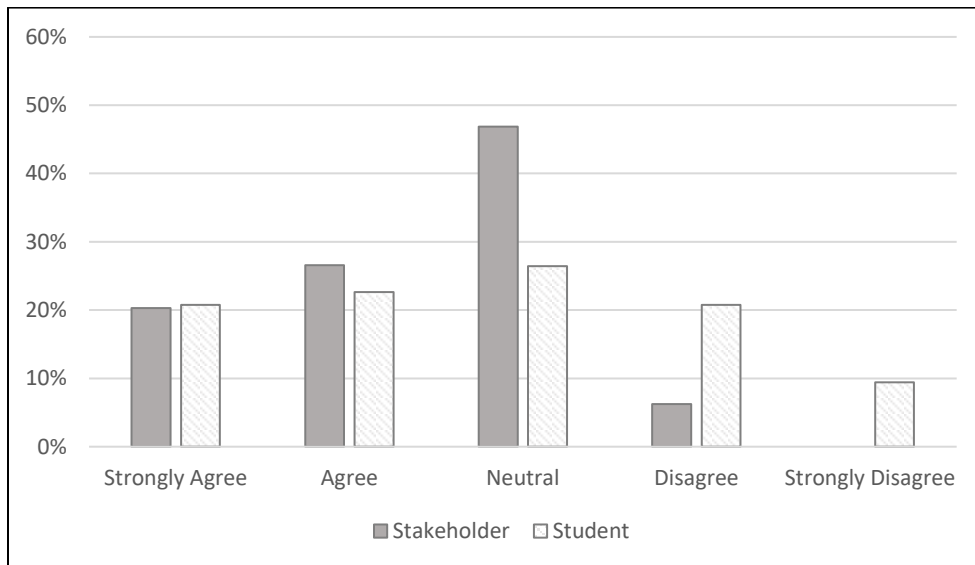
outside of school.

Figure 4. Comparison of percentage of student stakeholders and other stakeholder
responses to student enjoyment of learning language outside of school.

The continuation of one's language learning was perceived as desirable equally

among students and stakeholders, as shown in Figure 5. Figure 5 shows student

stakeholder perception of a desire to continue language learning as slightly stronger due

to their combined strongly agree and agree response rate of 44%. This was not extremely

different from the other stakeholder responses, nearing 43%. One would argue they were

similar in opinion. One response stands out from the perception of student stakeholders;

9% strongly disagreed that they had a desire to continue learning language outside of

school. While student stakeholder sentiment regarding the continuation of language

learning varied, many were positive, while others were mixed. Some students, like

Sunny, considered what they may experience at the university level. "Maybe, because at

the university I want to go to, it's required for at least two years," said Sunny, "it would

be really hard to manage studying a world language and getting into a hard

school." Student Sean was a definite "no" when responding, saying, "I'll do most of my

homework, but besides that I don't put in any extra effort," hinting that continuing his

language learning would be more of a burden than it was worth.

Motivation: *Student Stakeholder* **Survey Statement 6** - I want to carry on learning my

   language even when I am not in school.

Motivation: *Other Stakeholder* **Survey Statement 6** - Students enjoy language learning

   outside of school.

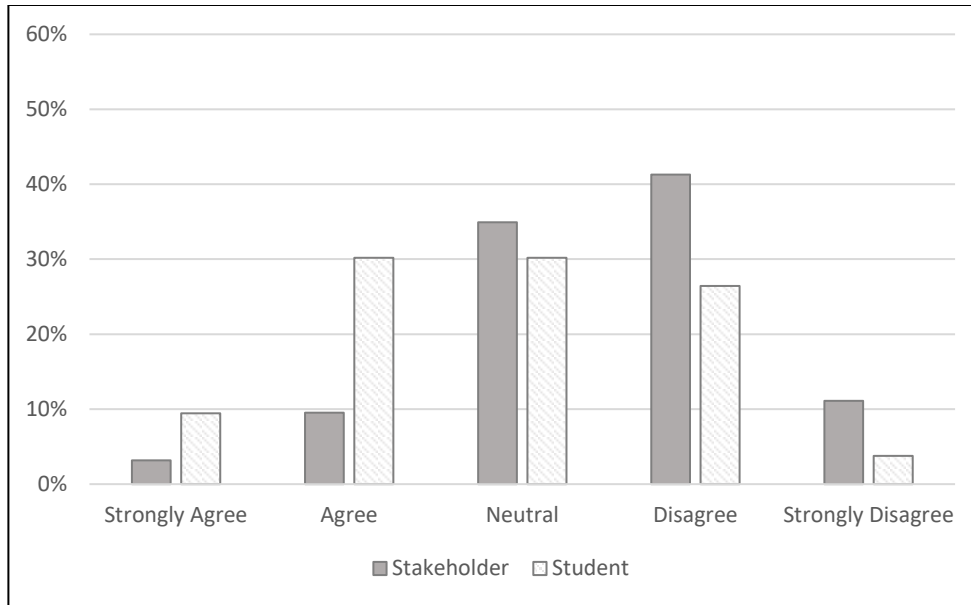*Figure 5*. Comparison of percentage of student stakeholders and other stakeholder
responses in relation to student desire to continue learning language outside of school.

   The continuation of one's language learning was perceived as desirable equally

among students and stakeholders, as shown in Figure 5. Figure 5 shows student

stakeholder perception of a desire to continue language learning as slightly stronger due to their combined strongly agree and agree response rate of 44%. This was not extremely different from the other stakeholder responses, nearing 43%. One would argue they were similar in opinion. One response stands out from the perception of student stakeholders; 9% strongly disagreed that they had a desire to continue learning language outside of school. While student stakeholder sentiment regarding the continuation of language learning varied, many were positive, while others were mixed. Some students, like Sunny, considered what they may experience at the university level. "Maybe, because at the university I want to go to, it's required for at least two years," said Sunny, "it would be really hard to manage studying a world language and getting into a hard school." Student Sean was a definite "no" when responding, saying, "I'll do most of my homework, but besides that I don't put in any extra effort," hinting that continuing his language learning would be more of a burden than it was worth. Another student, Sanya, discussed the real situations in which she had the chance to use the language, "I live in Miami half the time and its very Latino." Administrator Dr. Alex noted that even though in high school it was desirable, he did not believe he would have the desire to continue, saying, "I was distracted by other outside things going on. I was smart enough to know how much effort I needed to be successful," implying that the effort put into place at the time was sufficient to complete the task and get the grade desired. Likewise, resonating the same tone, Dr. Aaron's meaning was obvious to this researcher when he stated, "I think that for me it would be, I'm intrigued and I'm interested, but I also understand the amount of time that would need to be dedicated to such a task." From the perception of both administrators, the continuation of language study did not seem a priority, quite

different from Petra, a parent of a language student who said, "I went to Italy and I spoke

Spanish to people and they could understand *some* things which was encouraging,"

hinting at desire to continue.

Motivation: *Student Stakeholder* **Survey Statement 7** - Mostly, I feel strongly

motivated to learn my language.

Motivation: *Other Stakeholder* **Survey Statement 7** - Students enjoy language learning

outside of school.

Figure 6. Comparison of percentage of student stakeholders and other stakeholder
responses in relation to student's strong motivation to learn their particular language of
study.

Figure 6 tells an interesting story. One can note that for the most part, the majority

of student stakeholders were neutral, nearing 43%. Neither agreeing nor disagreeing with

the statement sends a message of uncertainty with relation to the motivation one feels

when learning a particular language. The combined strongly agree and agree from the

other stakeholders' perspective (51%) was almost double that of student stakeholders.

Though student stakeholder responses for both strongly agree and agree neared 36%,

their responses for both disagree and strongly disagree were 21%, which may mean that

the neutral response rate could go either way on the scale, making this statement one of

particular interest. The question arises as to what motivates students to take language.

Motivation: *Student Stakeholder* **Survey Statement 8** - I am more interested in

      learning my language well than in getting a good grade.

Motivation: *Other Stakeholder* **Survey Statement 8** - Students are more interested in

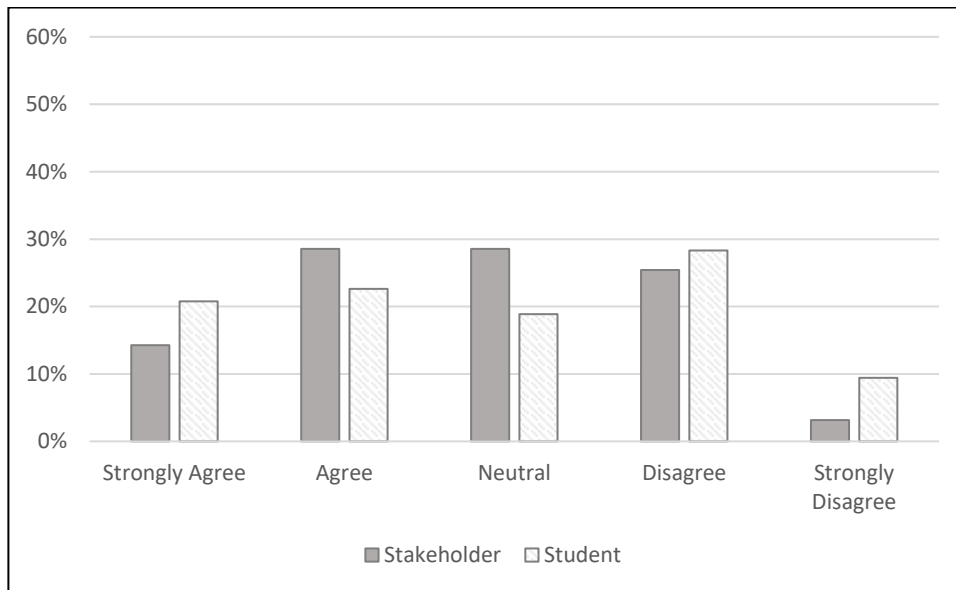   learning their language well than in getting a good grade.

Figure 7. Comparison of percentage of student stakeholders and other stakeholder
responses in relation to student's desire to learn a language over getting a good grade.

      The responses to Figure 7 were of particular interest because they gauged student

stakeholder and other stakeholder perceptions of student desire to learn a language over

getting a good grade. As illustrated in Figure 7, the response rate to this particular

statement correlated across the board with relation to student stakeholder and other

stakeholder sentiment, leaning to the disagree and strongly disagree side, with neutral

offering insight as to the possibility of leaning slightly right as well. Both student

stakeholders and other stakeholders believed that it was more the desire of the student to

get a good grade within a language class than to learn the language itself. Students

mentioned that they "sometimes" feel motivated to learn language or that, as student Skip

admitted "A little bit" with relation to motivation. He further said, "I felt that I was

capable of getting a certain grade, so I did what I needed to do." Student Steven chimed

in by saying "Also, yes and no. Not much excites me. Getting good grades and going to

college." Not much different than Phillip, a parent of a language student who said, "I

was motivated to get good grades. I wasn't motivated to learn." Though many blankly

stated, "I was not motivated in world language," this did not imply that they were not

motivated to get good grades, simply that they did not find the particular subject matter

appealing.

Motivation: *Student Stakeholder* **Survey Statement 9** - I put a lot of effort into my

    language learning

Motivation: *Other Stakeholder* **Survey Statement 9** - Students put a lot of effort into

    their language learning.

Figure 8. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's effort in language learning.

Other stakeholders leaned slightly more positive than the student stakeholders in their responses to this survey statement. Though 4% of students responded strongly disagree to the inquiry about the amount of effort they put into their language learning, it appeared that other stakeholders and student stakeholders alike believed they put effort into their language learning. Though both stakeholder groups were approximately 40% NAND in their responses, both groups were equally 41% in their strongly agree and agree responses. For some students, the extra effort to be successful was not bothersome or a worry. Individual students like Skyler understood the importance of doing the work, but said, "Because I study and do my homework, I'm studious, but I'm not outgoing and I don't study for five hours a night," admitting that the work can be accomplished with little extra effort, like student Sean, who said, "I'll do most of the homework, but I don't put in any extra effort." Some of the other stakeholders found that it was not necessarily the grade that motivated them, but fear. Parent Petra explained that, unlike the sentiment she instilled upon her child, that "Yes, the fear is what motivated me. There was a fear of not being considered intelligent. I love to learn." Some stakeholders emphasized that sometimes learning something was done for the joy of learning, "In general I was motivated about my own learning," said student Henry when asked about what motivated him. Teachers leaned towards the implicit desire to learn. Teacher Mrs. Tam piped excitedly, "Yes, I was very nerdy. I was!" Though some educators took a more subtle tone like Mr. Tarrik who said,

> I think it ebbs and flows. I think I'm motivated to learn and I think that any teacher worth his or her salt is intrinsically motivated not just to be studious for the sake of being studious, but really some self-edification.

Learning approach.

Learning Approach: *Student Stakeholder* **Survey Statement 10** - I know how to use

the Internet effectively to help my language learning.

Learning Approach: *Other Stakeholder* **Survey Statement 10** - Students use the
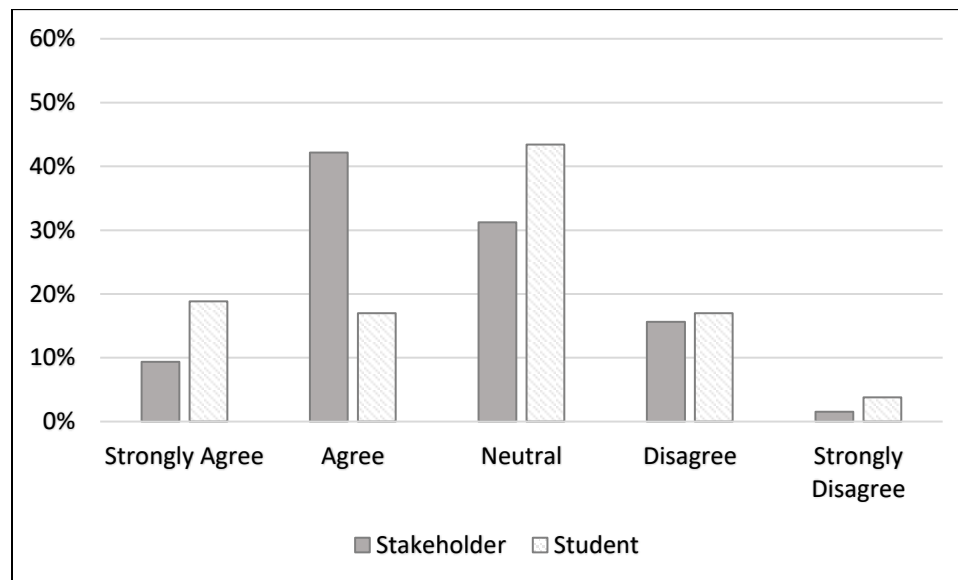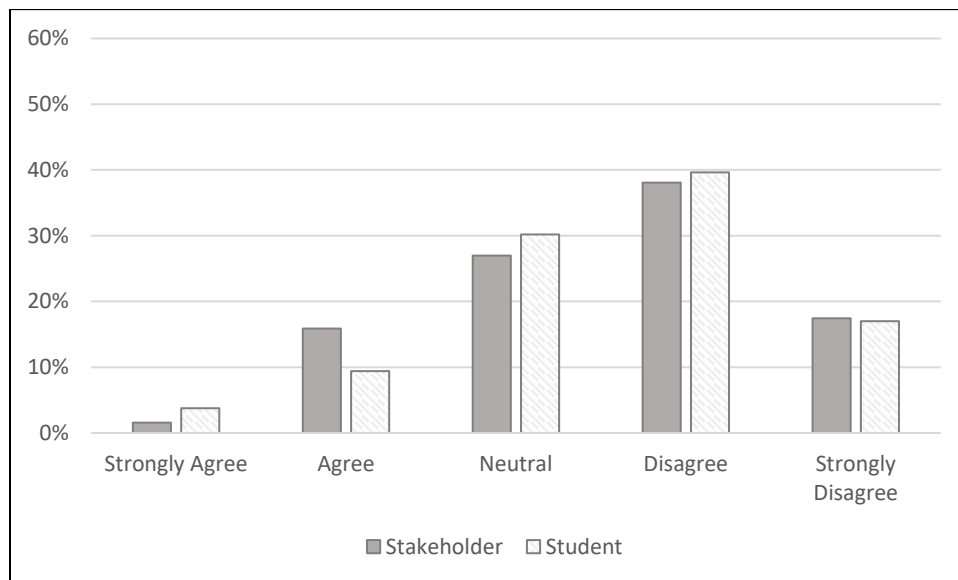
internet effectively to help them language learning

Figure 9. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's ability to use the internet effectively to help them in their language study.

With relation to students' ability to utilize the internet effectively to help them in

their language study, students responded to the statement in a very positive light. Nearly

71% of student stakeholders believed they knew how to use the internet to help them

study the language they were learning. Though other stakeholders leaned on the more

positive side of the statement, students use the internet effectively to help them language

learning, at 47% it comes nowhere near the students' 71%. Telling, though, is the 38%

NAND responses of the other stakeholders. This group seemed less confident and on the

fence about student stakeholders' use of the internet for language learning than the

students themselves. Perhaps because they were less confident with internet use in

general

Learning Approach: *Student Stakeholder* **Survey Statement 11 -** I enjoy my language

lessons more than most other lessons.

Learning Approach: *Other Stakeholder* **Survey Statement 11 -** Students enjoy their

language lessons more than most other lessons.

Figure 10. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's perception on student enjoyment of language lessons in relation to most other lessons.

Figure 10 illustrates perception of students' enjoyment of language learning in

comparison to most other lessons. Student stakeholders, and other stakeholders alike,

once again formulated opposing response rates on the Likert-scale. Though their strongly

agree and strongly disagree responses nearly equaled, the student stakeholder response of

disagree was at 36% with a neutral response at 34%. The other stakeholder response to

the prompt was more or less neutral, given that nearly 50% of respondents were not in

agreement or disagreement with the statement that students enjoyed their language

learning. Once again, the other stakeholder group seemed to paint a rosier picture of

student world language learning than the student stakeholders themselves.

Learning Approach: *Student Stakeholder* **Survey Statement 12 -** My language

learning has given me the skills and confidence to learn independently.

Learning Approach: *Other Stakeholder* **Survey Statement 12 -** Students learning

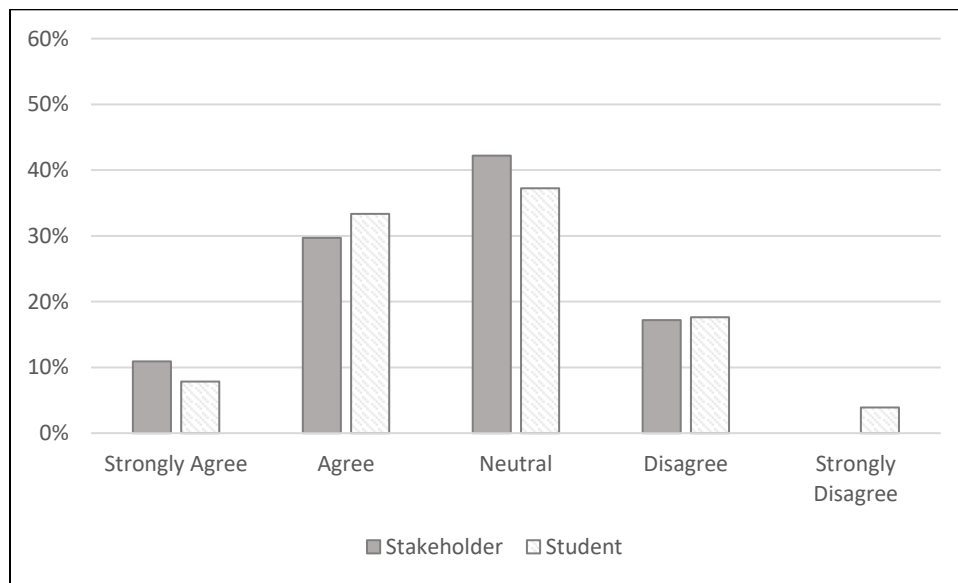language has given them the skills and confidence to learn independently.

Figure 11. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's confidence in language learning and ability to learn independently.

Student stakeholder and other stakeholder perceptions in relation to the student's

confidence in language learning and ability to learn independently correlated somewhat

as illustrated in Figure 11. Though other stakeholders' strongly agree responses topped

out at 10%, the majority of stakeholders either agreed or were Neutral to the

statement. Student stakeholders, on the other hand leaned more to the middle or disagree

side of the Likert-scale when responding to a similar statement, my language learning has

given me the skills and confidence to learn independently, averaging a 92% response rate

for agree, NAND and disagree, with a slight decline from agree to disagree. Similarly

placed in terms of response was that of the stakeholders to the response with a few

percentage points from both stakeholder and student in the strongly disagree response.

One particular student, Stark, explained, "Every day, pretty much, just read the material

and talk about the material," implying that he did not necessarily need the instructor to

get through the necessary concepts; continuing further by finishing his statement with a

simple phrase, "lectures." This mind-set was rarely seen from the student stakeholder

perceptions. However, when asking other stakeholders to express whether they

possessed confidence to learn independently, their responses echoed that of young

Stark. Mr. Thorian was an instructor, who was on the same level as Stark saying, "It was

more self-driven" when it came to language learning. Though the same theme perforated

the response from another teacher, Mr. Theodor, it was in need of a bit more support.

"I'm a very like, show me how to do it and I'll do it. So, I like direct instruction. I felt

like that was always the best thing for me. I hated cooperative learning," said Mr.

Theodor. He continued by admitting, "I had a lot of what I guess I would consider old-

school teachers. I didn't have a lot of teachers who wanted to try new things," perhaps

shedding light on his perspective." Administrator Dr. Alex echoed teacher Mr. Theodor

by saying, "Back then, it was rows, you sit there. When the bell rings you get up and

when the bell rings you sit back down again," giving the impression that one's

confidence to learn on one's own was not necessarily by choice.

Learning Approach: *Student Stakeholder* **Survey Statement 13 -** I'm confident in my

ability to learn a language and overcome the challenges involved.

Learning Approach: *Other Stakeholder* **Survey Statement 13 -** Students learning
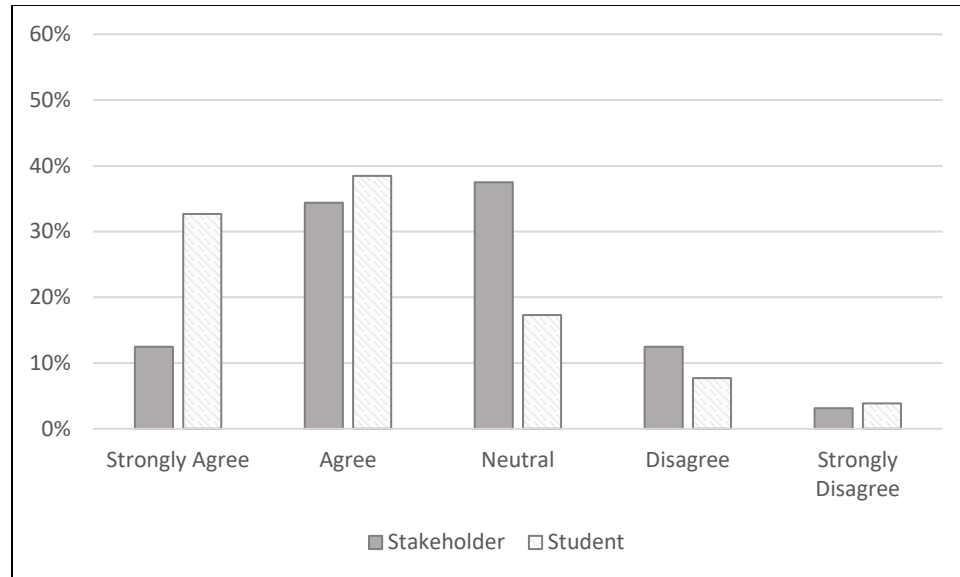
language has given them the skills and confidence to learn independently.

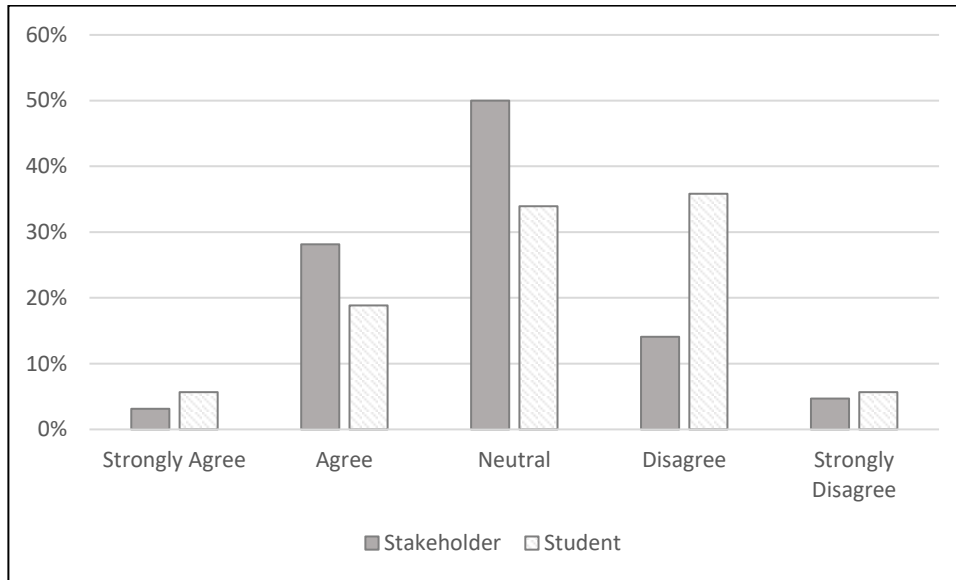*Figure 12*. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's confidence in language learning and ability to overcome challenges involved.

The response consistency illustrated in Figure 12, when comparing student

stakeholder and other stakeholder responses to the prompting of whether or not student

confidence in language learning and ability to overcome challenges, was intriguing.

Noteworthy, were the similar responses to the Likert-scale. Student stakeholder

perceptions of confidence and ability to overcome language learning challenges (53%

strongly agree or agree) outweighed that of the other stakeholder perceptions of students'

confidence and ability to overcome challenges in language learning (42% strongly agree

or agree). Other stakeholder perception of students on that same question with relation to

ability and confidence outweighed that of the student stakeholders, in that 25% either

disagreed or strongly disagreed that they possessed those attributes for overcoming

challenges involved in learning language, when compared to student stakeholders, at 15%

either disagreed or strongly disagreed. Students expressed a variety of opinions and

emotion when confronted with the idea that they had the skills and confidence to learn

independently. Some students, like Sunny, explained, "I don't know. I feel like if I tried

harder I would know it (*the language*) better. I have too much stuff going on to try hard

though," confronting the fact that time was short, precious, and that it could be the thing

that kept him from being successful and confident. Some students, like Sean, explained,

"I was just never at all good at languages. I'm not even good at our own language. I

can't even spell. Just me learning part of the language was tough for me." From the

other stakeholder perspective, teacher Mrs. Tam explained, "I'll admit that I don't buy

into that (skill and confidence to learn independently). I think that when you're

interested in something I think you're brain learns different ways to grab onto it." Mrs.

Tam went on further to purport that confidence in learning was what you made of it,

when furthering her argument by saying, "I mean, I like listening to things, I like reading

things, I loved playing Simon says in Spanish. The fact that this was a whole different

world view, that was enticing."

Learning Approach: *Student Stakeholder* **Survey Statement 14 -** My language

learning gives me opportunities to learn the way that suits me best.

Learning Approach: *Other Stakeholder* **Survey Statement 14 -** Language learning

gives students opportunities to learn in ways that suit them best.

Though it appeared that other stakeholders believed that student stakeholders had

the opportunity to learn the way that suited them best while learning languages, Figure 13

illustrates that, in fact, student stakeholders painted a somewhat different picture. Though

the data from both stakeholder groups correlated for the most part within the graph, one

could see that students were almost equally NAND (27%) and disagree (25%) with the

statement; a waffling response. However, no student had a response of strongly disagree

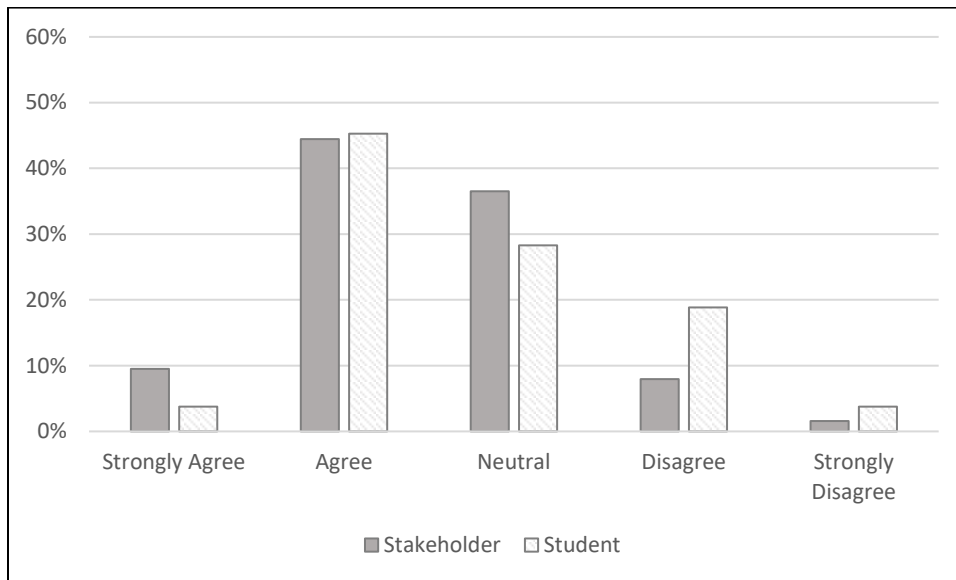with the statement, unlike the 6% of other stakeholders who did.
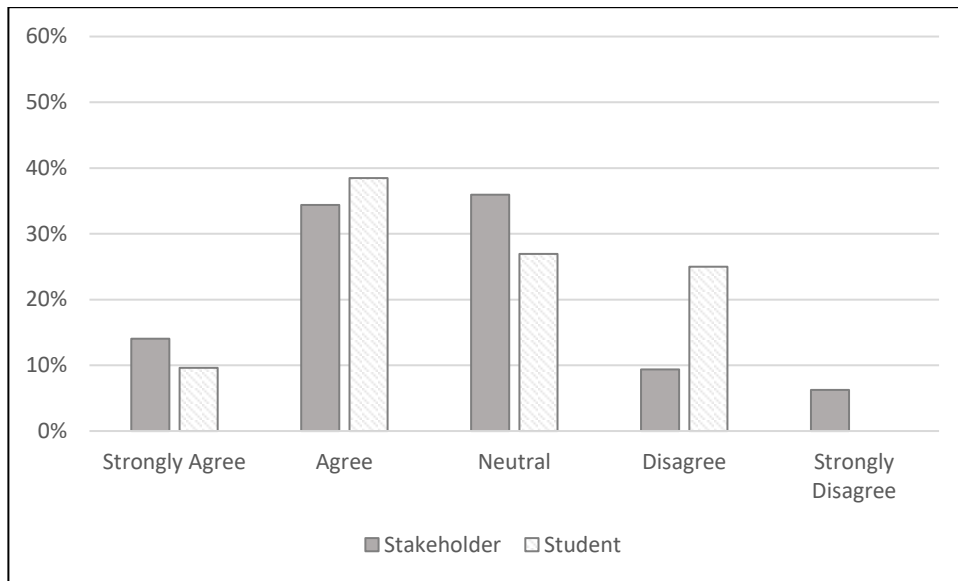
Figure 13. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's opportunities to learn the way that suits him/her best while learning language.

The representation across the Likert-scale was evident from the other

stakeholders, but student stakeholders strayed away from being completely disagreeable

with the statement, which was interesting when comparing other stakeholder perceptions

of the similar prompt. While some students reported that, yes, language learning gave

them opportunities to learn the way that suited them best, some were not so sure and

some other stakeholders completely disagreed.

Students Sanya and Sade both agreed that they were given opportunities to learn

the way they liked. "I think I learn best in a really fun and creative setting," said Sanya,

when thinking about her language experience. Sade continued by saying, "I can learn

different ways, but I'm not very good with visual things. I'm more of a write it down

kind of person which helps me with whatever it is, to stick in my mind." Student Steven

was on the fence about whether he experienced the same sort of learning when he said, "I

learn by seeing things and actually doing them. Like, more one-on-one stuff I learn

better. Sitting there and listening to a lecture doesn't do it for me." When he was later

asked if the way he learned correlated with how his instructors taught the language he

was learning, Steven said, "A little bit, I guess." Administrator Dr. Alex admitted that he

required a little more attention when he said, "I was more of a hands on learner, if you

had me up and actively participating, I was all in" and confessing when responding to if

his instructors taught like this, "No, not back then. Back then it was rows, you sit there

until the bell rang." Though this sentiment seemed to resonate for the most part among

all stakeholders, one parent in particular solidified this feeling, but reveled in its

glory. Petra acknowledged, "I was a very auditory learner. I did well in anything though,

so, but I would say primarily auditory and I have a really good memory." This parent,

like Dr. Alex, came from the same generation of learners who experienced a more than

average amount of lecture, and when asked if she experienced this type of learning in the

classroom, she responded, "Yes, they were primarily lectures," smiling as she

responded.

     Relevance.

Relevance: *Student Stakeholder* **Survey Statement 15 -** My language learning is

     important to me.

Relevance: *Other Stakeholder* **Survey Statement 15 -** Language learning is perceived

     as important to students.

The representation of how important language learning was to the student is illustrated in Figure 14. The responses from both stakeholders and students, more or less, correlated across the Likert-scale of responses.
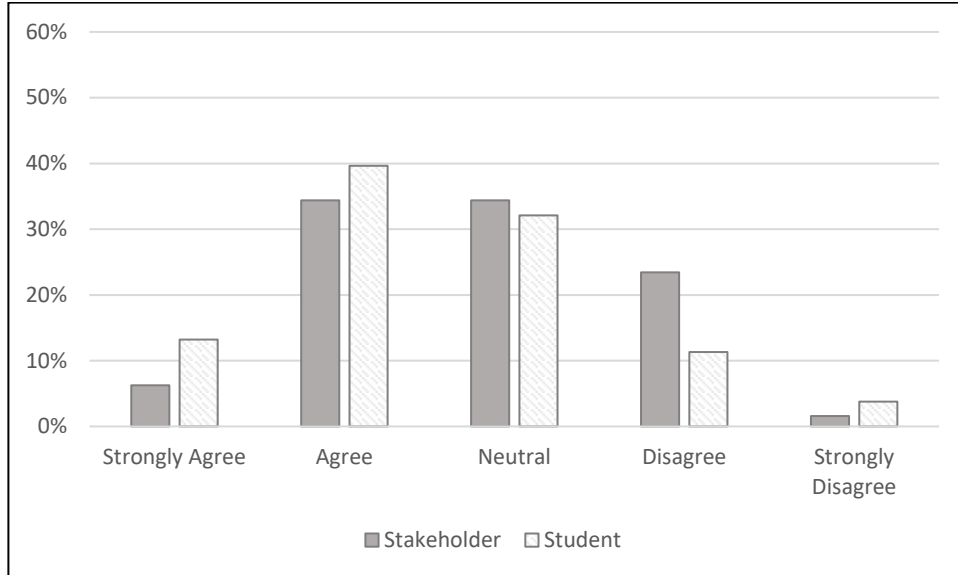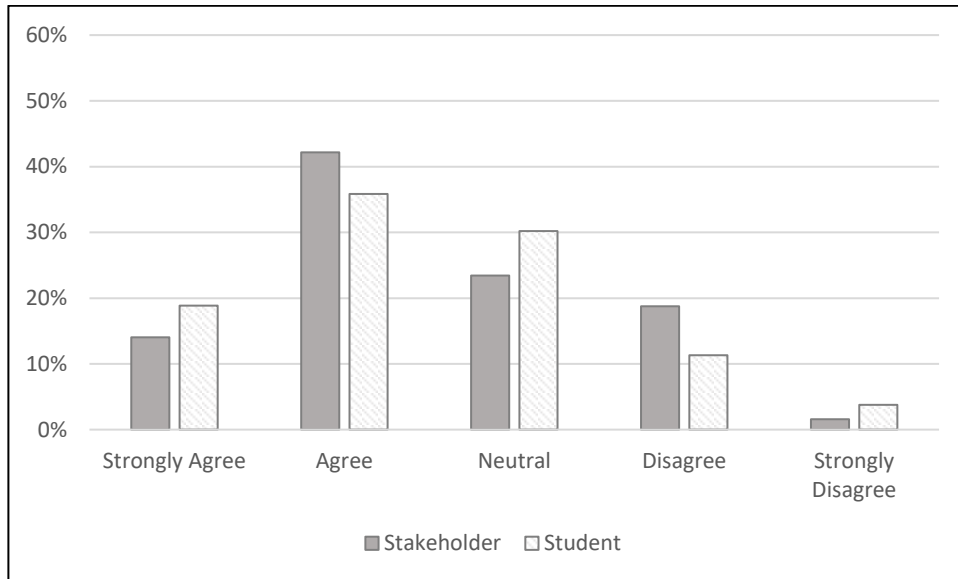

Figure 14. Comparison of percentage of student stakeholders and other stakeholder responses in relation to how important language learning is to the student.

The two populations indicated in Figure 14 responded in a related fashion; student stakeholders with 55% either strongly agreed or agreed, and other stakeholders with 56% either strongly agreed or agreed. Though student stakeholders tended to be more neutral with the statement, other stakeholders responded more negatively to the statement by marking disagree almost twice as often as student stakeholders (19% compared to 11%). The percentage of each population that responded to strongly disagree did not seem very notable when compared to the rest of the data collected for this particular prompt. When asked of world language's perceived importance, both student stakeholders and other stakeholders had much to say. Most students related language and its ability to be valuable to them in some way in relation to job prospects. Skip stated, "I do. I think in the real world it gives you a huge advantage." Skyler further said, "Yes,

because I feel that in our future when we have jobs it will be important to know a

different language because you could get a job in another country." A point advanced

further by student Stark who said, "Yeah, it kind of opens you up for more job

opportunities." Not only did students see the fiscal advantage via job prospects and

opportunities, but they also saw language as important for experiences abroad, as

well. However, student Sean commented that it may not matter really, making the point,

"I guess it depends on the person. If you're isolated in where you're living, there's no

reasons to learn a language, but if you want to travel the world and do different things

you should probably learn another language." Solidifying the point, Steven remarked,

"Yes . . . it's important because you might need to be able to communicate with other

people and have influence in certain situations." Teachers and parents alike found that

there was a perceived importance in language, as well. Resoundingly familiar to the

monetary value that some students put on language learning, Mr. Theodor made the

point,

> It just makes you a well-rounded person. I think it gives you something to put on
>
> a resume. It's a good thing to have in the business world. Being able to say you
>
> can speak Spanish or Chinese gives you a leg up on some other people.

Though parent Petra and teacher Mrs. Tam had similar opinions, "When you live in a

foreign country, you have a feel for the nature of the language. What kind of personality,

what kind of lifestyle, what kind of attitude, and perspective Hispanics in general have

about the world," said Petra. Mrs. Tam continued a similar thought by saying that "it

enriches your understanding of your own language. It gives you a new perspective on

what's going on in the world, in your own country, with your own students." Both

administrators chimed in with similar opinions, as well. Dr. Aaron stated when reflecting

on his experience, "I would have never thought about those hints as to or allusions to

cultural idiosyncrasies and/or preferences that are revealed in language." On the same

note, Dr. Alex echoed Petra and Mrs. Tam when he said, "You're learning more than just

one language, you're learning culture as well. I think if you understand the people, you

understand the language better."

Relevance: *Student Stakeholder* **Survey Statement 16 -** I'm learning useful things in

   my language lessons.

Relevance: *Other Stakeholder* **Survey Statement 16 -** Students are learning useful

   things in their language lessons.

Figure 15. Comparison of percentage of student stakeholders and other stakeholder
responses in relation to student's perception of things learned in class as being useful
during language lessons.

When considering the gravity of Figure 15 and its prompt of whether students

perceived those things learned in class as being useful during language lessons,

overwhelmingly both the other stakeholders and student stakeholders strongly agreed or

agreed (other stakeholders 90%, and student stakeholders 74%). Though some students and stakeholders marked NAND, disagree, and strongly disagree, it was obvious to this researcher that both populations considered the language lessons and things being learned in a world language class to be useful. Many student stakeholders and other stakeholders expressed their knowledge of how language could benefit them in the future. Student Sunny mentioned, "Yes (it's important), if you travel to other countries. Plus, I want to be a nurse and if there are patients that speak another language that could be useful in their care." Though Sunny expressed an obvious advantage within the field in which she wished to work, she went on to say that bilingualism's role in the U.S. was not important "because not a huge percentage of population is bilingual. I think. It is important, but I don't think you need to be in the U.S.," slightly contradicting herself. Skip expressed awareness that "it does give an advantage. It probably depends on your profession and location in the country," and making an astute observation on the topic as a whole when he said, "It doesn't hurt." On the contrary, most other stakeholders felt that it helped learners understand and appreciate those that did speak two languages. Staff member Henry made the point, "I think for the most part, its back to the idea of empathy and it's because those places are out there and it's a whole world of people. Likewise Hillary, a support staff colleague of Henry, argued, "I think it's really relevant and it's really important for kids to know that not everyone speaks the same language and for adults to know that there are other ways to communicate things."

Relevance: *Student Stakeholder* **Survey Statement 17 -** What I learn in my language
        lessons seems pointless.

Relevance: *Other Stakeholder* **Survey Statement 17 -** Students perceive language

lessons as pointless.

Interesting, when considering the student stakeholders and other stakeholder responses illustrated in Figure 16, there seemed to be a more or less inverse relationship with Figure 15, though not entirely from the perception of other stakeholders who leaned more towards the NAND response on this statement, at nearly 30%.

Figure 16. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's perception of things learned in class as being pointless during language lessons.

Additionally, students' agree response rate was nearly twice that of the other stakeholder group. In other words, students thought what they learned in class seemed pointless twice as often as other stakeholders. Though this statement was in essence the complete opposite as that illustrated in Figure 15, the sentiment that language was both useful and pointless was present within this particular school. Though neither student nor other stakeholder strongly agreed to this statement in any serious number, those that agreed or were neutral was high, when comparing Figure 16 to Figure 15.

Relevance: *Student Stakeholder* **Survey Statement 18 -** My language learning is

connected to the real world**.**

Relevance: *Other Stakeholder* **Survey Statement 18 -** Students perceive language

learning as being connected to the real world

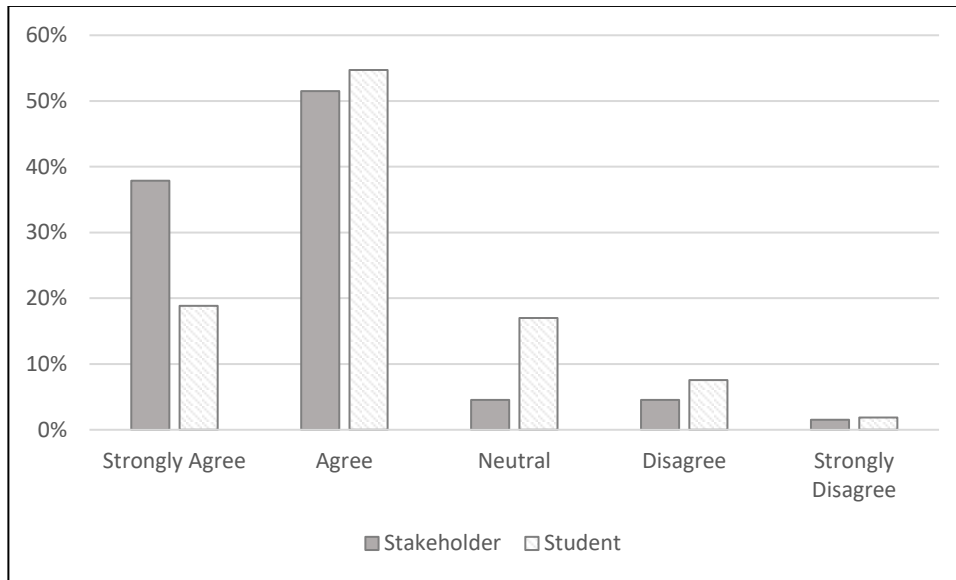*Figure 17*. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's perception of their language learning being connected to the real world.

The sentiment in relation to student perception of language learning being

connected to the real world echoed that of Figure 15, in that both other stakeholders and

student stakeholders perceived a correlation between what was learned in the classroom

and its purpose in the world. Student stakeholders and other stakeholders responded

overwhelmingly with strongly agree and agree (76% and 65% respectively), though more

of the other stakeholders marked neutral on the Likert-scale and 2% marked strongly

disagree. There was an observed strong and positive relationship between student

perception of their language learning and its being connected to the real world. As with

the previous discussion regarding language's perceived importance and usefulness,

students and other stakeholders continued to offer positive commentary towards the

sentiment that language learning was connected to the real world. Making those very

connections, student Sade pointed out, "There are people in this world that don't speak

more than one language so you have to talk to them in another language," thus suggesting

that it was the responsibility of the learner with the opportunity to learn a language to

make that extra effort, and not the other way around. Though student Sanya admitted, "It

definitely helps in certain situations, but a place like where I live there aren't many

Spanish speakers. It betters your English, of course, but you can't really use it on a daily

basis." Solidifying the argument of the benefits and alluding to the lack of opportunity,

student Sean argued, "I think there's a small role, but I definitely think it could be

bigger. As a country we don't even give other languages a chance besides a few hours

we give it in school." He continued by saying, "If a person doesn't want to keep on

following that or go more in depth with that language, then it's lost. Unless you're

focused on it, than there's no point in doing it because most people can communicate in

English," further hardening the previously mentioned stance by Sanya.

Relevance: *Student Stakeholder* **Survey Statement 19 -** I understand how what I learn

in my language lessons is relevant to the real world.

Relevance: *Other Stakeholder* **Survey Statement 19 -** Students learn in their language

lessons is perceived as relevant to the real world.

Though Figure 17 illustrates language learning and its connectedness to the world,

Figure 18 portrays students' understanding of what they were learning and its relevance

in the world. Both populations responded positively to the statement (strongly agree or

agree), and neither responded with strongly disagree. Both groups responded with a low

number of disagree responses (roughly 10%). Just as Figure 15 and Figure 17 show a

positive perception of world language's relevance in the world, so too does the perception of students' understanding of what they were learning and how it related to the world, though nearly a third of student stakeholders selected the NAND option here.

Figure 18. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's understanding of what they are learning and its relevance in the world.

Other stakeholders had more to say with relation to the relevancy of language lessons to the real world. Teacher, Mr. Tarrik, pointed out, "I think that it helps people in a lot of different ways. That doesn't necessarily mean knowing how to ask where the bathroom is in Spanish. It's a ton more than that." Propounding on the notion of more Spanish than simple interaction and questions, administrator Dr. Alex agreed with Mr. Tarrik when he said, "Society's culture is changing so much. There are probably pockets of people when I was growing up. Not anymore. Everyone live everywhere," thus articulating the observation of a global community. Parent Petra also chimed in with relation to the relevance of language lessons, by adding that it is relevant, "for lots of reasons. For multiculturalism, for a broader world view. It's huge. Just to gain insight."

Relevance: *Student Stakeholder* **Survey Statement 20 -** My language learning is

preparing me well for life after school.

Relevance: *Other Stakeholder* **Survey Statement 20 -** Language learning is preparing

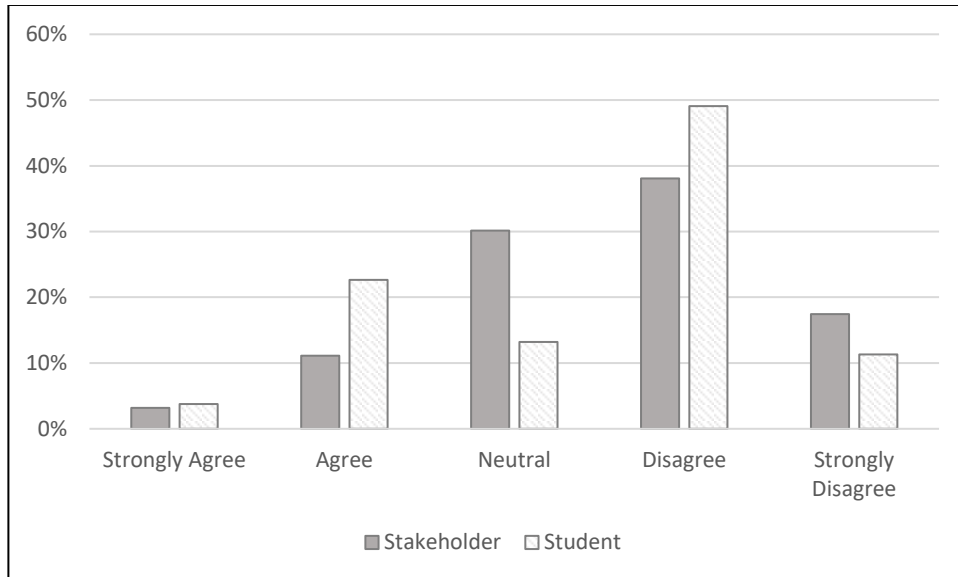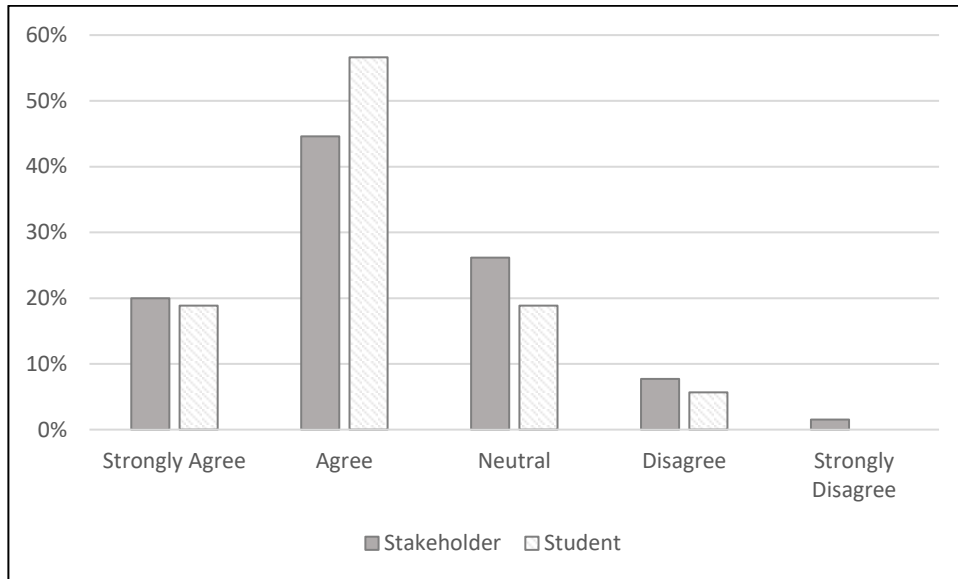students well for life after school..

Figure 19. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's perception of language learning and its impact on preparation for life after school.

While gauging world language and its correlation to relevance and importance in

the world was perceived by other stakeholders and student stakeholders alike, the

responses by students to, my language learning is preparing me well for life after school,

differed when compared to the other stakeholder responses to, language learning is

preparing students well for life after school. It was easily perceived, based on Figure 19,

that stakeholders leaned to the positive end of the question of whether language learning

impacted student preparation for life after school. Nearly 72% of stakeholders strongly

agreed or agreed that language learning prepared students for life after school. Contrary

to this frame of mind, student responses were more equally distributed across the Likert-

scale, with the largest amount, 36% selecting agree. Still, when considering the majority

of students selected strongly agree and agree (55%), there was a noticeable amount that

selected disagree and strongly disagree (17%). For the most part, student stakeholders

believed that what they were learning was preparing them for life after school. Student

Sanya stated, "I think schools offer world language because it prepares us for later

learning. I think you take what you learn from world language and apply it to other

skills, communication skills." She continued further by making the connection between

English and a world language, by saying, "I think if you are good at one language, it

makes your English better." Student Sean connected language learning and its

importance to life after school with travel. He said that language learning "goes back to

the fact that people are interest in traveling, going out of the country and really exploring

and talking with other people from around the world." He expressed that this was

important because one would be able "to have responses, not just from our country, but

from other places to get cultural differences in their life. People love that type of stuff. I

think cultural differences in the same place are really important," calling for

multiculturalism in his response. Teacher Mrs. Tam conceded that there may also be

ulterior motives when she said, "I think that today there's also an economic motivation,

you know this idea that the world is smaller and so we want to be able to be a part of

that." Additionally, Mr. Tarrik postulated that language offered life other benefits, as

well, "because of all the research on what we've seen on what being multilingual or

knowing another language can do or how they use that language. Or, for learning in

general." Mr. Tarrik reasoned that language "opens up a lot of different avenues in the

mind. . . . that language acquisition teaches students a lot of learning skills and concepts

that apply over a broad spectrum." He went on by pointing out the bias found in education today with relation to languages and their 'non-core' stigma. "I think it's absolutely important. I think there's a culture . . . subconsciously . . . placing levels of significance based on whether they're not "core" classes. I think it's absolutely essential;" making the argument that world language study was just as important as 'core' curriculum (i.e. Science, History, English, and Math, which constituted core curriculum in the U.S., specifically in Missouri).

Relevance: *Student Stakeholder* **Survey Statement 21** - I'm learning about life in the
     countries where my language is spoken.

Relevance: *Other Stakeholder* **Survey Statement 21** - Students perceive learning about
     life in countries where the language is spoken as important.

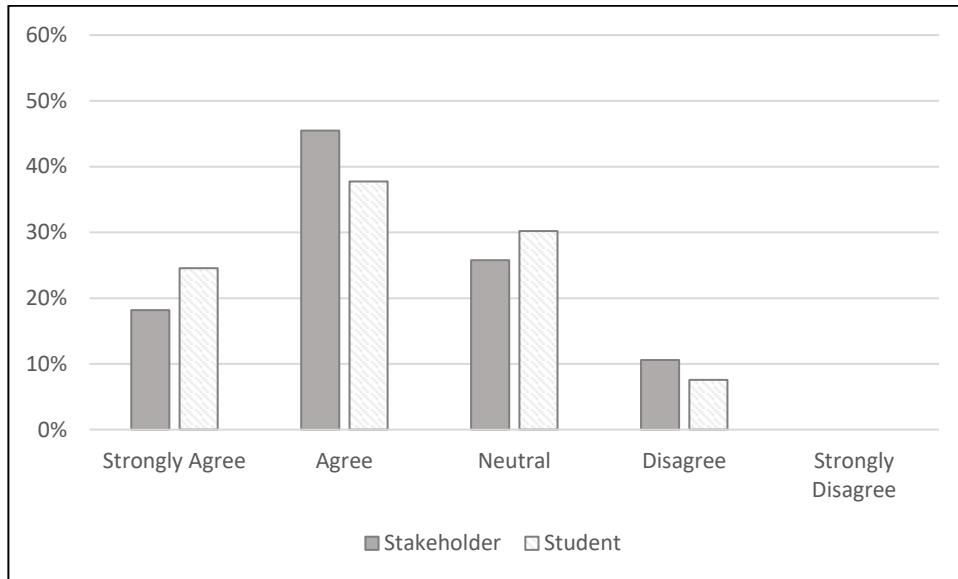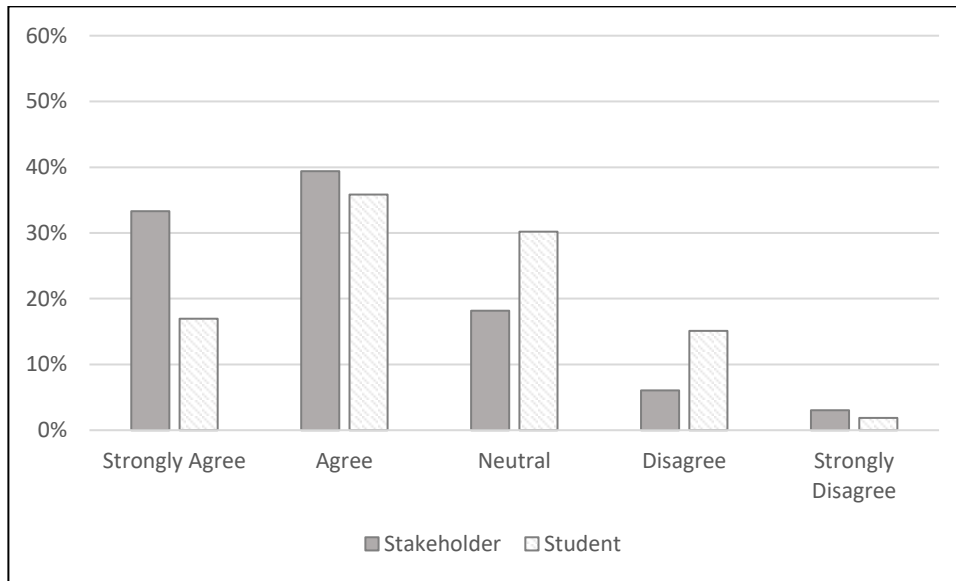*Figure 20*. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's perception of whether or not they are learning about countries where they will be able to use the language being learned.

     Illustrated within Figure 20 is the students' perception of whether they were learning about life in the countries in which the language they were learning was

spoken. Less than 6% of student stakeholders disagree or strongly disagree, whereas 10% of other stakeholders disagreed and none strongly disagree. The question for the stakeholders slightly differed in that it inquired as to the student perception of learning this information as being important. This difference could very well skew the data within this particular question, due to the inconsistency of the question from both populations. Taken separately though, student stakeholders understood and recognized that they were learning about the countries where the language they were learning was spoken. Similarly, other stakeholders were under the impression that students perceived learning about those countries was important. The consensus among students and stakeholders with relation to the perception of learning about life in countries where the language being learned was spoken was positive and beneficial. Student Stark commented on the matter by saying that its purpose was "to inform you about other cultures and other countries. If not, you don't know what's around you." Teacher Mr. Theodor felt similarly and expressed himself by saying "a lot of world languages offer the cultural aspect, too, so you can learn about different societies and how their country works now as opposed to ours and see the relationships and differences."

     Progress.

Progress: *Student Stakeholder* **Survey Statement 22** - My language learning is
     preparing me well for my language exams.

Progress: *Other Stakeholder* **Survey Statement 22** - Language learning is preparing
     Most, if not all, student stakeholders surveyed were in the Advanced Placement course at the school district; and, therefore gave significant insight to this statement. Figure 21 illustrates that both populations responded agree, nearly half from

the other stakeholders (48%), and over half from the student stakeholders

(60%). However, 23% of other stakeholders strongly agreed, students were being

prepared well for their language exams.

Figure 21. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student's perception of preparedness for their language exams.

With regards to preparedness, student Sean spoke up when discussing his abilities

and reiterated his previous statement, "I just never was good at languages . . . I have a

hard time writing. In my language classes I wasn't good at trying to learn." Though

most students interviewed had nothing to say on the matter, some stakeholders felt the

urge to convey their opinions about being prepared for language exams. "I was just not a

good blanket memorizer," said administrator Dr. Aaron, when referencing his challenge

with relation to studying for exams. Staff member Hillary went further to describe the

amount of effort and time it typically took to study for her exams, "I think with language,

there's a lot of time you've got to spend independently speaking and reading and

watching." Student stakeholders and other stakeholders holistically agreed that the

challenges really lay within time constraints and one's own ability to comprehend the

material.

Progress: *Student Stakeholder* **Survey Statement 23 -** I worry about the difficulty of

> learning my language.

Progress: *Other Stakeholder* **Survey Statement 23 -** Students worry about the difficulty
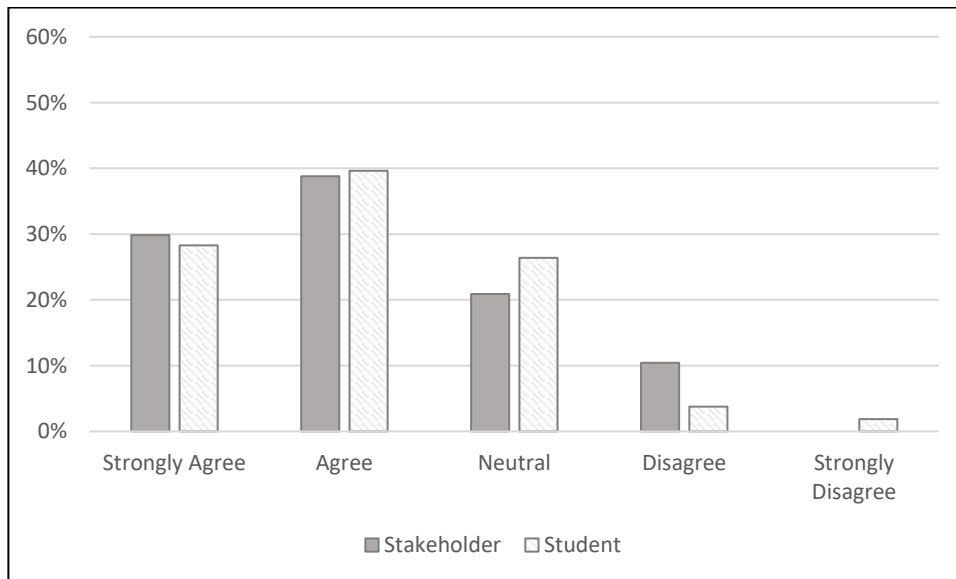
> in learning a language.

Figure 22. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student worry about the difficulty of language learning.

Through the representation of data in Figure 22, one sees the majority of student

stakeholders and other stakeholders perceived that students worry about the difficulty of

language learning. Other stakeholder perceptions of student worry (79% strongly agree

or agree) exceeded student stakeholder perceptions of their worry (56%). Not that the

data unclearly represented that student stakeholders perceived they worry less, but there

were more NAND and disagree responses from students than from other stakeholders;

which may signal a potential group tentativeness about this comment. It is important to

note that neither group selected strongly disagree for this statement. Only one student

focused on the difficulty of language learning. Sean reiterated that he was "never at all good . . . at language," and "I can't even spell." He went on further to say, "I have had a hard time writing. In my language classes, I wasn't good at trying to learn." A few stakeholders understood the complexity of language and hinted at the difficulty therein. Administrator Dr. Aaron also emphasized, "I was just not a good blanket memorizer." Staff member Henry supported the idea of the heavy task of learning a language by pointing out, "with language there's a lot of time you've got to spend independently speaking and reading and watching."

Progress: *Student Stakeholder* **Survey Statement 24 -** I expect to do well with my
        language learning.

Progress: *Other Stakeholder* **Survey Statement 24 -** Students to do well with their
        language learning.

Figure 23. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student expectations about how well they will do in relation to language learning.

When given the prompt, I expect to do well with my language learning, student stakeholders responded 59% strongly agree and agree, which almost mirrored the responses of the other stakeholders (see Figure 23). Only a small percentage of students disagreed with the statement and even less so with strongly disagree; though this number, 10%, was less than that of the stakeholders, 11%. This was encouraging because it represented an expectation that students understood that they expected to succeed. The strongly disagree from the student perspective was notable, due to the desire for all students to achieve no matter what level.

Progress: *Student Stakeholder* **Survey Statement 25 -** I'm confident of achieving my target level in my language learning this year

Progress: *Other Stakeholder* **Survey Statement 25 -** Students can achieve their target level in their language learning this year.
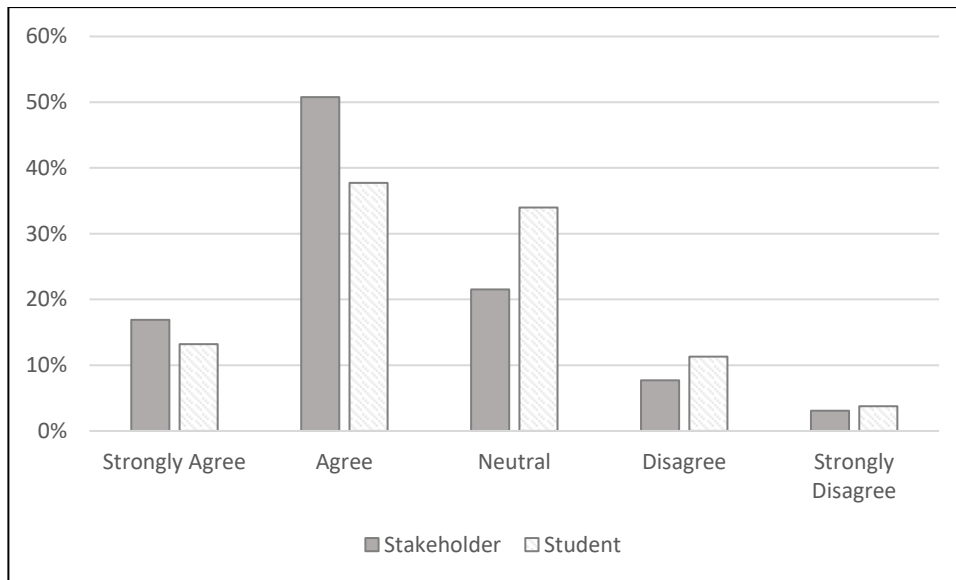
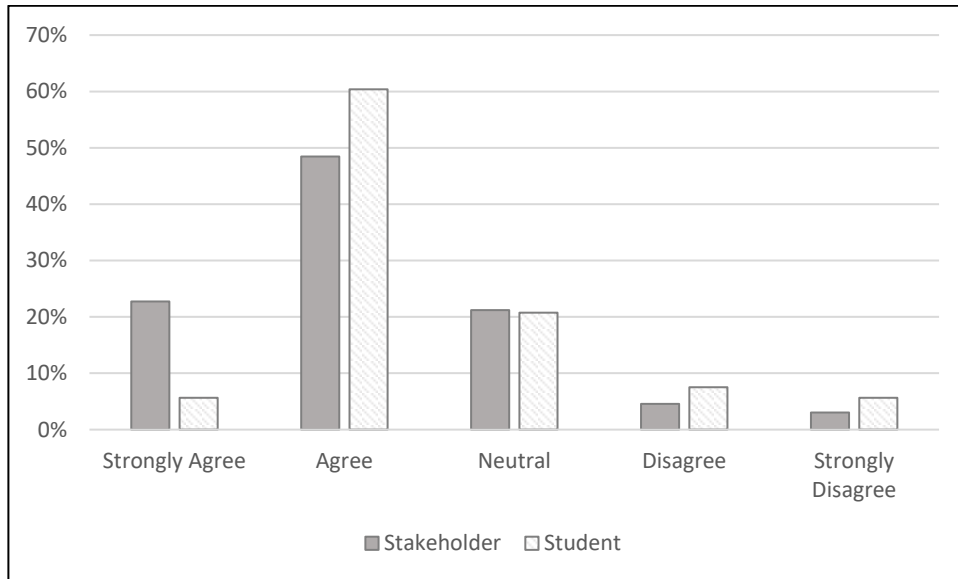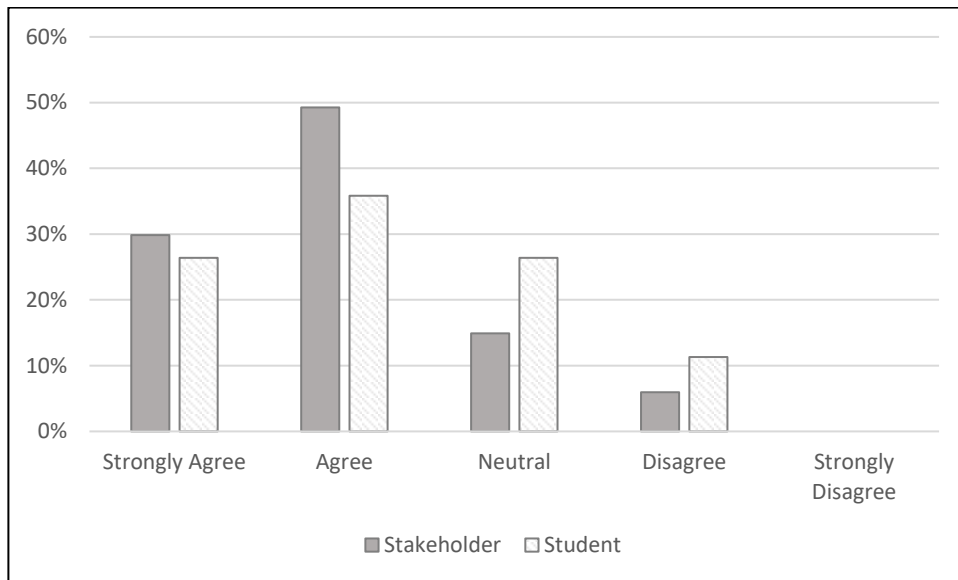*Figure 24*. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student confidence in achieving their language learning target level for their current year of study.

Figure 24 represents student and stakeholder responses to the statements showing less confidence among the student stakeholders than the other stakeholders. The data shows agreement from both populations as being a noticeable choice, in that 38% of student stakeholders and 51% of other stakeholders agreed that students could achieve their learning target levels for their then-current school year. The high number of student responses that were NAND to this statement could show that the learning targets described may or may not be part of their vocabulary, or were not articulated to the students. This number, 34%, consisted of one-third of the population of students surveyed. Student stakeholders and other stakeholders tended to associate the statement with their abilities to get work done. Some students interviewed correlated their confidence in achievement to that of their work ethic. Skyler suggested, "Because I study and do my homework, but I'm not outgoing and I don't study for five hours a night." Stark was brief, but to the point when he said, "I turn my stuff in and try my best." Likewise, Sanya continued the trend by saying, "I did all my homework, I showed up every day and I put my best foot forward." A couple other stakeholders echoed that, which was said by students. Staff member Hillary noted, "I found myself trying harder to please them [instructors] and sometimes I tried harder because I wanted them [instructors] to be as successful" Teacher Mr. Theodor went further to declare that his confidence came from "making sure that I was on top of getting assignments done. I studied for tests. I got good grades in classes. I had good relationships with my teachers. I enjoyed going to school. I did actually like it." Another teacher Mr. Thorian added,

I was curious, I guess I wanted to please . . . I wanted an identify that showed me

at being good at school. I was formulating my own identity . . . I wanted to move

forward and I thought the best way to do that . . . was doing the right thing.

Progress: *Student Stakeholder* **Survey Statement 26 -** I'm on track to achieve or exceed

expectations with my language learning.

Progress: *Other Stakeholder* **Survey Statement 26 -** Students are on track to achieve or

exceed expectations with their language learning.
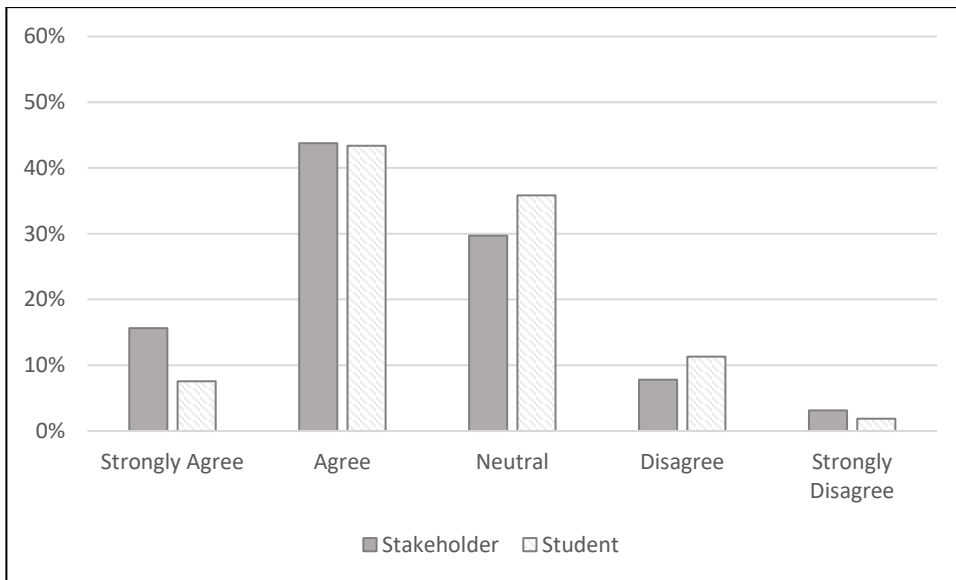
Figure 25. Comparison of percentage of student stakeholders and other stakeholder
responses in relation to student perception to meet or exceed language learning
expectations for their current year of study.

Student perception to meet or exceed language learning expectations for the then-

current year of study is gauged in Figure 25. Though student stakeholder and other

stakeholder similarities existed within the data shown, there were slight variations to how

the populations responded to their individual statements. Students leaned more toward

NAND at 36%, though 43% selected agree. On the other hand, the other stakeholders

were more positive. Similar to the students in their agree response rate of 44%, other

stakeholders had twice the strongly agree response rate (16%), when compared to the

student stakeholders' strongly agree response rate (8%).

Progress: *Student Stakeholder* **Survey Statement 27 -** I lack confidence in my language

   learning.

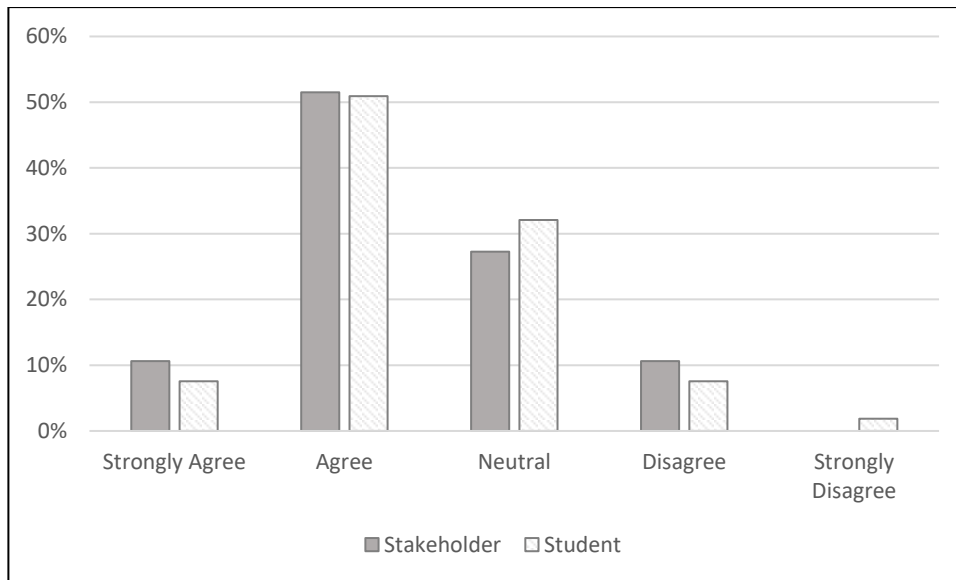**Progress:** *Other Stakeholder* **Survey Statement 27 -** Students lack confidence in their

   language learning.

Figure 26. Comparison of percentage of student stakeholders and other stakeholder
responses in relation to student's self-perceived lack of confidence in their language
learning.

   The representation of responses to whether students' self-perceived lack of

confidence was present when learning a language was displayed in Figure 26. Student

stakeholder responses leaned more on the strongly agree and agree side of the Likert-

scale with responses nearing 40%, with other stakeholders more convinced that students

lacked confidence, at 50% response to strongly agree and agree. Interesting to note, 6%

of other stakeholders strongly disagreed with the statement and no student responded this

same way. However, the 28% of students who responded disagree was telling, when only

17% of other stakeholders responded the same way. This could indicate a semi-confidence level for students in language learning classrooms, due to the fact that when combined with NAND (or even taking half of those who responded NAND) and disagree, one could deduce that nearly half of students disagreed or leaned to the disagree side of the statement that they lacked confidence in language learning. Though one student in particular mentioned feeling confident; Skyler, who said he felt "confident and excited that I understood it." Quite a few stakeholders admitted to not experiencing the same sentiment. Staff member Henry mentioned that his confidence was more related to the instructor he had, saying "I was never very good because I had a terrible German teacher in high school so I really didn't learn that much." Administrator Dr. Aaron connected his lack of confidence with disconnect to the grander scheme, "I think that I was pretty frustrated because I didn't see a big picture." One parent, Petra, was on the same level as the student Skyler when she put it plainly, "For me, it was organic. I guess I took it for granted and didn't understand the people that didn't get it."

Progress: *Student Stakeholder* **Survey Statement 28 -** I feel under pressure to do well with my language learning.

**Progress:** *Other Stakeholder* **Survey Statement 28 -** Students feel under pressure to do well with their language learning

Figure 27. Comparison of percentage of student stakeholders and other stakeholder responses in relation to students feel under pressure to do well with their language learning.

In general, it appeared that stakeholders and students agreed that students felt under pressure to do well with their language learning. Though 32% of student stakeholders selected a NAND standpoint on the prompt, 43% agreed with it. Other stakeholders were nearly double, at 16% strongly agree, with regard to the statement, while student stakeholders were near 9% on the same strongly agree sentiment. Only a select few other stakeholders and student stakeholders marked strongly disagree, but nearly 20% on the stakeholder side, when combining disagree with strongly disagree; meaning the pressure to do well may be as prevalent for one-fifth of the population.

Progress: *Student Stakeholder* **Survey Statement 29 -** I am confident writing in my

language.

**Progress:** *Other Stakeholder* **Survey Statement 29 -** Students are confident writing in

their language.

Figure 28. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student confidence with writing in the target language.

Nearly 36% of other stakeholders did not perceive that students were confident with their writing; a higher percentage than the 23% of student stakeholders had the same perception. NAND was a frequent response of both populations, 44% other stakeholders, and 36% student stakeholders; though an interesting 34% agree response rate by students could cause one to surmise that writing was an area about which students felt OK. It would appear that other stakeholders who marked strongly disagree, 9%, were not aware of student confidence in writing, due to the fact that no student stakeholders marked strongly disagree, and the amount that marked disagree, 23%, was still less than those other stakeholders that marked the same option.

Progress: *Student Stakeholder* **Survey Statement 30 -** I am confident listening to and understanding my language.

Progress: *Other Stakeholder* **Survey Statement 30 -** Students are confident listening to and understanding their language.

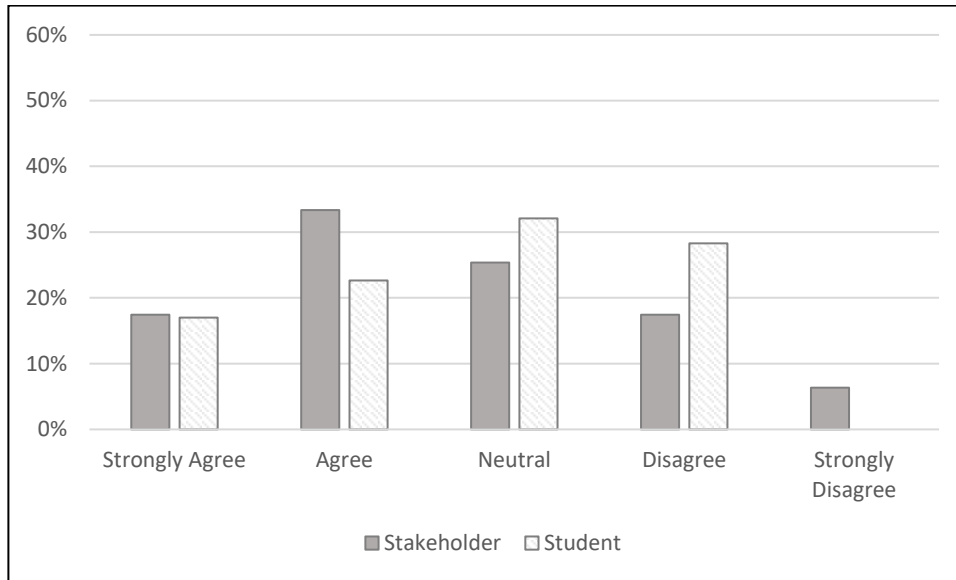*Figure 29*. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student confidence with listening to and understanding in the target language.

Similar to indications illustrated in Figure 28, student stakeholder and other stakeholder responses to the statement regarding student confidence with listening and understanding in the target language, illustrated in Figure 29, had similar response rates. NAND responses dominated both figures, but in Figure 29 there is an influx of other stakeholder sentiment with relation to agree, nearing 35%, in comparison to 26% from student stakeholders. The disagree response rate was a little less in Figure 29, showing that perhaps the listening practice that students received was more meaningful and provided them with more confidence than that of the writing practice shown in Figure 28, but not so noticeable to justify further investigation.

Progress: *Student Stakeholder* **Survey Statement 31 -** I am confident reading in my

target language*.*

Progress: *Other Stakeholder* **Survey Statement 31 -** Students are confident reading in

their target language.

Figure 30. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student confidence with reading in the target language.

Figure 30 provides a much brighter picture with relation to student confidence with reading in mind. Both the other stakeholders and student stakeholders leaned to the agree side of the Likert-scale, nearing the lower 40th percentile, 45% from other stakeholders and 42% from student stakeholders. Clearly, to this researcher, reading ability was something that students and other stakeholders felt confident about; at least more so than writing and listening.

Progress: *Student Stakeholder* **Survey Statement 32** - I want to continue with my
   language learning.

Progress: *Other Stakeholder* **Survey Statement 32 -** Students want to continue with
   their language learning.

Though other stakeholders' opinions on whether students had the desire to continue with their language learning were not as confident as the student stakeholders, the data still showed a positive agree sentiment, at 41% towards the statement, students want to continue their language learning.
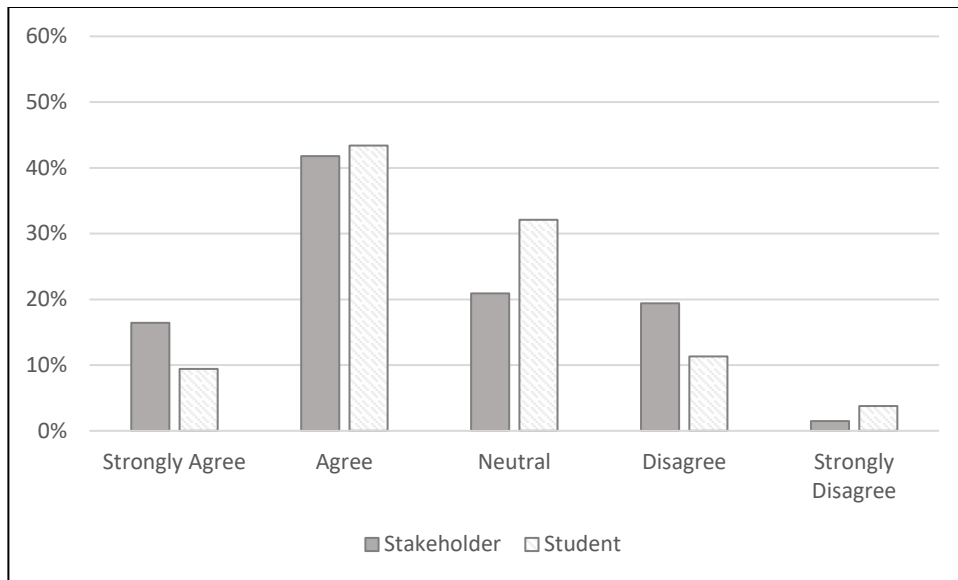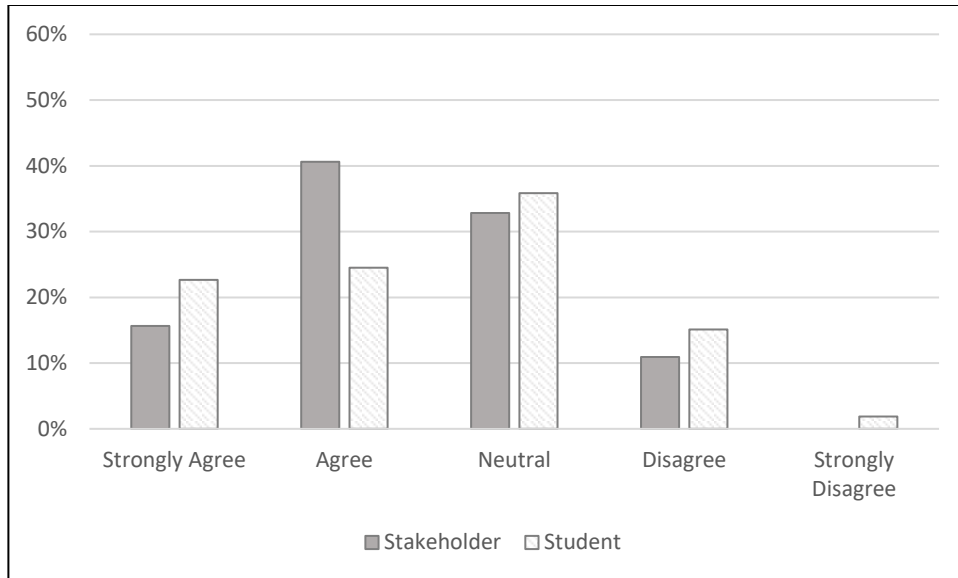
Figure 31. Comparison of percentage of student stakeholders and other stakeholder responses in relation to student desire to continue with their language learning.

Similarly, student stakeholders, though more neutral (36%), agreed with the similar statement, I want to continue my language learning, at 48%, when combining the strongly agree and agree response rates. Only 2% of student stakeholders responded that they strongly disagreed with the statement. Student stakeholders and other stakeholders alike responded heavily to the question of whether they see themselves picking up/continuing their language education, but were all over the place in their desires to continue or not. Student Skip mentioned, "Probably, maybe in college, we'll see." Student Skyler was on the same fence when he uttered a simple, "maybe." Student Steven was not convinced, by taking the opposing viewpoint due to his perceived inability to understand it, when he said, "probably not. I'm not good at it. All the tenses always confuse me." Student Sean said that he "liked the idea of learning a language, but I don't have the motivation to sit down and spend my time to start all over," due to the fact he had not been in a language class for some time. Similarly, stakeholders were mixed in their sentiments towards picking up/continuing their languages of

study. Administrator Dr. Aaron referred to his keen interest, but reflected on his past

experiences when he said, "I'm intrigued and I'm interested, but I also have a lot of

PTSD [post-traumatic stress disorder] from learning my other language." Parent Petra,

though not interested in continuing the language she had previously studied, was eager to

pick a different one up, quipping, "I want to learn Italian in the worse way, because I love

Italy." Some educator responses were short and to the point, like Mrs. Tam, who simply

answered the question, "Oh absolutely," or Mr. Thorian, "I think yeah, I would love

to." Still, others were not so convinced of their desire to pick up or continue, like Mr.

Theodor who stated, "I wouldn't ever see myself going back into the classroom, settling

down, and doing it." He went further by saying,

I don't know if I really will. My parents enjoy traveling a lot, they don't necessarily

know all the languages where they go, but they make do. I don't know that I would have

to know other languages. It would be fun . . . but I don't know that I will.

   Relationships.

Relationships: *Student Stakeholder* **Survey Statement 33 -** My language instructor

   understands my interests.

Relationships: *Other Stakeholder* **Survey Statement 33 –** Language instructors

   understand their students' interests.

   For the most part, Figure 32 shows a leaning toward agree in response to this

statement. Combining both the strongly disagree and agree of both the other stakeholders

(75%) and student stakeholders (66%), it was obvious to the researcher that both

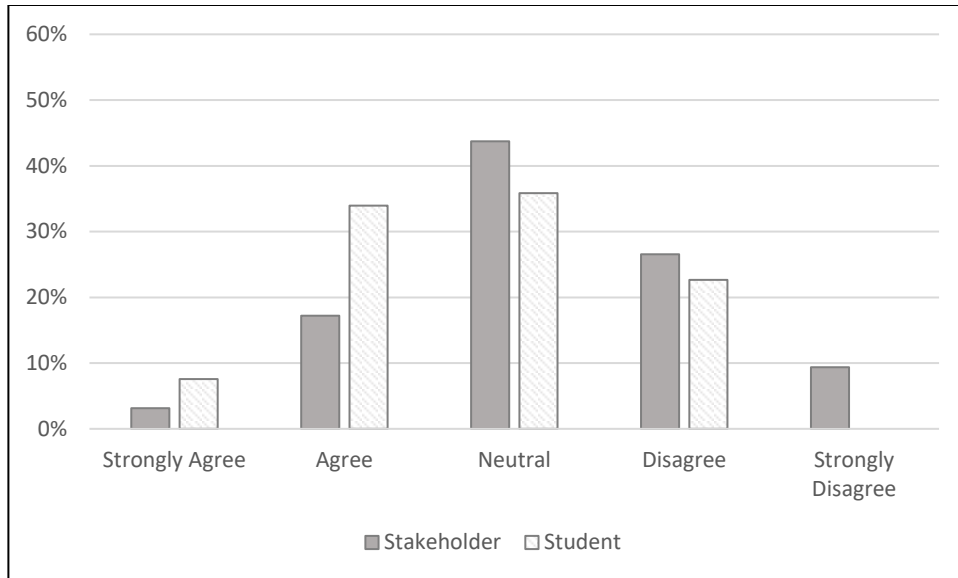populations felt as if the instructor knew students' interests and understood them.

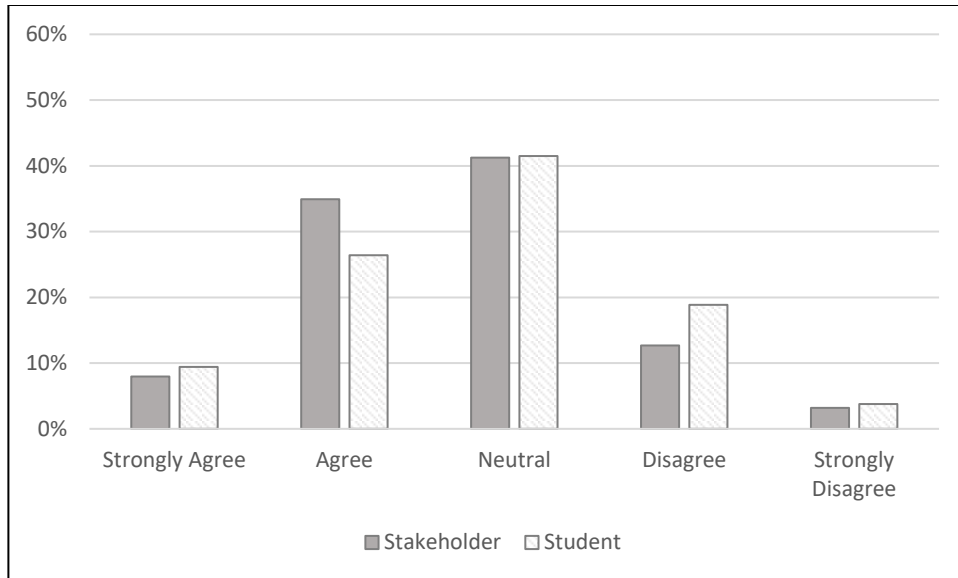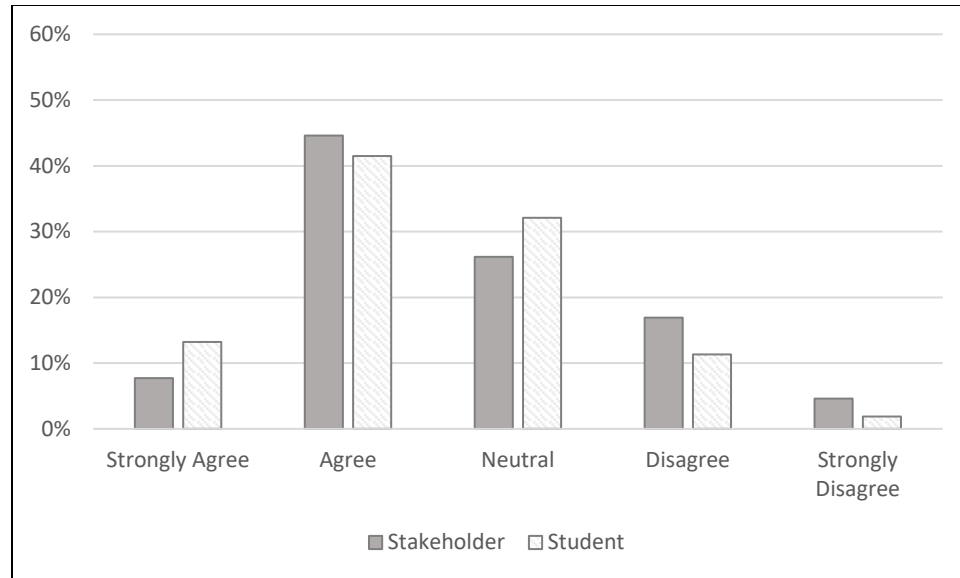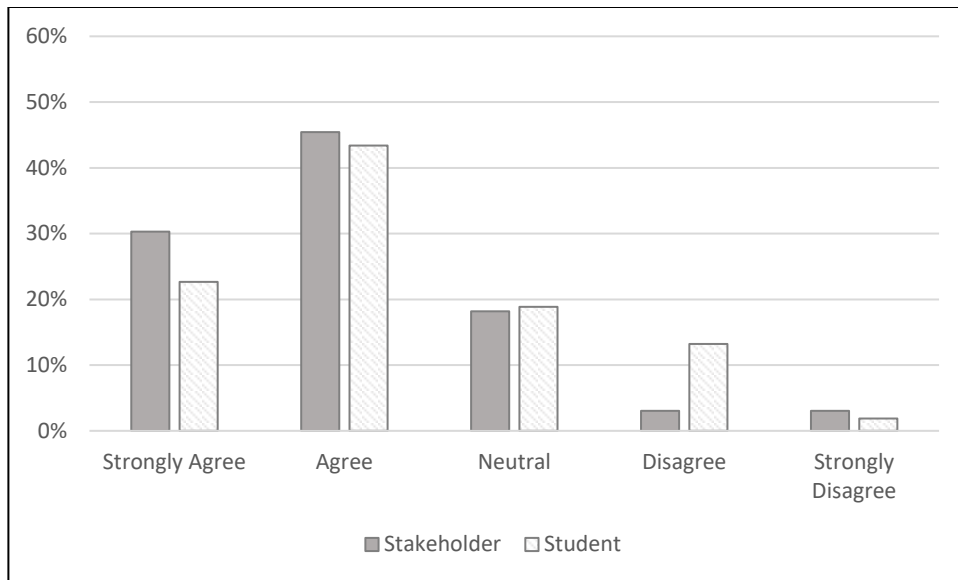*Figure 32*. Comparison of percentage of student stakeholders and other stakeholder responses in relation to instructor understanding student interests.

However, 15% of student stakeholders disagreed or strongly disagreed that instructors did not understand their interests, unlike the few other stakeholders that responded with the same sentiment. As illustrated in Figure 32, student stakeholders generally felt that instructors understood and knew their interests. Student Sanya said of her instructors, "He knew me. I had two instructors; the first one kind of knew who I was, but not as much as my second instructor." Students Sade and Skyler were short when they simply said, "yes" and "yeah" to the question. Student Skip also thought his instructor knew him; he put it like this: "I would say that my Spanish instructor did know who I was." Student Sean acknowledged the size factor of his classes when considering this question, but admitted that this did not seem to matter. "I've always been in smaller classes where they [instructors] knew my name, but I don't know if they really knew me that well." Other stakeholders were equally mixed with relation to the sentiment about whether they felt their instructors knew who they were and understood their

interests. Administrator Dr. Aaron felt that his instructor came from a different time, he put it like this:

> I think the instructor I had my freshman and sophomore year was a different type of teacher from a different era. He was just like, I'm going to tell you and you're going to remember and you're going to tell me back. We're not going to have a whole lot of interaction, I don't really care who you are.

Dr. Aaron's response resonated disconnection between teaching technique and learning style; quite the opposite from the responses from staff member Henry and teacher Mrs. Tam. Both were positive about their experiences with their instructors. Henry attributed his connection with his instructor to the fact that he knew the instructor personally, but reiterated what Dr. Aaron said about effectiveness. "My second year guy was my neighbor, he knew me very well, but was just completely ineffective." Mrs. Tam was quite positive though, she said, "You know, much like we do looping now, because there were very few students who went on to levels 4 and 5 back in my day, I had him for two or three years in row." Hinting at what helped create that relationship was the opportunity to be in her instructor's class for multiple years.

Relationships: *Student Stakeholder* **Survey Statement 34** - My language teacher understands how I like to learn best.

Relationships: *Other Stakeholder* **Survey Statement 34** – Language teachers understand how students like to learn best.
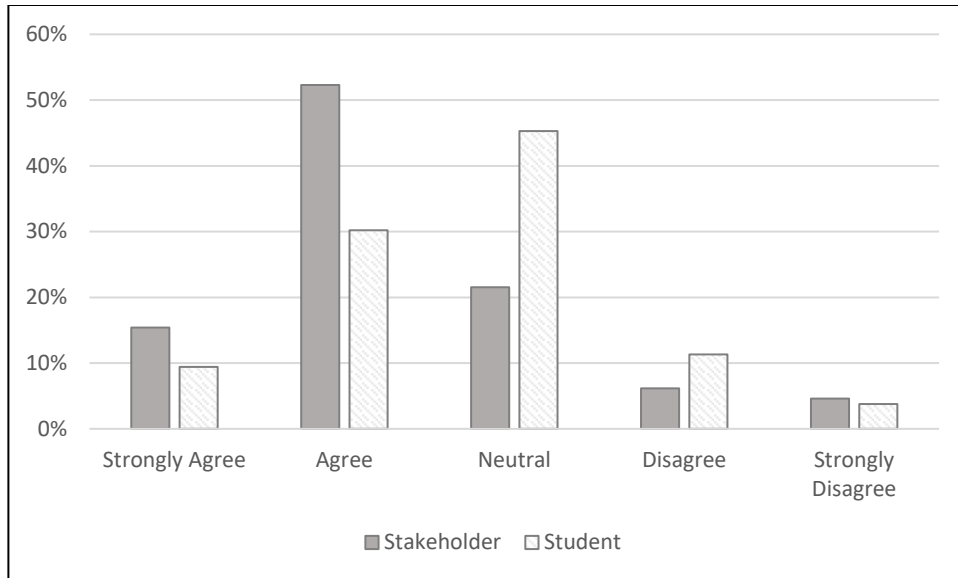
Figure 33. Comparison of percentage of student stakeholders and other stakeholder responses in relation to instructor understanding of how students like to learn best.

Figure 33 displays a unique difference in opinion regarding instructor understanding of how students learned best. Clearly, to this researcher, many more other stakeholders agreed or strongly agreed with this statement (68%) than student stakeholders agreed or strongly agreed (41%). Student stakeholder sentiments should be taken into consideration with this statement. Student stakeholders agreed their language teacher understood how they liked to learn best, just less so than the other stakeholders. Further, the NAND response pattern was opposite the agree pattern, other stakeholders with 22% NAND and student stakeholders with 47% NAND, which could indicate confidence among other stakeholders and lack of confidence among the student stakeholders in responding to this statement.

Student stakeholders saw instructors' understanding of how they as students liked to learn best, based on students' desire to learn in the class. Sean equated this by saying:

I think it was based off the effort you put out in class. My teacher had students she really focused on because they were really interested in the class. Teachers

definitely choose favorites off who puts in the effort and who cares about the

subject. I can't blame them because why wouldn't you select those

individuals. They are the ones who are trying. You're not going to spend a lot of

time with a kid who doesn't care at all. I don't blame them; they shouldn't have

to care about that kid because that kid doesn't care about their class.

Skip made a similar remark by saying, "There are some classes that you can B.S. your

way by and then some that you can't. So, if you actually have to know your stuff than

it's harder to B.S. your way by," referencing the connection instructors make to student

engagement and learning. Both Sade and Skyler made comments related to instructors

and caring for students who struggled. Sade said, "I would speak with them [her

instructors] one-on-one and I received extra help when I needed it." Skyler pointed out,

"If the instructor doesn't care he/she will just keep going and the person who doesn't get

it will just fall behind and off," echoing the notion that instructors not only need to

understand how students learn best, but acknowledging when they are not learning. Most

other stakeholders understood and pointed out the importance of instructors knowing how

students learn best, but recognized, as well, that the task in itself was tremendous. Some

stakeholders mentioned that, due to the time period in which they learned, the

expectations of instructors were different. Administrator Dr. Alex commented, "There

was no accountability back then. You either did it or you didn't. People didn't question

if you were learning or not." Staff member Phillip pointed out the change in mentality

towards learning, "It's not the work you do, it's did you learn what you were supposed to

learn. I don't think I ever had conversations like that with my high school teachers."

Staff member Henry admitted his instructor's good nature and desire for learning to occur

when he said, "Honestly, I think he cared, but he was completely ineffective." Teacher

Mr. Thorian made a resounding statement, similar to Sean's, when he said,

> I think teachers get a sense from students that they don't care and so they kind of
>
> don't care about their learning as much as somebody that puts in effort and wants
>
> to be successful. I was definitely a student that was not afraid to ask
>
> questions. They understood that so I think they generally understood that I cared
>
> about being successful because they knew that I cared.

Relationships: *Student Stakeholder* **Survey Statement 35** - My parents or guardians

> support my language learning.

Relationships: *Other Stakeholder* **Survey Statement 35** – *Students' parents or*

> *guardians support their language learning.*

While nearly 25% of student stakeholder responses were NAND and 10% were

disagree and strongly disagree, Figure 34 illustrates a large percentage of student

stakeholders (66%) who agreed or strongly agreed they were supported by their parent or

guardian when learning a language. Concurrently, other stakeholder responds were

similar, with a higher percentage, 80% agreed or strongly agreed with this statement.

One could conclude that some other stakeholders marked NAND, disagree, or strongly

disagree because they were not a parent or guardian, but some other form of stakeholder

within the school district, if a question arose as to why a parent or guardian would not

support the language learning of the student.
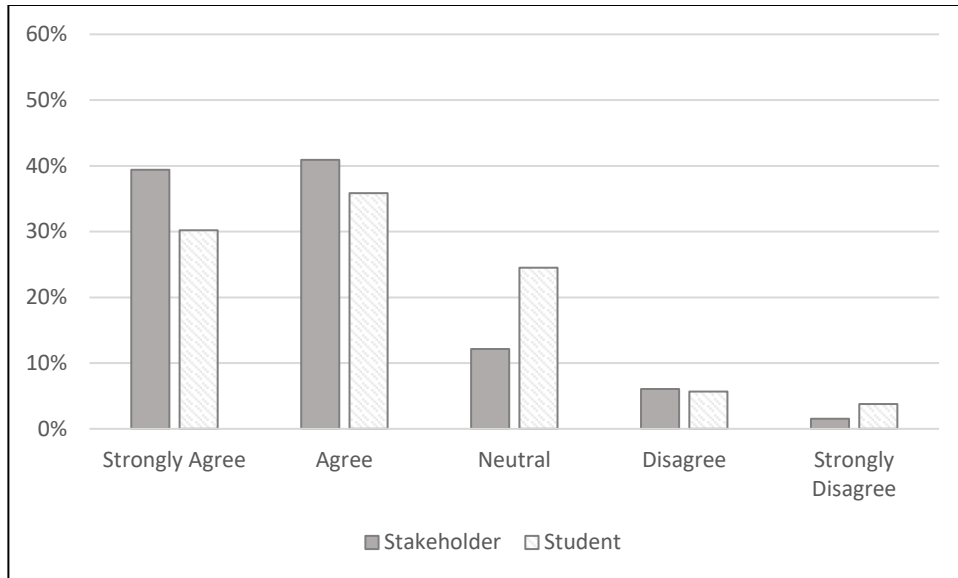
Figure 34. Comparison of percentage of student stakeholders and other stakeholder responses in relation to parent/guardian support of language learning.

Relationships: *Student Stakeholder* **Survey Statement 36** - I regularly receive helpful

feedback on my language process.

Relationships: *Other Stakeholder* **Survey Statement 36** – Students regularly receive

helpful feedback on their language process.

Though other stakeholders leaned more to the agree side of the Likert-scale when

considering whether students regularly receive helpful feedback on their language

process, the rate was 74% when combining their strongly agree and agree responses.

Student stakeholder responses differed (see Figure 35). Nonetheless positive in nature,

the responses from student stakeholders were less positive (52% strongly agree or agree)

that they received helpful feedback during their language lesson and 30% were neutral.
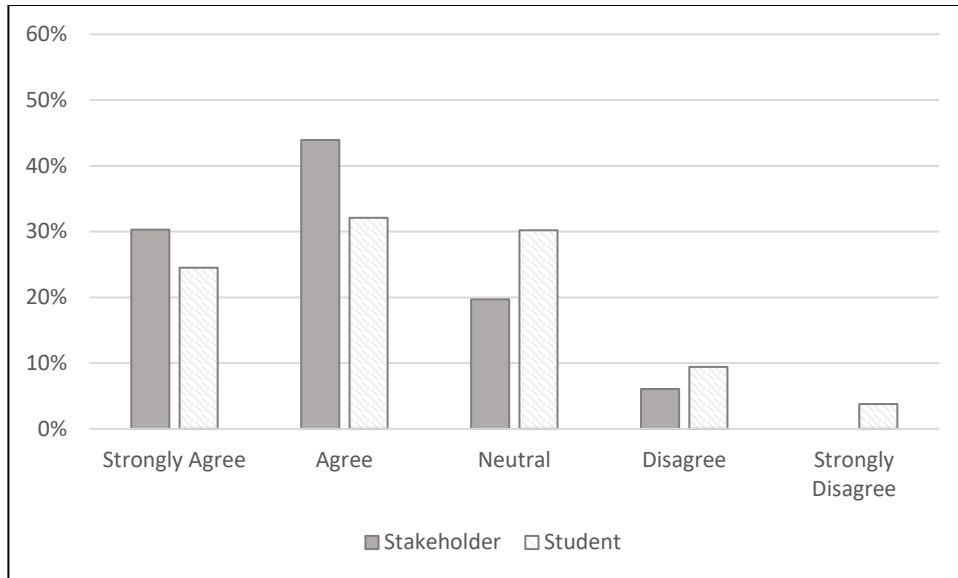
Figure 35. Comparison of percentage of student stakeholders and other stakeholder responses in relation to whether or not they receive helpful feedback during their language learning.

Other stakeholders gave no strongly disagree responses, but 4% of student stakeholders gave strongly disagree responses. Both student stakeholders and other stakeholders attributed receiving regular feedback to conversations they had with their instructors. Student Steven said, "He'll [his instructor] talk to me about how I'm doing or whether or not I'm learning. He seems like he's interested in making sure I'm doing good." Parent Petra also pointed out that the regular interaction was helpful for feedback "and part of the reason was because we had interacted with them [the instructors] for years and years so they kind of already knew who we were . . . and where we struggled."

Relationships: *Student Stakeholder* **Survey Statement 37** - I have opportunities to help other students with their language learning.

Relationships: *Other Stakeholder* **Survey Statement 37** – Students have regular opportunities to help other students with their language learning.

Figure 36 illustrates both student stakeholder and other stakeholder responses as mostly agree and strongly agree, indicating that both groups perceived students had the opportunity to help other students with their language learning. Other stakeholder responses neared 70%, when combining strongly disagree and agree, slightly larger than student stakeholders' 60%, though neutrality on the matter was higher for students. Other stakeholders gave no strongly disagree responses and student stakeholders gave only a few strongly disagree responses.
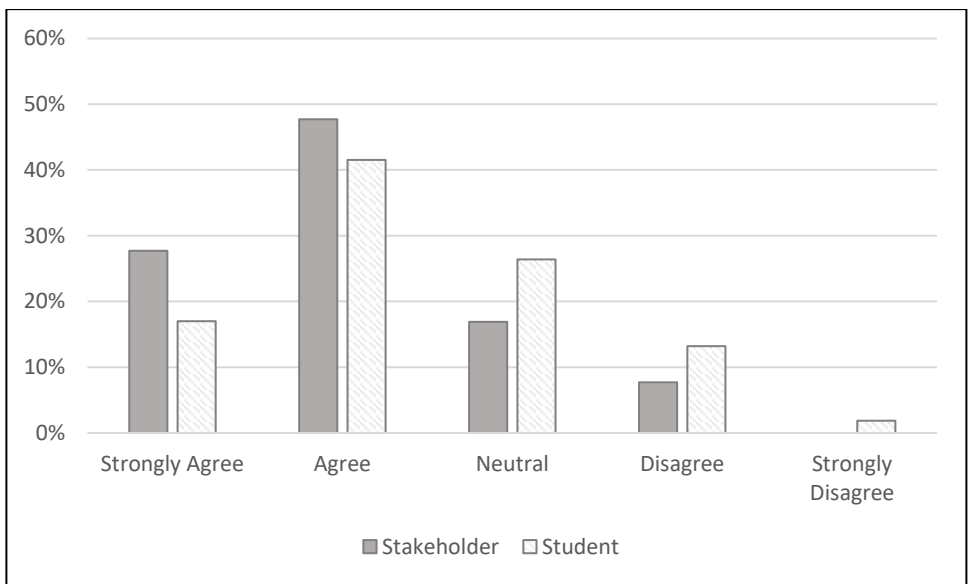
Figure 36. Comparison of percentage of student stakeholders and other stakeholder responses in relation to whether or not students have the opportunity to help other students with their language learning.

Relationships: *Student Stakeholder* **Survey Statement 38 -** I receive regular support and encouragement to learn my language.

Relationships: *Other Stakeholder* **Survey Statement 38 –** Students receive regular support and encouragement to learn their language.

Other stakeholders as a group seem to think strongly that student stakeholders received regular support and encouragement to learn the language they were

studying. An overwhelming majority of other stakeholders (72%) perceived this to be

true, with another 22% being NAND on the matter. Though the student stakeholders that

strongly agreed and agreed neared 57%, there was a much larger percentage of NAND

individuals, 30% or one-third of students who did not have an opinion on the matter, but

13% either disagreed or strongly disagreed that they received regular support and

encouragement to learn the target language. Once again, other stakeholders seemed to

paint a rosier picture than student stakeholders.
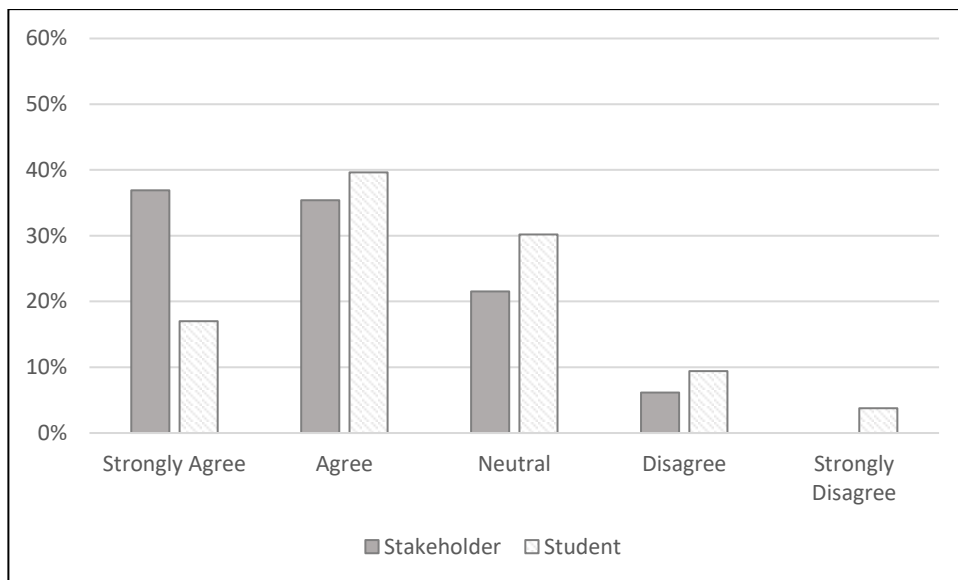
Figure 37. Comparison of percentage of student stakeholders and other stakeholder
responses in relation to whether or not students receive regular support and
encouragement to learn the target language.

Emerging Theme

A theme that emerged was subtle mismatch of perceptions. The results of this

study could create a disorientation and disconfirmation among the other stakeholders that

caused them to re-evaluate what they do and how they do it. This was prevalent through

the responses to survey statements about student motivation, but specifically with regard

to student enjoyment of learning language in and/or outside of the school. Figure 3

portrays that 76% of other stakeholders were either neutral or disagreed with the prompt, and 56% of the student stakeholders were either neutral or disagreed, so both agreed that students felt bored during language lessons. Demonstrating a further, though slight mismatch on this same comment, 30% of student stakeholders marked agree and 41% of other stakeholders marked disagree.

Interview data from the stakeholders themselves indicated that perhaps another issue causing a mismatch could be the material and subject matter. Skip admitted, "I felt that I was capable of getting a certain grade, so I did what I needed to do." Student Steven chimed in by saying, "Not much excites me. Getting good grades and going to college." This was not much different than Phillip, a parent of a language student who said, "I was motivated to get good grades. I wasn't motivated to learn." Though many blankly stated, "I was not motivated in world language," this did not imply that they were not motivated to get good grades, simply that they did not find the particular subject matter appealing.

Likewise, a concern of the eventual grade or credit one would receive seemed to be the motivating factor for both student stakeholders and other stakeholders. Figure 7 gauged perceptions of student desire to learn a language over getting a good grade. The response rate leaned to the disagree and strongly disagree side, with neutral offering insight as to the possibility of leaning slightly right as well. Both student stakeholders and other stakeholders believed the desire to get a good grade within a language class was more important than the language itself. This importance placed on grade or credit seemed to be a mismatch between the overarching purpose of world language study and the realities of stakeholder perceptions of world language study.

Students thought what they learned in class seemed pointless twice as often as the other stakeholders' perceptions of what students thought, another mismatch. Though this statement was in essence the complete opposite of that illustrated in Figure 15, the sentiment that language was both useful and pointless was present within this particular school. Though neither students nor other stakeholders strongly agreed with this statement in large numbers, those that agreed or were neutral were high when comparing Figure 16 to Figure 15. Student stakeholders and other stakeholder responses illustrated in Figure 16 suggested a relative inverse relationship with Figure 15, though not entirely from the perception of other stakeholders who leaned more towards the neutral response on this statement, at nearly 30%. Additionally, students' agree response rate was nearly twice that of the other stakeholder group.

A perception of pointlessness could be derived from Figure 33, which regarded instructor understanding of how students learned best. Clearly, to this researcher, many more other stakeholders agreed or strongly agreed with this statement (68%), than student stakeholders agreed or strongly agreed (41%). Student stakeholders agreed their language teacher understood how they liked to learn best, just less so than the other stakeholders. Further, the neutral response pattern was opposite the agree pattern, other stakeholders with 22% neutral and student stakeholders with 47% neutral, which could indicate confidence among other stakeholders and lack of confidence among the student stakeholders in responding to this statement. Student stakeholders saw instructors' understanding of how they as students liked to learn best, based on students' desire to learn in the class. Sean equated this by saying, "I think it was based off the effort you put out in class . . . I can't blame . . . they shouldn't have to care about that kid because that

kid doesn't care about their class." Skyler pointed out, "If the instructor doesn't care, he/she will just keep going and the person who doesn't get it will just fall behind and off."

Other stakeholders, as a group, seemed to think strongly that student stakeholders received regular support and encouragement to learn the language that they were studying. A majority of other stakeholders (72%) perceived this to be true, with another 22% being neutral on the matter. Though the student stakeholders that strongly agreed and agreed was near 57%, there was a much larger percentage of neutral individuals, 30% or one-third of students who did not have an opinion on the matter, but 13% either disagreed or strongly disagreed that they received regular support and encouragement to learn the target language. Once again, other stakeholders seemed to paint a rosier picture than student stakeholders.

Summary

Study subjects included two populations with one singular connection, their relation to the district in which the research was conducted. Other stakeholders (parents, administrators, teachers, support staff, and any other adult not classified as a student) and student stakeholders were surveyed and interviewed to determine their perceptions of world language study. Quantitative results were analyzed using descriptive statistics. Qualitative results were analyzed using axial coding. The reporting out of the results by categories was predetermined by the instrument utilized in this study, the survey tool. Interview questions and responses were aligned with those same categories. Once the data were collected from both the survey and the interviews, the results were illustrated with bar graph figures, comparing the two study groups (student stakeholders

and other stakeholders), with an accompanying analysis of both the survey and interview data together by survey question. The category results were reported in the following order: (a) motivation, (b) learning approach, (c) relevance, (d) progress, and (e) relationships. Within each category, each individual survey statement was analyzed by (a) figure, (b) survey statement results conversation, and (c) interview response conversation that related to that particular survey statement.

Chapter Five: Discussion, Recommendations, and Conclusion

The purpose of this study was to gain insight into the perspectives of all stakeholders (students, parents, teachers, administrators, and other related entities) on acquiring a world language. The perceptions of learning a world language were not just limited to whether one should go about taking on the challenging task of language learning, but also focused on how languages motivate the learning approach for the individual when learning a specific language, the relevance of specific languages, students' individual intellectual progress, and the relationships students have with their instructor. Additionally, information was gathered in relation to student persistence with specific languages in relation to others offered, language differences and how stakeholders perceived them, as well as how students choose a world language for further study.

Research Questions

The research questions were as follows:

RQ#1: What, if any, is the relationship between the perception of specific world languages and those that are actually offered by a school district?

RQ#2: What, if any, are the differences among students and stakeholders with regard to their perception of world language study?

Five sub-questions were as follows:

SQ#1: How do specific languages offered in a suburban school district in the Midwest differ with regard to their perceived relevance?

SQ#2: How do school districts select languages to offer and at what level?

SQ#3: How, if at all, does age change perception regarding language learning

with that particular area of world language study?

SQ#4: How, if at all, does age change perception regarding language persistence

within that particular area of world language study?

SQ#5: How, if at all, do languages affect student progress (e.g., student

confidence, persistence)?

Aligning Results with the Research Literature

The alignment of the study results with the research literature reviewed in Chapter

Two is discussed in this section, by survey and interview question category. They will be

discussed in the following order: motivation, learning approach, relevance, progress, and

relationships.

Motivation. The motivation for studying world language can be attributed to a

desire to broaden individual students' horizons, which was an attitude that predated the

American Revolution in schools. Gutek (1972) stated, "Benjamin Franklin and other

critics . . . objected to its narrow classical curriculum" (p. 365). With relation to classical

curriculum and its narrowness, Director of the CIA Panetta (1999) pointed out the

difference between the perception of language that was considered 'classical' and

language that is considered 'modern;' "Modern language learning was seen as a skill,

whereas the classics were seen as valuable disciplines" (p. 2). The mindset of Panetta did

align with that of students and stakeholders from this particular study. Both subject

groups, student stakeholders and other stakeholders, regarded language learning the way

in which Panetta viewed the classics, as a discipline to be studied, rather than a skill to be

mastered.

The Committee of Ten representing the NEA, that met in 1892, put together recommendations for secondary education that, at the time of this writing, reverberate and impact perceptions on learning a world language. Particular focus can attribute the student stakeholder and other stakeholder perceptions about completing their courses of study within a language and that of their motivation to take it in the first place. The Committee of Ten (1893) recommended that world language, and its requirements in high school graduation, should correlate with that of admission requirements from the collegiate level. However, the motivation of student stakeholders and other stakeholders, when asked about engagement in class and how they felt about their course of study or a sentiment of feeling 'switched off', both populations were relatively neutral when responding to this survey statement, nearing 38%.

A reward or authentic experience was a way in which student stakeholder opinions about world language were influenced. Sade, a student, mentioned that she felt 'switched on' when she knew it was going to take her somewhere, just as Skyler mentioned that his motivation changed drastically after his opportunity to travel abroad. Both students attributed real experience and/or reward to an increase in motivation, while from the perception of other stakeholders, the ease of seeing the benefits was much more obvious to this researcher, and they understood why one should take language in the first place. Nearly 13% of other stakeholders strongly disagreed that students felt 'switched off' in class, which was in contrast to the student stakeholder sentiment regarding motivation in class. Though other stakeholders admitted that potential reward was motivation for taking the coursework, they were able to retroactively put into perspective

the importance of doing so. Dr. Aaron, for example, stated that his "ability to read a text that had been so old and I think the culture was huge," reverberated this sentiment.

Additionally, many student stakeholders and other stakeholders alike valued the continuation of language learning, but understood the difficulty therein. Student stakeholders like Sunny considered the future at the university level, mentioning that "it would be really hard to manage studying a world language and getting into a hard school" while others like Sean whole-heartedly admitted that the homework was not the heart of the issue, but that he "doesn't put in any extra effort" echoing students' nearly 39% response rate to the survey statement of student desire to continue learning. The reality of this could be one of the reasons why student stakeholders and other stakeholders alike understood that the process of language learning was a complex one and college admission was a solid enough reason for taking a language.

Student stakeholders did not fully aim to commit to the process of achieving the skill of a modern language because proficiency within a language was not a high school requirement nor was it a condition for entrance to a university or college. Dr. Aaron, an administrator, stated that he, as a student, "was distracted by other things going on … smart enough to know how much effort I needed to be successful" which implied that the effort put into place at the time was sufficient to complete the task and get the grade desired when responding to the question of whether he enjoyed learning language outside of school. Of the responses to the survey statement about language learning outside of school, student stakeholder showed a slight bell-curve of the responses, peaking over NAND at around 25%, but other stakeholder responses were significantly more positive, but again peaking on NAND at 48% (the rest of the responses leaned to agree or strongly

agree). This showed a noticeable difference between stakeholder sentiments on learning language and could very well be the basis for the difference in opinion of world language study between other stakeholder and student stakeholders; other stakeholders perceived students were motivated to learn a world language because of their own life experiences since they were students, but then-current students really were not.

Learning approach. The learning approach for understanding and mastering a language has been one of traditional means. Traditional in a sense that what was viewed, up until recent to the time of this writing, as language learning methodology was known as the audio-lingual method or ALM (Thompson et al., 1990). This approach resembled what language instructors had been using in language classrooms. It involved a more structured approach that merged ideas of structural linguistics and behavioral principles, such as listening and speaking skills, along with exercises and drills to practice appropriate speech situations. However, this type of learning of language did not correlate with what student stakeholders and other stakeholders considered to be fundamental and important. Language learning by students and stakeholders was seen to be more of an independent activity.

Additionally, many world language programs throughout the U.S. failed to create knowledgeable, dexterous students, due to numerous barriers, specifically the "overly ambitious goals, lack of articulation (sequencing) with secondary school world language programs, lack of world language teachers . . . lack of support from local administrators . . . lack of visible results" (Thompson et al., 1990, p. 27). Though this contradicted what students and stakeholders found to be causation for their lack of success, blaming almost entirely themselves for their inability to comprehend and complete their language skill

mastery, despite neither how the language was approached nor the manner in which it was instructed.

Despite the fact that the U.S. saw a shortage in viable candidates to help with the progression of language education (Bousquet, 1999; Murhpy, DeArmond, & Guin, 2003), the student stakeholders and other stakeholders believed that world language learning was really an independent activity. Generally, both populations believed that language learning was best done on one's own, and they believed they possessed the tools and knowhow to go about doing so. However, student stakeholders admitted they were not particularly interested in achieving fluency or proficiency, even in the target language. Dewey (1916) purported, "What is really *learned* at any and every stage . . . is the chief business of life at every point to make living thus contribute to an enrichment of its own perceptible meaning" (p. 89), aligning with the study results, both student stakeholders and other stakeholders perceived individualization of one's language learning was integral, as shown in the Chapter Four results.

However, one could conclude that the individualization of one's language learning correlated with one's interest within the target language. This seemed to be one of the driving forces behind whether students bought into the language, but the reality that instruction did not occur in a way that interested students was one of the culminating reasons why student stakeholders and other stakeholders considered learning a language to be an independent task. Figure 10 compares the percentage of student stakeholder and other stakeholder responses in relation to students' perceptions on student enjoyment of language lessons relative to most other lessons. When comparing the data, there was a difference between how student stakeholders felt and how other stakeholders felt; student

stakeholder responses of disagree was at 36% with a NAND response rate at 34%.

Though other stakeholder responses to the prompt were more or less neutral, nearing

50%, one could surmise that they felt more positive because nearly 30% of other

stakeholders agreed with the statement.

Additionally, in this day of technology and opportunity to work independently,

furthering the idea that individualized language learning, student stakeholders, and other

stakeholders alike responded to whether students possess the knowledge to use the

internet effectively to help them in their language study, as shown in Figure 9. The data

illustrated that 71% of student stakeholders believed they knew how to use the internet to

help them study the language they were learning, contrary to the other stakeholder

response rate at 47%. This could be an indicator that other stakeholders were not aware

of how many digital tools were available for the language learner and the vast

opportunities for independent study therein.

Though both populations agreed that students were confident in their ability to

learn a language and overcome the challenges involved, the reality was that 53% of

student stakeholders and 42% of other stakeholders agreed, with an almost identical

percentage of NAND responses, at nearly 30%. Student stakeholders and other

stakeholders explained their opinions on the matter of language learning independently

when Stark explained how he approached his language when he stated, "Just read the

material and talk about the material," implying that he was fully capable of doing that on

his own. Mr. Thorian mentioned that it was "more self-driven" when it came to learning,

and Mr. Theodor was quoted as saying, "I'm a very like, show me how to do it and I'll do

it" individual.

Ultimately, whether or not language learning gave students the opportunities to learn the way that suited them best, as shown in Figure 13, student stakeholders and other stakeholders disagreed slightly with this regard. Results indicated that 25% of student stakeholders disagreed with the statement that they were given the opportunities to learn in the way that suited them best. Though other stakeholders did disagree and strongly disagree (no student stakeholders strongly disagreed), the total percent of other stakeholder responses that landed in either disagree or strongly disagree amounted to near 13%; noticeably less than student stakeholder responses. In other words, other stakeholders believed that students were being instructed in a way that suited them, which correlated with the sentiment from student stakeholders that they could learn language independently and they possessed the tools to do so.

Relevance. Since the Second World War, the U.S. experienced an explosion of world language relevance. Padilla (1990) professed the "growing importance of the U.S. as a world power during and after World War II ensured that foreign language instruction would improve and become more widespread" (p. 26). Furthermore, Thompson et al. (1990) argued for the increasing and maintenance of foreign language relevancy in the U.S. and the recognition by the United Nations and UNESCO of specific foreign languages as being world languages. This, among other things, helped push world language study to the forefront of the language debate (Thompson et al., 1990, p. 26). These events occurred during a time in which many of the stakeholders had either first or second-hand experience. Due to these experiences, personal history with education, and work, the other stakeholders could begin to understand how language learning played an integral part in one's then-current life and future.

Ruther, (2003) said globalization changed the way the U.S. interacted with the world and significantly increased the need for foreign language skills. Student stakeholders and other stakeholders alike understood how language made individuals more global, well-rounded people, and regarded it as important.

Both student stakeholders (55%) and other stakeholders (56%) marked strongly agree or agree with the statement that language learning was important. Student stakeholders whole-heartedly admitted that knowledge of another language would assist them in some way in the future, but some were conflicted about whether they would have the opportunity to experience this. Skip stated that language learning "in the real world gives you a huge advantage," an opinion furthered by Skyler who said, "in our future when we have jobs it will be important to know a different language because you could get a job in another country." Though Sean contended that world language knowledge was important, he also conceded, "If you're isolated in where you're living, there's no reason to learn a language."

Even though most other stakeholders realized, like staff member Hillary, that "it's really relevant and it's really important for kids to know that not everyone speaks the same language," it is difficult for student stakeholders to connect language learning to their own personal progression in life, particularly if they are unsure what they aim to achieve. Sunny, a student stakeholder, stated that language does matter, "but I don't think you need to be (bilingual) in the U.S." Another student stakeholder, Skip, expressed awareness that "it gives an advantage, but it probably depends on your profession and location in the country."

These sentiments by student stakeholders contradicted some data from Figure 15 and Figure 16, both of which related to usefulness of language learning. In Figure 15, the data indicated that both the other stakeholders and student stakeholders strongly agreed or agree by a majority. Other stakeholders indicated by nearly 90% that students were learning useful things in their language lessons, and student stakeholders were nearing 75% in agreement with it, as well. This provided valuable information with regard to the perception of student stakeholder and other stakeholder views on the usefulness of language lessons; but, the prompt visualized in Figure 16 asked both populations if students perceived language lessons as pointless, a near opposite of Figure 15. Interesting, was that student stakeholders and other stakeholders that marked disagree or strongly disagree were quite a bit less than what is portrayed in Figure 15; other stakeholders neared 70% and student stakeholders, 65%, telling because it could provide insight as to how instructors would go about planning lessons or what they included. On one hand, both populations perceived the lessons as useful, but on the other hand they perceived what they learned in their lessons as pointless.

The CED (2006) noted that, for years, major stakeholders and players in the political, educational, research, and commercial spectrum within the U.S. were calling for an educational system that prepared students to be proficient, talented, and worldly citizens, who could communicate in other languages. Within this study, both students and stakeholders generally believed that being bi-lingual was important, as well, and that it opened doors to all kinds of possibilities. Both groups also believed that it inspired understanding and appreciation for other cultures and perspectives different from their own. As Figure 17 shows, student stakeholders (76%) and other stakeholders (65%)

responded positively with strongly agree and agree with the statement that students

perceived language learning as being connected to the real world. Student stakeholders

definitely had a grasp on this connection. Student Sade pointed out, "There are people in

this world that don't speak more than one language so you have to talk to them in another

language," suggesting that the learner made the extra effort to learn a language for the

sake of someone else who had not had that same opportunity. Sanya admitted, "It

definitely helps in certain situations." Other stakeholders held similar views, like Mrs.

Tam, who said, "the world is smaller and so we want to be able to be a part of that," she

mentioned also that "it enriches your understanding of your own language … a new

perspective on what's going on in the world, in your own country, with your own

students." Mr. Tarrik reasoned that language "opens up a lot of different avenues . . . that

apply over a broad spectrum."

    Progress. Dewey (1938) proclaimed that the progression of one's knowledge

was what truly mattered, rather than an ultimatum. "Growth is not enough; we must also

specify the direction in which growth takes place, the end towards which it tends" (p.

28). There was then an understanding, thanks to Dewey (1938), that rather than

milestones one reaches, education was more about a progression of knowledge that built

upon itself. Through this progression, education was individualized based on one's

perceived ability. Students and stakeholders both perceived themselves as lacking in

confidence and ability to learn a language. Through analysis of the responses to the

survey, as well as to the interview questions, one begins to have a more thorough

understanding as to why this could be.

Student stakeholders and other stakeholders both felt that students worry about the difficulty of learning a language (see Figure 22). Other stakeholder perceptions of student worry neared 80%, when combining those that responded with strongly agree and agree. Student stakeholders, on the other hand, were more neutral in their responses, but a slight majority also strongly agreed or agreed with the statement at 56%. When asked about the difficulty of learning a language, only one student had something to say about it. Sean admitted that he was "never at all good . . . at language" and that he "can't even spell . . . in my language classes, I wasn't good." Other stakeholders seemed to be more aware of their lack of confidence, which could suggest why the rate of strongly agree or agree was higher, as displayed in Figure 22. Dr. Aaron emphasized that his downfall was that he "was just not a good blanket memorizer." Staff member Henry supported the notion of time being the primary factor, pointing out that "with language there's a lot of time you've got to spend independently speaking and reading and watching." Both other stakeholders, Dr. Aaron, and Henry, had opposing viewpoints on their experiences of language learning. Henry reverberating the rare mindset that language learning was more holistic than specific goals that one masters and moves on, while Dr. Aaron clearly had an experience that required him to blanket memorize an expansive array of vocabulary and/or terminology.

Contrary to what Dewey (1916, 1938) believed with regard to education, students and stakeholders considered language learning to be about the milestones, rather than the holistic knowledge gained and the skills acquired. Data captured in 1987, 1998, and 2008 by the Center for Applied Linguistics (CAL, 2011) gave insight as to the language enrollment at the elementary and secondary levels. The institute found that instruction at

the elementary and middle school levels decreased, and that secondary schools experienced similar results (p. 261). These data did not correlate with sentiment from students and stakeholders within this study, though their lack of confidence and ability to partake in the language learning process could attribute to similar numbers quoted by the CAL.

When the statement of whether students expected to do well with their language learning was examined, student stakeholders responded at 59% strongly agree or agree, mirroring almost exactly other stakeholder sentiment (see Figure 23), even though there were a small number of student stakeholders that marked strongly disagree, near 3%. These data were encouraging because they represented an expectation of success when learning a language. Figures 24 and 25 illustrate whether students can achieve their target level in their language learning during the study year and whether they were on track to achieve or exceed expectations; however, this researcher believed that the terminology, target level and achieve or exceed expectations, was unclear and the reason why more than 30% of student stakeholders marked NAND to either statement.

Relationships. Though the literature in Chapter Two discusses in depth the historical trends of world language study, it does not specifically get into the history or the trend of relationships between other stakeholders and student stakeholders regarding world language education. There appeared to be a connection between students and other stakeholders regarding how much a student learned in a language class, but this relied on a variety of factors, including an understanding of student interest in the language being learned, the relationship between teacher and student (or lack thereof), the structure of a

language program, the effort students put forth in learning the language, the empathy of teachers, and the amount of support students perceived they received.

For the most part, whether or not language instructors understood their students' interest (Figure 32) illustrated that both student stakeholders and other stakeholders strongly agreed or agreed with the statement. Some student stakeholders, near 12%, marked disagree, but 66% strongly agreed or agreed with the statement. Students were much like other stakeholders, but leaned more positive at 75% strongly agree or agree. Sanya said of her instructors, "I had two instructors; the first one kind of knew who I was, but not as much as my second instructor." Her peers, Sade and Skyler, simply stated, "yes" to whether their language instructors understood their interests.

Lack of relation also played a role in determining whether instructors understood student interests. Sean acknowledged that the size of a class made a difference and that the instructors "knew my name, but I don't know if they really *knew* me that well." Likewise, some other stakeholders were mixed with regard to the perception of whether they felt their instructors knew who they were. Administrator Dr. Aaron felt that his instructor came from a different time, putting it plainly that he "was a different type of teacher from a different era . . . we're not going to have a whole lot of interaction, I don't really care who you are." Recalling the way in which language was instructed in the past, but quite the opposite from what staff member Henry and instructor Mrs. Tam said, both remained positive, but related again to the structure of their courses. Both experienced language learning where they looped with their instructor (the continuation of study from year-to-year with the same instructor).

Students and stakeholders alike believed they had a relationship with their instructor while learning a language, but that relationship did not necessarily determine how much or how little they learned. Evidence of this sentiment can be seen in Figure 33, which illustrates that there was a difference between student stakeholder perceptions that language teachers understand how students liked to learn best and what the other stakeholders group perceived. This could be illustrated by the 68% of other stakeholders that strongly agreed or agreed that language teachers understood how students liked to learn best, although this might be contradictory to what students thought. However, 40% of student stakeholders strongly agreed or agreed with the statement, and nearly 45% of student stakeholders were neutral. This might indicate that other stakeholders did not necessarily reach all the students in the room, or rather; understand the variety of learning preferences within the language classroom.

Even though there were differences in opinion about whether language teachers understood how students liked to learn, student stakeholder and other stakeholders generally believed that students were supported in their efforts to learn a language and were provided with feedback in their endeavor. Figure 34 illustrates that students and other stakeholders held the perception that students' parents or guardians supported their language learning. However, nearly 10% of student stakeholders disagreed or strongly disagreed with the statement, while 66% of the same group strongly agreed or agreed. Concurrently, other stakeholder responses neared 80%, a 14% higher response rate than student stakeholders. Clearly, to this researcher, other stakeholders over-predicted the perception of students.

Effort played a key role in students' perceptions of the relationships they had with their instructors. Figure 35 and 36 both address student perceptions of feedback, support, and encouragement received during their language learning. Though Figure 35 suggests that both student stakeholders and other stakeholders believed that students received regular, helpful feedback on their language process, 4% of student stakeholders strongly disagreed with this statement. Student Steven said the following about his instructor; "He'll talk to me about how I'm doing . . . seems like he's interested in making sure I'm doing good." Sean equated how much he learned to the amount he tried to learn by saying, "I think it was based off the effort you put in class . . . [the teacher is] not going to spend a lot of time with a kid who doesn't care at all." Teacher Mr. Thorian echoed Sean's sentiments when reflecting on his own experience as a student, "I think teachers got a sense from students that they don't care and so they kind of don't care about their learning as much." Both are crucial points that demonstrate the perceived impact one's effort has on the perceived support and feedback one receives.

Implications

Perhaps because of a universal understanding among study participants that language learning was complex and a valuing of student success in school, both student stakeholders and other stakeholders realized the importance of language learning, but did not fully commit to the process. This may be due to a realization that to be completely versed in a language, one must commit a lot of time both in and outside of class to be successful. Both students and other stakeholders seemed to consider the situation of completing the course to be more important than learning the actual skill.

Language learning was generally seen by student stakeholders and other stakeholders to be an independent activity. Students and other stakeholders in this study felt confident that they could learn a language if they chose, on their own, but admitted that they were not particularly motivated to do so. They blamed themselves for a lack of understanding despite learning approach or method of instruction. Unlike students, due to experience, other stakeholders could easily see how language learning played an integral part in one's future. Students and stakeholders alike understood how language made individuals more global, well-rounded people.

However, student stakeholders in this study had a hard time connecting language learning to their own progression in life, particularly if they were unsure of their future profession. Both student stakeholders and other stakeholders generally believed that being bi-lingual was important and that it opened doors to possibility and different perspectives. Additionally, both stakeholder groups perceived themselves (students as then-current learners and other stakeholders as past language learners) as lacking the confidence and/or the ability to learn language. They considered the process of learning a language more important than using the language and regarded the continuation of learning a language crucial, but unlikely.

Student stakeholder and other stakeholders alike believed that they had a relationship with their instructor while learning a language, but did not necessarily connect that fact with how much they learned or how they went about learning. Lastly, students and stakeholders believed that students were supported in their efforts to learn a language and were provided with feedback in their endeavors despite their lack of understanding or progression.

The implications of these findings were that unless the status quo was disrupted, the results would continue to be the same for the world language program at the school that was studied. Perhaps awareness of the study results alone will trigger changes in behavior that could lead to changes in perceptions of either or both stakeholder groups to achieve alignment of student stakeholder and other stakeholder perceptions.

Recommendations

The motivation for enrolling in a world language course typically rested on an individual's desire to go to a post-secondary school of study. Due to this, graduation requirements should include more than just certain credits in an individual language; graduation requirements should also require a specific level of proficiency. At the time of this writing, universities already required students to pass a specific number of years of language study at the secondary level for admission, but requiring a proficiency level would greatly enhance a student's attitude toward world language study and the importance therein. This change would demonstrate to student stakeholders and other stakeholders that the rationale behind taking a language was not to check off an admission box, but to achieve proficiency in a subject that was extremely challenging to grasp. A proficiency level could be just as specific as then-current entrance requirements (2 years of study, 3 years of study, etc.), but rather than counting credits, a university or college could focus on the depth at which one had achieved mastery of a particular language.

Courses of study should be individualized and considered independent study, or an alternate form of educating languages should be considered. Within these particular individualized courses of study, a specific proficiency level should be met, based on

previous knowledge and in conjunction with a career/profession in mind. Universities or

colleges could take it one step further by correlating proficiency levels with degree

programs. At the time of this writing, these proficiency levels existed already, thanks to

the ACTFL. Depending on the degree program or school, a university or college could

define a particular perceived proficiency level of importance, based on common careers

that students seek after high school graduation. These proficiency levels could be based

on a national standard that already exists through ACTFL, and further assessed by taking

the National Spanish Exam (NSE), or any other national exam that already exists

(National German Exam, National French Exam, etc.).

The requirement of taking a world language as a general education course, rather

than as an elective, could also be a deciding factor that would greatly change the

perception of world language importance. States could adopt specific languages for the

purposes of general study, based on what they deemed relevant. Likewise, universities or

colleges could simply require that individuals minor in a world language, regardless of

degree. However, any program, such as either mentioned, must be based on a proficiency

level rather than on a letter grade or credit earned.

Recommendations by Survey Comment and Interview Question Category

The following are recommendations discussed by survey comment and interview

question category.

Motivation. Practitioners should consider connecting material and/or work to

student interests. For example, at the beginning of the year teachers could ask students

what peaks their interest or motivates them, and then correlate lessons to their responses.

Offering professional development to 'turn on' or engage students during lessons would

help facilitate those individuals who feel 'turned off' or bored during lessons. Likewise, utilizing alternative methods for presentations of language lessons to inspire or enhance student engagement is recommended. Also, consider discovering ways that students can continue their language experience after they leave the classroom, or alternative ways to learning the material. An example of this could be a culminating project each year that students complete that relates their learning to the bigger picture. Teachers could discover true roots for student motivation in taking language and then consider education materials or professional development for instructors to educate students on a rationale for taking language in the first place. Connecting language learning to the real world and to students' futures in meaningful ways, that actually can be perceived by the individual student, would bring language learning to life and could alter or modify students' understanding about what it means to be a successful language student. Lastly, teachers should consider acknowledging effort more through reward and honors to students who show significant effort, and highlight what makes them successful.

  Learning approach. Marketing is crucial for illustrating how students are progressing. Utilizing some way to illuminate progress to parents; providing evidence for language learning, rather than simply a letter or number; and providing ways for students to enhance what they are already doing, are all recommended learning approaches It would be wise to periodically survey students to discover changing interests or to identify mundane teacher methodology. Emphasizing the importance of noting what is functional, but overused or underused, is important as well. Of added benefit may be more differentiated instruction and professional development to help accommodate the multitude of different skill levels and abilities in the classroom. Lastly,

teachers should focus on specific skills and tips to help students approach problematic areas of language learning that are either identified based on data or perceived by students or instructors as challenging.

Relevance. Further guidance and instruction should be considered when pushing the importance of language learning for students who are signing up for their initial course of study. The definition of world language, its relevance in the world, and its usefulness is apparent, but now there needs to be a focus on how to focus on the particular skills required to achieve proficiency within the course of language study. Concurrently, it is important to revise or outline lessons that attend to the skill(s) being taught and their importance and relation to the bigger picture of world language study. An understanding of world language and its perception to relevance must be a common discussion, and linkage to daily language lessons must occur to not lose sight of its importance for students. Ultimately, a program that brings in real world experiences through mentors, adults, and employees in the work force, who have dealt or deal with heritage speakers or languages in general, will express world language's importance in preparing for life.

Progress. Every year students should be exposed to the Advanced Placement scores of the previous year and a discussion should ensue about what the scores mean. Students from the previous year could be used to mentor new students. Based on data from this study, a small percentage of students believed they will not do well. Teachers should consider acuminating particulars from these individuals and put into place a program that will assist students or help them achieve proficiency. Likewise, the formulation of learning targets/goals should be articulated for each level and

reiterated for students bi-chapter, bi-semester, bi-annually, etc.; discovering if the

reiteration actually helps students understand their progression throughout their language

study. Teachers should consider formulating or articulating achievable expectations with

regard to language learning for students and explain the evaluation of this from year to

year. Also important is creating or offering real world experiences that allow students to

practice their level of language skills in a safe, risk-free environment. An example could

be assessments that do not hurt a student's grade. Finally, it is recommended to consider

building a stockpile of examples for students, on which to base different skills; such as

allowing for praise of both great and small growth, with regard to any particular skill

being enhanced.

　　　　Relationships. The consideration of student interests should be assessed often, so

teachers can use those interests for the purposes of maximizing or boosting student

engagement. Discovering how students like to learn best and tailoring teaching strategies

will also help intensify student proficiency. Additionally, differentiating a language

program based on proficiency level rather than grade or experience is

recommended. Lastly, seek further opportunities for more student-driven learning and

instruction, or self-gained knowledge or expertise, to drive active learning, rather than

reading chapters in a book or using instructor driven goals/targets.

Recommendations for Future Study

　　　　A recommendation for future study is to expand the survey and interviews to

other and more world language school district programs in the U.S. Additionally,

elementary school world language study programs warrant exploration. Lastly, perhaps a

longitudinal study of students who take a world language throughout their elementary and

secondary school years would result in valuable insights into world language study emersion.

Conclusion

The survey and interview results demonstrated an observable, mostly direct, positive relationship between student stakeholder and other stakeholder perceptions related to world language study. However, a few of the two groups' perceptions were mismatched the other stakeholder (teachers, parents, administrators, and staff, etc.) perceptions were more positive or 'rosier' than the student stakeholder perceptions. In other words, other stakeholders thought better of themselves, the students, and the program, than the students thought of themselves, the other stakeholders, and the program.

Other stakeholders perceived the world language program as more relevant and motivating than the student stakeholders, which seemed likely to impact student persistence with language learning. Teacher/student relationships were important to all stakeholders. Students were less confident in their ability to learn a world language than the other stakeholders' confidence in them. Lastly, student stakeholders were less convinced that their learning style preferences were met by the teacher than the other stakeholders. The mismatches were sometimes subtle, sometimes not so subtle, and sometimes directly opposite.

The relationship between the perception of specific world languages and those that were actually offered by a school district was not addressed in the survey statements, nor the interview questions. The data did not convey a significant response to this particular research question, but many items previously addressed do address the

importance of school districts offering world language and to continue to do so. The difference among students and stakeholders, with regard to their perceptions of world language study did not vary much, but specifically one can conclude that within the survey comment and interview question categories, there were variations among students and other stakeholders about the motivation, learning approach, relevance, progress, and relationships. Though stakeholders have the hindsight to appreciate language and its impact on one's life, both students and stakeholders understand and value its difficulty and the effort it takes to achieve proficiency, but ultimately value the current system's grading or credit versus actual skill proficiency achieved. Though both populations understand that world language has a definite place in relation to its perceived relevance, in no way did that give insight as to the particular languages that should be offered. However, some stakeholders and students hinted at the importance and desire to begin learning a language at an early age. Age played a minor rule in understanding language learning's role in the big picture; what did not seem to be affected by age was one's perceived progress and ability to achieve language proficiency. No matter the age of the stakeholder or student, the self-perceived ability to achieve within language study was the culminating factor that determined whether one found it to be something of value and whether it would play a role in their lives.

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Appendix A

From: Michael Crowell
To: Thomas Williams
Date: 4/17/2015 1:23 PM
Subject: Doctoral Research - 21st Century World Language Perceptions

Hola Dr. Williams,

I am writing to you to inquire as to whether or not the district would be willing to participate in my research regarding world language perceptions in the 21st century. Currently, I am working through my research proposal and part of the approval process requires me to receive permission from the institution where the survey will be handed out/sent. The survey will be completely anonymous and only ask questions regarding student motivation, learning approach, relevance that language has, the progress they are making in learning, and the relationships they have with instructors. Surveys will also be given/sent to all stakeholders in the district (parents, teachers, support staff, administrators) with relatively similar questions. The data will be evaluated to discover what perceived importance world language has.

I am providing the survey links here so you can determine for yourself if this type of research is suitable for the Kirkwood School District. My study as well as the data from the survey will be available to the district upon completion of the work.

Student:
https://docs.google.com/a/lionmail.lindenwood.edu/forms/d/1xJva7M-o71Jax6PQwyQzE2MkuR4P9pTW9jpRHrRdp9E/viewform

Stakeholder:
https://docs.google.com/a/lionmail.lindenwood.edu/forms/d/1qqzRAR3FsJ8xNivsttNe85KG4hMIhtJOdgfFXohMBWU/viewform

Please let me know at your earliest convenience what your thoughts are on this matter.

Salud,

Michael Crowell

Spanish Instructor
Class Sponsor – 2016
World Language Curriculum Committee Chair

twitter: srcrowell

phone: 314.213.6110 ext. 1251
email: michael.crowell@kirkwoodschools.org
address: 801 W. Essex, Kirkwood, MO 63122

Appendix B

>>> Thomas Williams 4/20/2015 7:32 AM >>>
Hi Michael,

We will be happy to participate in your research study. Good luck with your research.

Tom

Thomas L. Williams, Superintendent
Kirkwood School District
11289 Manchester Rd.
Kirkwood, Missouri 63122
314-213-6100 Ext. 7801

From: Thomas Williams
To: Michael Crowell
CC: Michael Havener; Bryan Painter
Date: 9/1/2015 7:57 AM
Subject: Re: Dissertation Research Request – 21st Century World Language Perceptions – Interview and Survey (clarification)

Hi Michael,

I will approve your research project and surveys. Please provide us with a copy of your findings.

Thanks.

Tom

Thomas L. Williams, Superintendent
Kirkwood School District
11289 Manchester Rd.
Kirkwood, Missouri 63122
314-213-6100 Ext. 7801

Appendix C

STUDENT - What Do You Think About Your Language Learning?

Please help us understand to what extent you agree or disagree with the following statements about learning your language.

* Required

Motivation

1. **I am happy to be learning a language** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

2. **I am interested in what I am learning in my language lessons** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

3. **I feel 'switched off' in my language lessons most of the time.** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

4. **I am usually bored in my language lessons.** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

5. **I enjoy language learning outside of school.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

6. **I want to carry on learning my language even when I am not in school.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

7. **Mostly, i feel strongly motivated to learn my language.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

8. **I am more interested in learning my language well than in getting a good grade.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

9. **I put a lot of effort into my language learning.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

Learning Approach

10. **I know how to use the internet effectively to help my language learning.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

11. **I enjoy my language lessons more than most other lessons** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

12. **My language learning has given me the skills and confidence to learn independently** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

13. **I'm confident in my ability to learn a language and overcome the challenges involved.**
*
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

14. **My language learning gives me opportunities to learn the way that suits me best.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

Relevance

15. **My language learning is important to me.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

16. **I'm learning useful things in my language lessons.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

17. **What I learn in my language lessons seems pointless.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

18. **My language learning is connected to the real world.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

19. **I understand how what I learn in my language lessons is relevant to the real world.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

20. **My language learning is preparing me well for life after school.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

21. **I'm learning about life in the countries where my language is spoken.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

Progress

22. **My language learning is preparing me well for my language exams.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

23. **I worry about the difficulty of learning my language.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

24. **I expect to do well with my language learning.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

25. **I'm confident of achieving my target level in my language learning this year.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

26. **I'm on track to achieve or exceed expectations with my language learning.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

27. **I lack confidence in my language learning.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

28. **I feel under pressure to do well with my language learning.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

29. **I am confident writing in my language.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

30. **I am confident listening to and understanding my language.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

31. **I am confident reading in my language.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

32. **I want to continue with my language learning.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

Relationships

33. **My language teacher understands my interests.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

34. **My language teacher understands how I like to learn best.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

35. **My parents or guardians support my language learning.** *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

36. **I regularly receive helpful feedback on my language process.** *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

37. **I have opportunities to help other students with their language learning.** *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

38. **I receive regular support and encouragement to learn my language.** *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

Personal Information

39. **Have you studied a language before?**

Mark only one oval.

◯ Yes

◯ No

40. **What language do/did you study?**

Spanish, German, English, etc.

_____

41. **Do you plan/want to take a language in the future?**

Mark only one oval.

◯ Yes

◯ No

42. **Would you be willing to participate in a 30 minutes phone/face-to-face interview?**
Mark only one oval.

◯ Yes

◯ No

43. **If yes, please provide your contact information.**
Email example:
john.doe@o.kirkwoodschools.org OR cell
phone number:

_____

44. **If yes, please provide your name.**

_____

Appendix D

STAKEHOLDER - What Are Your Perceptions About Students Learning Languages?

Please help us understand to what extent you agree or disagree with the following statements about students learning languages.

* Required

Motivation

1. **Students have the opportunity to learn a language.** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

2. **Students are interested in what they are learning in their language lessons.** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

3. **Students are 'switched off' in their language lessons most of the time.** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

4. **Students are usually bored in their language lessons.** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

5. **Students enjoy language learning outside of school.** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

6. **Students want to carry on learning their language even when they are not in school.** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

7. **Students feel strongly motivated to learn their language.** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

8. **Students are more interested in learning their language well than in getting a good grade.** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

9. **Students put a lot of effort into their language learning.** *
   Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

Learning Approach

10. **Students use the internet effectively to help them language learning.** *
    Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

11. **Students enjoy their language lessons more than most other lessons. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

12. **Students learning language has given them the skills and confidence to learn independently. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

13. **Students are confident in their ability to learn a language and overcome the challenges involved. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

14. **Language learning gives students opportunities to learn in ways that suits them best. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

Relevance

15. **Language learning is perceived as important to students. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

16. **Students are learning useful things in their language lessons. ***
Mark only one oval.

	1	2	3	4	5	
	◯	◯	◯	◯	◯	

17. **Students perceive language lessons as pointless. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

18. **Students perceive language learning as being connected to the real world. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

19. **What students learn in their language lessons is perceived as relevant to the real world. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

20. **Language learning is preparing students well for life after school. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

21. **Students perceive learning about life in countries where the language is spoken as important. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

Progress

22. **Language learning is preparing students well for language exams. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

23. **Students worry about the difficulty in learning a language . ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

24. **Students do well with their language learning. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

25. **Students can achieve their target level in their language learning this year. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

26. **Students are on track to achieve or exceed expectations with their language learning. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

27. **Students lack confidence in their language learning. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

28. **Students feel under pressure to do well with their language learning. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

29. **Students are confident writing in their language.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

30. **Students are confident listening to and understanding their language.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

31. **Students are confident reading in their language.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

32. **Students want to continue with their language learning.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

Relationships

33. **Language teacher understand the students' interests.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

34. **Students' language teacher understands how they like to learn best.** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

35. **Students receive support while learning language.** *
    Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

36. **Students regularly receive helpful feedback on their language process.** *
    Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

37. **Students help other students with their language learning.** *
    Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

38. **Students receive regular support and encouragement to learn their language.** *
    Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

Personal Information

39. **Have you studied language before in a school setting?** *
    Mark only one oval.

    ◯ Yes
    ◯ No

40. **How many years of world language study did you acquire?**
   Mark only one oval.

   ◯ 1
   ◯ 2
   ◯ 3
   ◯ 4
   ◯ 5
   ◯ 6
   ◯ 7
   ◯ 8
   ◯ 9
   ◯ 10+
   ◯ N/A

41. **What language do/did you study?**
   Spanish, German, English, etc.

   _____

42. **Please choose your age range** *
   Mark only one oval.

   ◯ 18 - 20
   ◯ 21 - 25
   ◯ 26 - 30
   ◯ 31 - 35
   ◯ 36 - 40
   ◯ 41 - 45
   ◯ 46 - 50
   ◯ 51 - 55
   ◯ 56 - 60
   ◯ 61+

43. **What type of stakeholder are you?** *
Mark only one oval.

- ( ) Parent
- ( ) Support Staff
- ( ) Teacher
- ( ) Administrator
- ( ) Other

44. **If you selected 'Other', please specify**

_____

45. **World language study is important** *
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	( )	( )	( )	( )	( )	Strongly Disagree

46. **Would you be willing to participate in a 30 minute phone/face-to-face interview?** *
Mark only one oval.

- ( ) Yes
- ( ) No

47. **If yes, please provide your contact information**
Email example:
john.doe@g.kirkwoodschools.org OR cell phone number:

_____

48. **If yes, please provide your name.**

_____

<u>**Interview Questions**</u>: Student

Appendix E

<u>**Follow-up Interview: All Stakeholders (students, parents, teachers, admin. etc.)**</u>

Did you take a world language?

     If yes, what was your motivation for enrolling in a world language?

     If no, why not?

Why do you think schools offer world language?

     Do you think/believe that this is important?

Do you consider yourself a studious student?

     Why or why not?

Do you consider yourself a motivated student?

     What gets you excited about learning something?

How do you view your learning style?

     Does this correlate with how your teachers teach?

Do you think that knowing more than one language is important?

     Why or why not?

What role, if any, does being bilingual play in your future?

Do you see yourself continuing your language education?

    Why or why not?

How did you feel when you understood something in class?

    Did this happen often?

    Why or why not?

Do you believe that your instructor knows who you are?

Do you believe that your teachers care about how much you actually know/are able to do?

<u>Interview Questions</u>: <u>Stakeholder</u>

Appendix F

<u>Follow-up Interview: All Stakeholders (students, parents, teachers, admin. etc.)</u>

Did you take a world language?

     If yes, what was your motivation for enrolling in a world language?

     If no, why not?

Why do you think schools offer world language?

     Do you think/believe that this is important?

Did you consider yourself a studious student?

     Why or why not?

Did you consider yourself a motivated student?

     What got you excited about learning something?

How did/do you view your learning style?

     Does this correlate with how your teachers taught?

Did/do you think that knowing more than one language is important?

     Why or why not?

What role, if any, does being bilingual play in society?

Do you see yourself picking up your language education?

    Why or why not?

How did you feel when you understood something in class?

    Did this happen often?

    Why or why not?

Did you believe that your instructor knew who you were?

Did you believe that your teachers cared about how much you actually knew/were able to do?

Appendix G

LINDENWOOD

ADULT - INFORMED CONSENT FOR PARTICIPATION IN SURVEY ACTIVITIES

"A Case Study into the 21st Century World Language Perspectives in a Suburban School District in the Midwest."

Principal Investigator ____Michael L. Crowell_____

Telephone: 314 - 277 – 1895   **Email:** mlc412@lionmail.lindenwood.edu

1. You are invited to participate in a research study conducted by Michael L. Crowell under the guidance of Dr. Susan Isenberg. The purpose of this research is to gain insight as to the perceptions that all stakeholders (students, parents, teachers, and administrators) have with regards to the said topic, acquiring a world language.

2. a) **Your participation will involve**.
    a. As a stakeholder (parent, teacher, administrator, support staff, etc.), you will be asked to complete a survey that will deduce what you think about students' language learning. Additionally, you will be asked to voluntarily participate in an interview once all data from the survey is collected.
    b) The amount of time involved in your participation will be ten to twenty minutes for the survey.

    Approximately 50 - 400 individuals will be involved in this survey research.

3. There are no anticipated risks associated with this research.

4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about the perceptions of learning a world language and will be not just limited to whether or not one should go about taking on the challenging task of language learning, but also focus on how languages motivate, the learning approach for the individual when learning a specific language, the relevance of specific languages, students' individual intellectual progress and the relationships he/she has with their instructor. Additionally, information will be gather in relation to persistence of specific languages in relation to others offered, language differences and how stakeholders perceive them, as well as taking a look into how students choose a world language for further study in a suburban school district in the Midwest. A drawing for one $100 Visa gift card will be held for stakeholder participants at the end of the study.

5. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

6. We will do everything we can to protect your privacy. As part of our effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location. In some studies using small samples sizes, there may be risk of identification.

7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Michael L. Crowell 314-277-1895 or the Supervising Faculty, Dr. Susan Isenberg 636-929-2000. You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Marilyn Abbott, Interim Provost at mabbott@lindenwood.edu or 636-949-4912

By taking this survey you're consenting to participating. Click here to take Survey:

Appendix H

LINDENW∞D

ADULT - INFORMED CONSENT FOR PARTICIPATION IN INTERVIEW ACTIVITIES

"A Case Study into the 21st Century World Language Perspectives in a Suburban School District in the Midwest."

Principal Investigator ___Michael L. Crowell_____

Telephone: 314 - 277 - 1895   **Email: mlc412@lionmail.lindenwood.edu**

Participant: _____   Contact Info: _____

3. You are invited to participate in a research study conducted by Michael L. Crowell under the guidance of Dr. Susan Isenberg. The purpose of this research is to gain insight as to the perceptions that all stakeholders (students, parents, teachers, administrators, and other related entities) have with regards to the said topic, acquiring a world language.

4. a) **Your participation will involve**.
    a. As a stakeholder (parent, teacher, administrator, support staff, etc.), you will be asked to voluntarily participate in an interview once all data from the survey is collected. It will be recorded
    b) The amount of time involved in your participation, if you volunteer for the interview, will be an additional thirty minutes.

    Approximately 10 - 25 individuals will be involved in this interview research.

8. There are no anticipated risks associated with this research.

9. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about the perceptions of learning a world language and will be not just limited to whether or not one should go about taking on the challenging task of language learning, but also focus on how languages motivate, the learning approach for the individual when learning a specific language, the relevance of specific languages, students' individual intellectual progress and the relationships he/she has with their instructor. Additionally, information will be gather in relation to persistence of specific languages in relation to others offered, language differences and how stakeholders perceive them, as well as taking a look into how students choose a world language for further study in a suburban school district in the Midwest. . A drawing for one $100 Visa gift card will be held for stakeholder participants at the end of the study.

10. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

11. We will do everything we can to protect your privacy. As part of our effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location. In some studies using small samples sizes, there may be risk of identification.

12. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Michael L. Crowell 314-277-1895 or the Supervising Faculty, Dr. Susan Isenberg 636-929-2000. You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Marilyn Abbott, Interim Provost at mabbott@lindenwood.edu or 636-949-4912

_____   _____

Participant's Signature   Date   Participant's Printed Name

_____   _____

Signature of Principal Investigator   Date   Investigator Printed Name

Appendix I

LINDENWOOD

STUDENT (AGE 18+) - INFORMED CONSENT FOR PARTICIPATION IN SURVEY ACTIVITIES

"A Case Study into the 21st Century World Language Perspectives in a Suburban School District in the Midwest."

Principal Investigator ___Michael L. Crowell_____

Telephone: 314 - 277 – 1895   **Email: mlc412@lionmail.lindenwood.edu**

5.   You are invited to participate in a research study conducted by Michael L. Crowell under the guidance of Dr. Susan Isenberg. The purpose of this research is to gain insight as to the perceptions that all stakeholders (students, parents, teachers, administrators, and other related entities) have with regards to the said topic, acquiring a world language.

6.   a) **Your participation will involve**.
    a.   As a student you will be asked to complete a survey that will deduce what you think about language learning.
    b) The amount of time involved in your survey participation will be ten to twenty minutes for the survey.

    Approximately 50 - 400 individuals will be involved in this survey research.

13.   There are no anticipated risks associated with this research.

14.   There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about the perceptions of learning a world language and will be not just limited to whether or not one should go about taking on the challenging task of language learning, but also focus on how languages motivate, the learning approach for the individual when learning a specific language, the relevance of specific languages, students' individual intellectual progress and the relationships he/she has with their instructor. Additionally, information will be gather in relation to persistence of specific languages in relation to others offered, language differences and how stakeholders perceive them, as well as taking a look into how students choose a world language for further study in a suburban school district in the Midwest. A drawing for one $100 Visa gift card will be held for student participants at the end of the study.

15.   Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

16.   We will do everything we can to protect your privacy. As part of our effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location. In some studies using small samples sizes, there may be risk of identification.

17.   If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Michael L. Crowell 314-277-1895 or the Supervising Faculty, Dr. Susan Isenberg 636-929-2000. You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Marilyn Abbott, Interim Provost at mabbott@lindenwood.edu or 636-949-4912

By taking this survey you're consenting to participating. Click here to take Survey:

Appendix J

LINDENWOOD

<u>**STUDENT (AGE 18+) - INFORMED CONSENT FOR PARTICIPATION IN INTERVIEW ACTIVITIES**</u>

"A Case Study into the 21st Century World Language Perspectives in a Suburban School District in the Midwest."

Principal Investigator ___<u>Michael L. Crowell</u>_____

Telephone: 314 - 277 – 1895   **Email: mlc412@lionmail.lindenwood.edu**

Participant: _____ Contact Info: _____

7.   You are invited to participate in a research study conducted by Michael L. Crowell under the guidance of Dr. Susan Isenberg. The purpose of this research is to gain insight as to the perceptions that all stakeholders (students, parents, teachers, administrators, and other related entities) have with regards to the said topic, acquiring a world language.

8.   a) **Your participation will involve**.
   a.   As a student you will be asked to voluntarily participate in an interview once all data from the survey is collected. It will be recorded.
   b) The amount of time involved in your interview participation, if you volunteer for the interview, will be an additional thirty minutes.

   Approximately 10 - 25 individuals will be involved in this interview research.

18.   There are no anticipated risks associated with this research.

19.   There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about the perceptions of learning a world language and will be not just limited to whether or not one should go about taking on the challenging task of language learning, but also focus on how languages motivate, the learning approach for the individual when learning a specific language, the relevance of specific languages, students' individual intellectual progress and the relationships he/she has with their instructor. Additionally, information will be gather in relation to persistence of specific languages in relation to others offered, language differences and how stakeholders perceive them, as well as taking a look into how students choose a world language for further study in a suburban school district in the Midwest. . A drawing for one $100 Visa gift card will be held for student participants at the end of the study.

20.   Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

21.   We will do everything we can to protect your privacy. As part of our effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location. In some studies using small samples sizes, there may be risk of identification.

22.   If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Michael L. Crowell 314-277-1895 or the Supervising Faculty, Dr. Susan Isenberg 636-929-2000. You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Marilyn Abbott, Interim Provost at mabbott@lindenwood.edu or 636-949-4912

_____   _____
Participant's Signature   Date   Participant's Printed Name

_____   _____
Signature of Principal Investigator   Date   Investigator Printed Name

Appendix K

RE: RE: Student and Teacher Perceptions Survey Request

From:	Sarah Harrison <sharrison@phf.org.uk>
To:	'Michael Crowell' <Michael.Crowell@kirkwoodschools.org>
Date:	Wednesday - April 22, 2015 8:58 AM
Subject:	RE: RE: Student and Teacher Perceptions Survey Request
Attachments:	TEXT.htm; Mime.822

Hi Michael,

We would be more than happy for you to adapt the survey to your needs, and are also interested in hearing more about your work and what you find.

I will be leaving PHF on the 8th of May, but please keep Nora updated by emailing educationassistant@phf.org.uk

Once again if you have any further questions please let me know.

Thanks
Sarah

From: Michael Crowell [mailto:Michael.Crowell@kirkwoodschools.org]
Sent: 20 April 2015 22:52
To: Sarah Harrison
Subject: Re: RE: Student and Teacher Perceptions Survey Request

Hola Sarah,

Thank you very much for your response and agreement to allow me to utilize the Student and Teacher Perceptions Survey. Would Language Futures allow me permission to modify the survey to fit the research I am conducting, with regards to rewording for specific stakeholders in my district? A copy of the modified version could be sent to you all if you would like it.

Again, very appreciative of your response and willingness to work with me in this regard.

Salud,

Michael Crowell

>>> Sarah Harrison <sharrison@phf.org.uk> 04/17/15 8:25 AM >>>
Hi Michael,

Thank you for your email. We are more than happy to share our surveys with you, please find attached one that was given to teachers, and one that was given to students. These surveys were used with 3 of our Language Futures schools and we are happy that they have been successful.

The survey itself was based on one that was developed for us from the University of Bristol, however we have altered the questions quite a bit.

Please do not hesitate to contact us if you have any further questions.

Kind Regards
Sarah

From: Michael Crowell [mailto:michael.crowell@g.kirkwoodschools.org]
Sent: 16 April 2015 16:48
To: Sarah Harrison
Subject: Student and Teacher Perceptions Survey Request

To Whom It May Concern:

Hello, I am a Spanish instructor in the United States, specifically in Missouri, that is currently working on his PHD in Education and my dissertation is revolving around 21st Century Perspectives with regard to World Language study. I was constructing my own perceptions survey for students and stakeholders when I came across your website and of course your article:

(*http://languagefutures.org.uk/news/2014/perceptions-language-futures-student-teacher-surveys/*)

I was curious if Language Futures would be interested or willing to let me use your perceptions survey to gather information about the perceptions of world language in my district. Granted, the survey you gave will most likely be constructed around the programs you offer, but I am really looking for a basis of verbiage and word usage. Your website, program, and of course survey will be mentioned in my dissertation.

Please let respond as soon as available with regards to my request!

Thank you.

Salud,

Michael Crowell

Spanish Instructor
Class Sponsor – 2016
World Language Curriculum Committee Chair

twitter: srcrowell

phone: 314.213.6110 ext. 1251
email: michael.crowell@kirkwoodschools.org
address: 801 W. Essex, Kirkwood, MO 63122

Vitae

Michael Crowell graduated with his Bachelor's Degree in Spanish in 2009, his Master's Degree in Teaching in 2011, and his Master's Degree in Educational Administration in 2013 from Lindenwood University. He began his work at Youth In Need in 2009, using Spanish to work with non-native Spanish speakers as a Parent Educator. That same year he was hired at Troy Buchanan High School in Troy, Missouri, to teach secondary Spanish. In 2012, he was hired at Kirkwood High School to teach Spanish, and he earned his AP Certification from Southeast State University in 2014. In 2015, he began writing curriculum and instructing Masters' courses at Central Methodist University. Michael anticipates earning his Ed.D. in Spring 2016 and moving into K-12 Administration.