Program Review - Overall Report

2024 - 2027

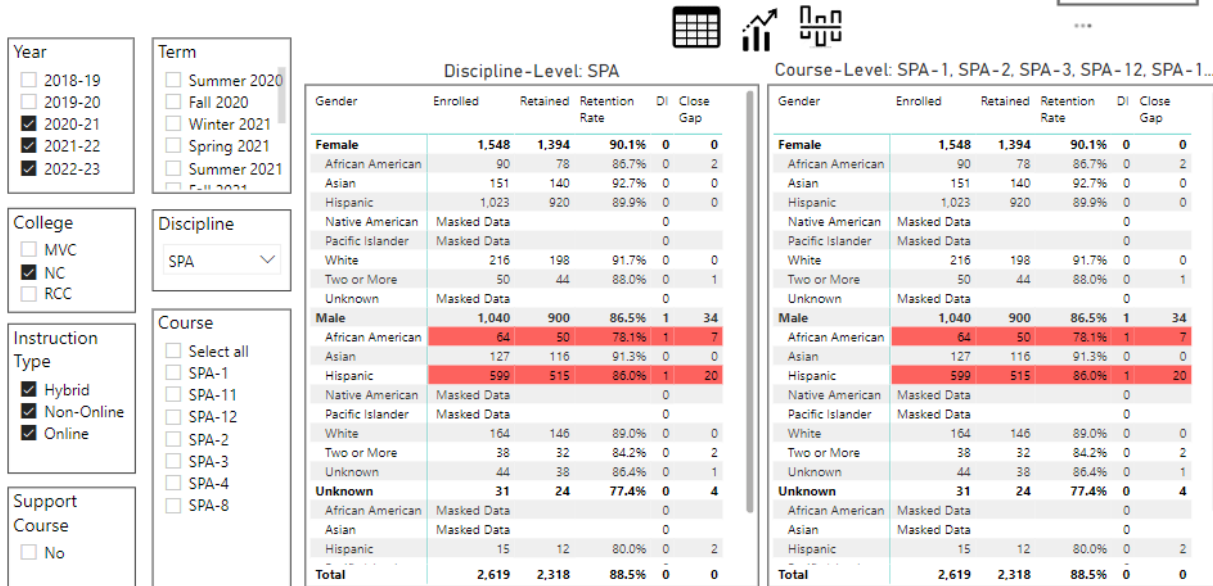Instructional: World Languages

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, our program is performing well reaching an 88.5 % retention when all students combined. Nonetheless, our focus is to better serve student groups that have lower retention and success rates.

Retention: There are two student groups of concerns (African American males 78%) and (Hispanic males 86%). African American female students show a retention rate of + 9% compared to African American male students. Hispanic female students show a retention rate of + 4% compared to Hispanic male students.

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Year	Term
☐ 2018-19	☐ Summer 2020
☐ 2019-20	☐ Fall 2020
☑ 2020-21	☐ Winter 2021
☑ 2021-22	☐ Spring 2021
☑ 2022-23	☐ Summer 2021
	☐ Fall 2021

College	Discipline
☐ MVC	SPA ▼
☑ NC	
☐ RCC	

Discipline-Level: SPA

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	1,548	1,394	90.1%	0	0
African American	90	78	86.7%	0	2
Asian	151	140	92.7%	0	0
Hispanic	1,023	920	89.9%	0	0
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	216	198	91.7%	0	0
Two or More	50	44	88.0%	0	1
Unknown	Masked Data			0	
Male	1,040	900	86.5%	1	34
African American	64	50	78.1%	1	7
Asian	127	116	91.3%	0	0
Hispanic	599	515	86.0%	1	20
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	164	146	89.0%	0	0
Two or More	38	32	84.2%	0	2
Unknown	44	38	86.4%	0	1
Unknown	31	24	77.4%	0	4
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	15	12	80.0%	0	2
Total	2,619	2,318	88.5%	0	0

Course-Level: SPA-1, SPA-2, SPA-3, SPA-12, SPA-1...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	1,548	1,394	90.1%	0	0
African American	90	78	86.7%	0	2
Asian	151	140	92.7%	0	0
Hispanic	1,023	920	89.9%	0	0
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	216	198	91.7%	0	0
Two or More	50	44	88.0%	0	1
Unknown	Masked Data			0	
Male	1,040	900	86.5%	1	34
African American	64	50	78.1%	1	7
Asian	127	116	91.3%	0	0
Hispanic	599	515	86.0%	1	20
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	164	146	89.0%	0	0
Two or More	38	32	84.2%	0	2
Unknown	44	38	86.4%	0	1
Unknown	31	24	77.4%	0	4
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	15	12	80.0%	0	2
Total	2,619	2,318	88.5%	0	0

Instruction Type
☑ Hybrid
☑ Non-Online
☑ Online

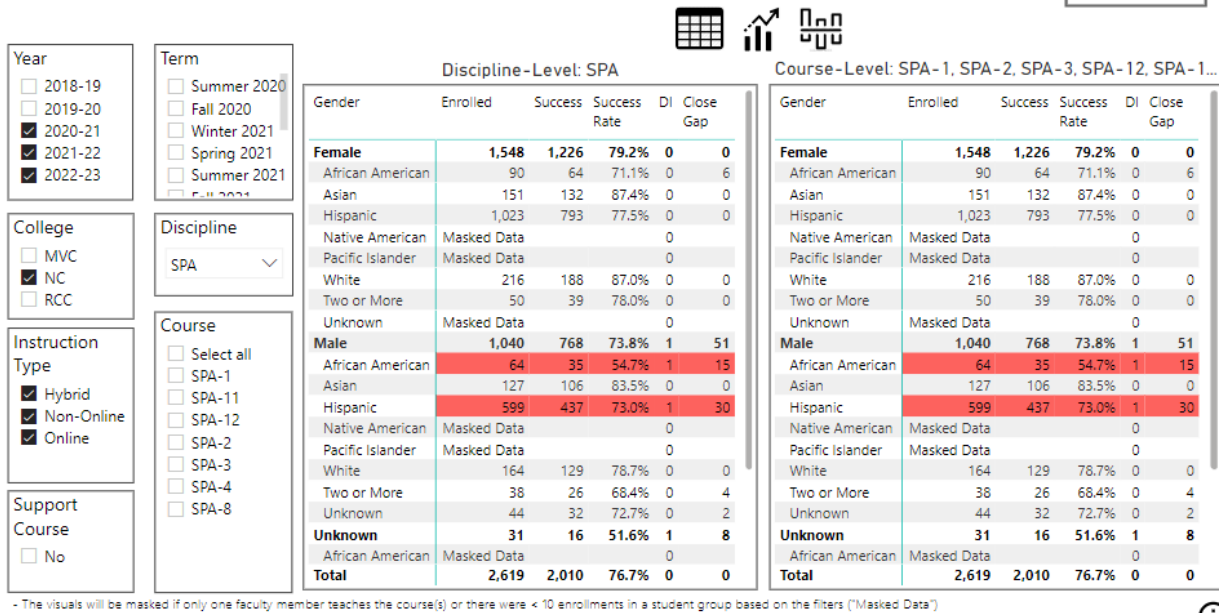| Course |
|--------|
| ☐ Select all |
| ☐ SPA-1 |
| ☐ SPA-11 |
| ☐ SPA-12 |
| ☐ SPA-2 |
| ☐ SPA-3 |
| ☐ SPA-4 |
| ☐ SPA-8 |

Support Course
☐ No

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")

Sucess: There are two student groups of concerns (African American males 55%) and (Hispanic males 73%). African American female students show a sucess rate of + 15% compared to African American male students. Hispanic female students show a sucess rate of + 5% compared to Hispanic male students.

Data Review

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Filters:

Year
- [ ] 2018-19
- [ ] 2019-20
- [x] 2020-21
- [x] 2021-22
- [x] 2022-23

Term
- [ ] Summer 2020
- [ ] Fall 2020
- [ ] Winter 2021
- [ ] Spring 2021
- [ ] Summer 2021
- [ ] Fall 2021

College
- [ ] MVC
- [x] NC
- [ ] RCC

Discipline
- SPA ▾

Instruction Type
- [x] Hybrid
- [x] Non-Online
- [x] Online

Course
- [ ] Select all
- [ ] SPA-1
- [ ] SPA-11
- [ ] SPA-12
- [ ] SPA-2
- [ ] SPA-3
- [ ] SPA-4
- [ ] SPA-8

Support Course
- [ ] No

Discipline-Level: SPA

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,548**	**1,226**	**79.2%**	**0**	**0**
African American	90	64	71.1%	0	6
Asian	151	132	87.4%	0	0
Hispanic	1,023	793	77.5%	0	0
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	216	188	87.0%	0	0
Two or More	50	39	78.0%	0	0
Unknown	Masked Data			0	
Male	**1,040**	**768**	**73.8%**	**1**	**51**
African American	64	35	54.7%	1	15
Asian	127	106	83.5%	0	0
Hispanic	599	437	73.0%	1	30
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	164	129	78.7%	0	0
Two or More	38	26	68.4%	0	4
Unknown	44	32	72.7%	0	2
Unknown	**31**	**16**	**51.6%**	**1**	**8**
African American	Masked Data			0	
Total	**2,619**	**2,010**	**76.7%**	**0**	**0**

Course-Level: SPA-1, SPA-2, SPA-3, SPA-12, SPA-1...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,548**	**1,226**	**79.2%**	**0**	**0**
African American	90	64	71.1%	0	6
Asian	151	132	87.4%	0	0
Hispanic	1,023	793	77.5%	0	0
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	216	188	87.0%	0	0
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Unknown	Masked Data			0	
Male	**1,040**	**768**	**73.8%**	**1**	**51**
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Asian	127	106	83.5%	0	0
Hispanic	599	437	73.0%	1	30
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White	164	129	78.7%	0	0
Two or More	38	26	68.4%	0	4
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Unknown	**31**	**16**	**51.6%**	**1**	**8**
African American	Masked Data			0	
Total	**2,619**	**2,010**	**76.7%**	**0**	**0**

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Prior to COVID, our Spanish ADT program was strong and striving. We had a two-year course rotation in place which served students well.

To promote and support our program, we offered an info-meeting in the Fall at during transfer application month: a counselor, instructors and alumni would explain the transfer process and share their experiences as Spanish majors after graduating from Norco College. In the Spring, we gathered students, alumni, instructors and managers to celebrate Spanish Majors acceptance to a CSU.

When COVID struck, we moved our program online and started losing enrollments. Even though we continued to offer our fall info-meeting via zoom, it was not as well-attended.

We stopped connecting with our CSU partners as well.

Since then, we have resumed some of our sessions face-to face, but our SPA-3 and SPA-4 for the most part remain DE. We will continue to find solutions to connect our students to one another and alumni, as well as CSU faculty, as we know this gave dynamic and strength to our program prior to the pandemic.

We are planning to reach out to declared Spanish major students individually to invite them to our school's (CHL) events.

Data Review

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	**49**	**47**	**50**	**36**
African-American	1	2		3
Asian	1	1		2
Hispanic	43	41	44	27
Unreported	1	1		
White	3	2	6	4
Male	**23**	**17**	**18**	**27**
African-American		1	1	2
Asian	1	2	1	1
Hispanic	19	11	11	19
Two or More				1
Unreported	1	1	1	1
White	2	2	4	3
Unreported		**1**		**2**
Hispanic		1		1
Unreported				1
Total	**72**	**65**	**68**	**65**

Data Review

Degrees

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
⊟ **Female**	8	10	11	12	8	49
Hispanic/Latino	6	9	11	12	7	45
Unknown/Unreported					1	1
White	2	1				3
⊟ **Male**	6	6	2	1		15
Black or African American	1					1
Hispanic/Latino	3	5	2	1		11
White	2	1				3
⊟ **Unreported**			1		1	2
Hispanic/Latino			1			1
Unknown/Unreported					1	1
Total	14	16	14	13	9	66

Please add any relevant documents here.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

Overall, our program is performing well reaching a 77 % success rate among those students enrolled in Spanish courses.   Nonetheless, our focus is to better serve student groups that have lower retention and success rates.

<u>Spanish:</u>

Retention: There are two student groups of concerns (African American males 78%) and (Hispanic males 86%). African American female students show a retention rate of + 9% compared to African American male students. Hispanic female students show a retention rate of + 4% compared to Hispanic male students.

Success: There are two student groups of concerns (African American males 55%) and (Hispanic males 73%). African American female students show a sucess rate of + 15% compared to African American male students. Hispanic female students show a sucess rate of + 5% compared to Hispanic male students.

Based on the disaggregated data related to retention and success, we see consistant low percentages for African American male students when compared to any other ethnic and gender groups.

Data Review

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Filters:

Year: ☐ 2018-19, ☐ 2019-20, ☑ 2020-21, ☑ 2021-22, ☑ 2022-23

Term: ☐ Summer 2020, ☐ Fall 2020, ☐ Winter 2021, ☐ Spring 2021, ☐ Summer 2021, ☐ Fall 2021

College: ☐ MVC, ☑ NC, ☐ RCC

Discipline: SPA

Instruction Type: ☑ Hybrid, ☑ Non-Online, ☑ Online

Course: ☐ Select all, ☐ SPA-1, ☐ SPA-11, ☐ SPA-12, ☐ SPA-2, ☐ SPA-3, ☐ SPA-4, ☐ SPA-8

Support Course: ☐ No

Discipline-Level: SPA

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,548**	**1,226**	**79.2%**	**0**	**0**
African American	90	64	71.1%	0	6
Asian	151	132	87.4%	0	0
Hispanic	1,023	793	77.5%	0	0
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	216	188	87.0%	0	0
Two or More	50	39	78.0%	0	0
Unknown	Masked Data			0	
Male	**1,040**	**768**	**73.8%**	**1**	**51**
African American	64	35	54.7%	1	15
Asian	127	106	83.5%	0	0
Hispanic	599	437	73.0%	1	30
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	164	129	78.7%	0	0
Two or More	38	26	68.4%	0	4
Unknown	44	32	72.7%	0	2
Unknown	**31**	**16**	**51.6%**	**1**	**8**
African American	Masked Data			0	
Total	**2,619**	**2,010**	**76.7%**	**0**	**0**

Course-Level: SPA-1, SPA-2, SPA-3, SPA-12, SPA-1...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,548**	**1,226**	**79.2%**	**0**	**0**
African American	90	64	71.1%	0	6
Asian	151	132	87.4%	0	0
Hispanic	1,023	793	77.5%	0	0
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	216	188	87.0%	0	0
Two or More	50	39	78.0%	0	0
Unknown	Masked Data			0	
Male	**1,040**	**768**	**73.8%**	**1**	**51**
African American	64	35	54.7%	1	15
Asian	127	106	83.5%	0	0
Hispanic	599	437	73.0%	1	30
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	164	129	78.7%	0	0
Two or More	38	26	68.4%	0	4
Unknown	44	32	72.7%	0	2
Unknown	**31**	**16**	**51.6%**	**1**	**8**
African American	Masked Data			0	
Total	**2,619**	**2,010**	**76.7%**	**0**	**0**

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")
- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

Our department will do the following in order to address the equity gaps among African American male students: We will gather professional development resouces to support the success of African American male students. Resouces will be shared with our associate faculty using a Canvas module. Our department will utilize ongoing conversation and assessment to support our efforts.

French & Chinese:

Over the last three years we have offered French 1 consistently; one section in the fall and one section in the Spring. Before Covid, we offered French 2 as well.

Over the last three years, 153 students enrolled in French 1 and/or 2. The retention rate was 79% while the success rate was 65%. Our French courses went from being offered 100% in-person to a 100% online modality. We believe that the change in modality affected the enrollment, retention, and success rates.

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Filters:

Year: ☐ 2018-19, ☐ 2019-20, ☑ 2020-21, ☑ 2021-22, ☑ 2022-23

Term: ☐ Summer 2020, ☐ Fall 2020, ☐ Winter 2021, ☐ Spring 2021, ☐ Summer 2021, ☐ Fall 2021

College: ☑ NC, ☐ RCC

Discipline: FRE

Instruction Type: ☑ Hybrid, ☑ Online, ☑ Non-Online

Course: ☐ Select all, ☐ FRE-1, ☐ FRE-2

Support Course: ☐ No

Discipline-Level: FRE

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**99**	**69**	**69.7%**	**0**	**0**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	46	30	65.2%	0	0
Native American	Masked Data			0	
Pacific Islander				0	
White	30	22	73.3%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Male	**52**	**28**	**53.8%**	**1**	**9**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	24	10	41.7%	1	7
Pacific Islander	Masked Data			0	
White	14	11	78.6%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Hispanic	Masked Data			0	
Total	**153**	**99**	**64.7%**	**0**	**0**

Course-Level: FRE-1, FRE-2

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**99**	**69**	**69.7%**	**0**	**0**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	46	30	65.2%	0	0
Native American	Masked Data			0	
Pacific Islander				0	
White	30	22	73.3%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Male	**52**	**28**	**53.8%**	**1**	**9**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	24	10	41.7%	1	7
Pacific Islander	Masked Data			0	
White	14	11	78.6%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
Hispanic	Masked Data			0	
Total	**153**	**99**	**64.7%**	**0**	**0**

Data Review

We are reassessing the interest in the languages that we are currently offering with the possibility of removing or adding specific languages to better serve our student population. Our goal is to introduce Arabic in summer 2024 to see if this new language attracts more interest.

We found no data for Chinese courses. Enrollment has being decreasing since Covid and we are reassessing our future offerings.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

Our department will do the following in order to address the equity gaps among African American male students: We will gather professional development resources to support the success of African American male students. Resouces will be shared with our associate faculty using a Canvas module. Our department will utilize ongoing conversation and assessment to support our efforts.

Please add any relevant documents here.

AfrAm_Opinions_Moore.pdf
Critical Race Pedagogy in World Languages.pdf
Low Enrollment and Solutions-Loris.pdf

Goal 3: Close all student equity gaps

Program/Unit Goal
Reduce the equity gap for African American students by 40% / Reduce the equity gap for Latinx students by 40%.
Goal Cycle
2024 - 2027
What are you doing now in support of this goal?

There is ongoing conversation and professional development training around cultural and racial competency. We are evaluating our success and retention rates based on race and ethnicity to maintain awareness of this inequity.

What are your plans (3-year) regarding this goal?
- We are in the process of gathering professional development that include scholastic articles, CORA courses, and additional resouces that support anti-racist and pro-Black pedagogy for foreign languages. These will be shared with disciple members via Canvas.

- We will host a discipline meeting to afford conversations around increasing success and retention for Black and Latino males.

- Develop and adopt ZTC materials to serve all students.

- Establish SLO assessment based on disaggregated data.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 4.2 (Planning and Development):
- 2025 Objective 4.3 (Academic Senate):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:
- 2030 Goal 5: Workforce and Economic Development:

Goal 2: (Success) Implement Guided Pathways framework.

Program/Unit Goal
 Increase number of degrees completed by 15% annually
Goal Cycle
2024 - 2027
What are you doing now in support of this goal?
Covid has prevented us from promoting our program, but we are participating in the CAP events with the school of Communication Humanities and Languages. Our CHL school is holding monthly CAP events to promote our diverse academic disciplines with our students.

What are your plans (3-year) regarding this goal?

Partner with our Outreach staff to promote language classes at the local high schools.   Maintain communication to the counselor assigned to our program to offer students transfer and informational workshops. Re-establish connection with local CSU and UC. Bring alumni to present on their experience as professionals and/or transfer students in the field of world languages.
Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.3 (Student Services):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 6.4 (Academic Affairs):
- 2025 Objective 6.6 (Student Services):
- 2030 Goal 2: Success:
- 2030 Goal 5: Workforce and Economic Development:

Equity

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Associate and full-time faculty attend Flex workshops related to Equity and anti-racism. Some of us have completed several CORA courses, USC Alliance, and attended Equity conferences.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

Implementing learned techniques continues to be a challenge given that most of our courses are offered online. We still need to identify a process that helps us better identify our students in a remote learning modality. We will be more mindful in incorporating material that allows students to feel culturally included.

3. What additional equity-related professional development/trainings do you seek to better support your area?

Our college already provides a significant amount of equity-related professional development training. As a discipline, we will be working on promoting these trainings among our faculty members. We will focus on resources that specifically target foreign language pedagogy.
In addition, we will develop our understanding of Black students' experience in foreign language classes through current research in equity based pedagogy.

Please add any relevant documents here.

2024 - 2027

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

If you have courses that are not current, are they in the curriculum process?

N/A

For out of date courses that are not already in progress of updating, what is your plan? Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Please add any relevant documents here.

Fall 2023 and Winter 2024 reached above the established 70% benchmark

Date
03/22/2024

Observation

What did you notice?
SLO assessed in Winter 2024 had almost a 10% higher mastery level when compared to Fall 2023. Mastery by gender shows higher percentage rates among male students. African American students reached a higher mastery rate compared to Hispanic students. This is particularly interesting as retention and success usually show lower rates among African American male students.

Course(s)
Spanish 1

SLO(s)
2

Discussion/Analysis
Our department is working on getting all SLOs assessed. Since Covid, we had to move most of our classes to an online modality, that change interrupted our ongoing SLO assessment. We are still developing assessment tools that can assess all SLOs in a homogeneously for in-person and online classes.

Please paste any relevant screenshots here.

Term	Discipline	Course
Multiple selectio...	All	SPA-1

Mastery by Term and Learning Outcome

Learning Outcome ● SPA-1_SLO-2

94.0%

85.7%

Fall 2023   Winter 2024
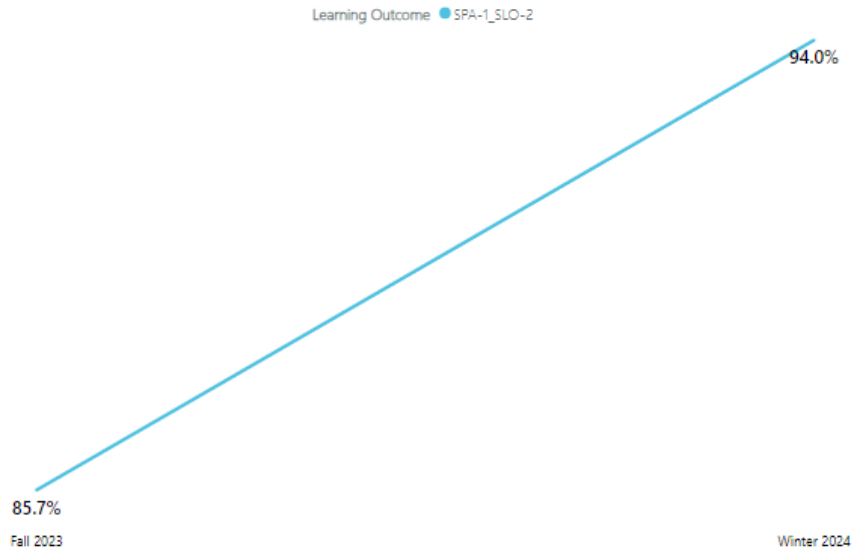
Nuventive   Outcome Mastery by Demographics   Dataset Refreshed 3/21/2024

Term	Discipline	Race/Ethnicity	Gender	Age Group
Fall 2023	SPA	All	Male	All

Mastery by Gender

Male 92.9%

Mastery by Age Group

19 or less	20-24	25-29	30-34	35-39	40-49	50+
88.0%	96.6%	100...	100...	78.6%	100...	100...

Mastery by Race/Ethnicity

African-American	100.0%
American Indian/Alaskan Native	57.1%
Asian	100.0%
Filipino	100.0%
Hispanic	91.2%
White	100.0%
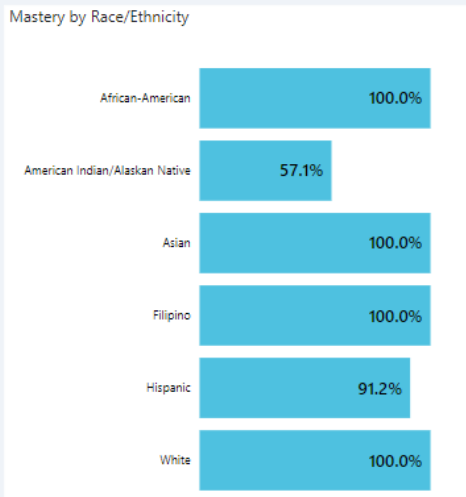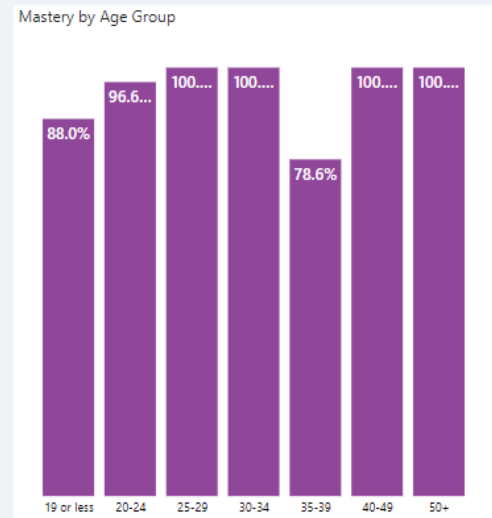
Please add any relevant documents here.

Faculty Professional Development Requests

2024 - 2027

Resource Request

What resources do we already have?

Potential Funding Source(s)

What resources do you need?

Request related to EMP goal or Assessment?

$ Amount Requested

195,687

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Department Chair and Dean)

The evidence to support this request can be found in:

Data Review

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information

Department Chair Email:

dan.reade@norcocollege.edu

Faculty Requesting Email:

araceli.covarrubias@norcocollege.edu

Faculty Position Requested:

Professor of Spanish

This request is for:

Growth position in existing program

In what sections of your program review can the objectives and justifications for a new faculty hire be found?

Data Review

Faculty Hiring Resource Requests

Statistical Data - Please email Research@norcocollege.edu to request assistance with completing questions requesting data, dashboards are under development.

Student Enrollment

Provide the total number of students enrolled in the discipline for each term in the last three years:

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections ∨	SUM ∨	Spanish ∨	All ∨	All ∨	All ∨

● Enrollments trend ● Open Seats

	Enrollments
	300
	Crosslisted Enrol
	(Blank)
	Open Seats
	42

2020-21: 101
2021-22: 93
2022-23: 106 (28 open seats)

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections ∨	FAL ∨	Spanish ∨	All ∨	All ∨	All ∨

● Enrollments trend ● Open Seats

	Enrollments
	1,113
	Crosslisted Enrol
	(Blank)
	Open Seats
	292

2020-21: 393
2021-22: 321
2022-23: 399 (167 open seats)

Faculty Hiring Resource Requests

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections ⌄	WIN ⌄	Spanish ⌄	All ⌄	All ⌄	All ⌄

● Enrollments trend ● Open Seats

Enrollments
188

Crosslisted Enrol
(Blank)

Open Seats
38

59	42 / 20	87
2020-21	2021-22	2022-23

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections ⌄	SPR ⌄	Spanish ⌄	All ⌄	All ⌄	All ⌄

● Enrollments trend ● Open Seats

Enrollments
1,021

Crosslisted Enrol
(Blank)

Open Seats
383

351	347 / 103	323 / 211
2020-21	2021-22	2022-23

Faculty Hiring Resource Requests

Provide the percent capacity/fill rate for each semester in the discipline for the last three years:

96.2%

90.3%

79.1%

| 2020-21 | 2021-22 | 2022-23 |

Summer

86.4%

83.6%

70.5%
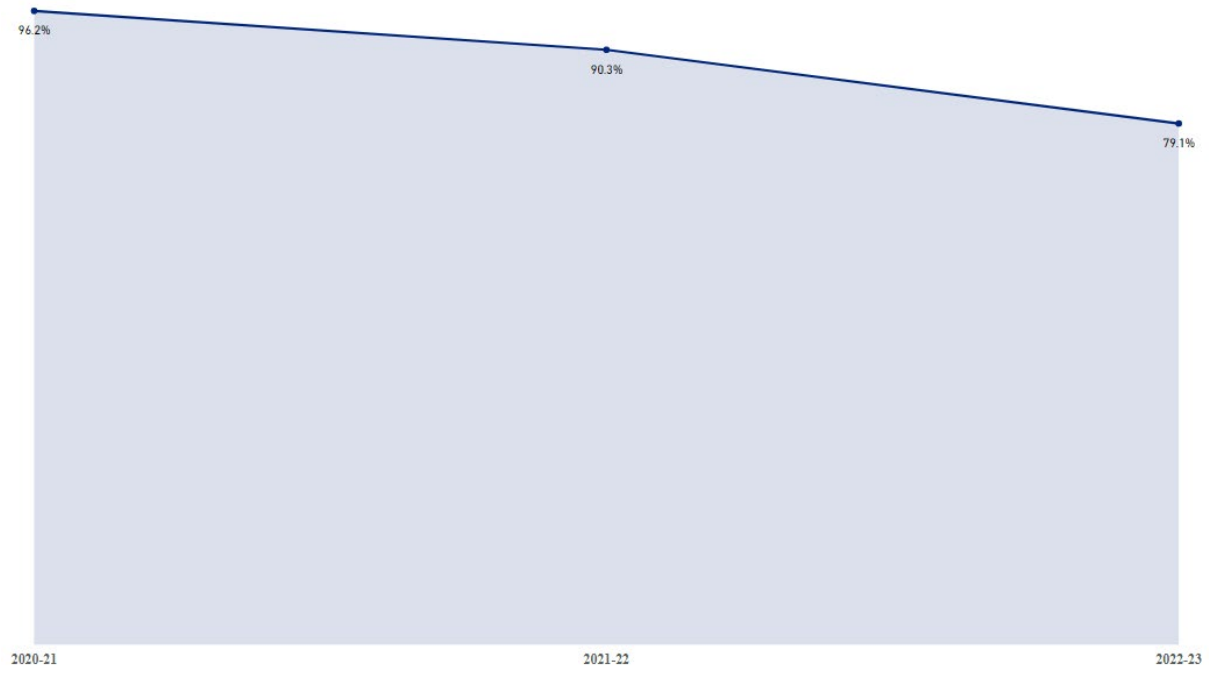
| 2020-21 | 2021-22 | 2022-23 |
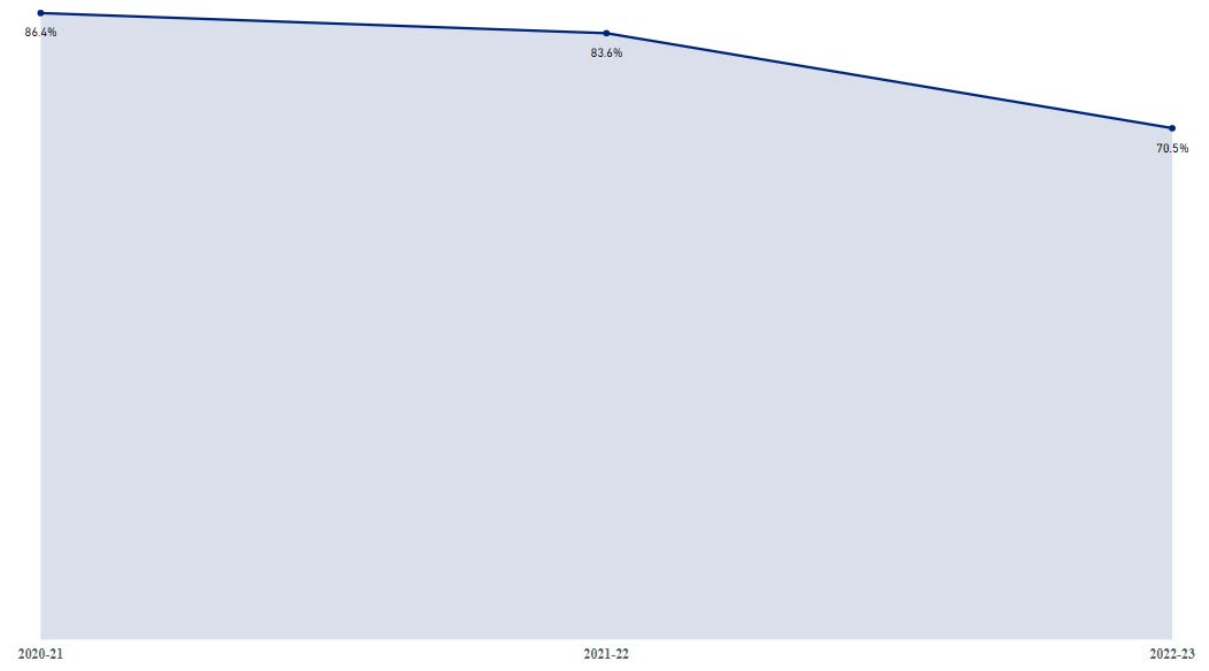
Fall

Faculty Hiring Resource Requests
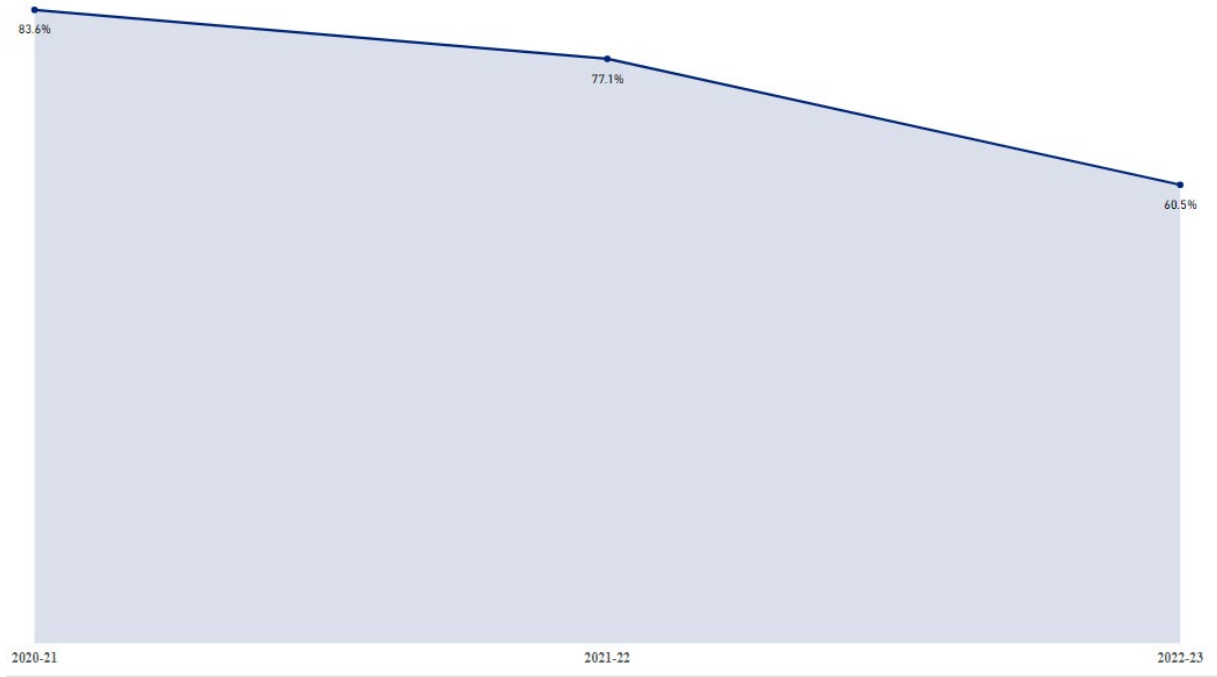
Winter

Spring

Provide the average class size at Census for each semester for the last three years:

Year	2020-21	2021-22	2022-23
Summer	33.67	31.00	26.50
Fall	30.23	26.75	22.17

Faculty Hiring Resource Requests

Winter	29.50	21.00	29.00
Pring	29.25	21.69	19.00

Provide the efficiency (WSCH/FTEF) for the last three years:

Instructional Data

Total number of sections offered in the discipline for the primary semesters in the previous year:

42

Are any of the sections cross-listed?

0

If so, how many?

Total number of units offered in the discipline for the primary semesters in the previous year:

200

Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:

2

Full-time instructors by headcount:

2

Full-time instructors by FTEF:

2

Number of associate faculty instructors currently in the discipline:

7

Faculty Hiring Resource Requests

Associate faculty instructors by headcount:

7

Associate faculty instructors by FTEF:

9

Total FTEF reassign NOT reoccurring each year (do not include dept. chair):

How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?

Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)

Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc…

Our discipline contributes to the EMP goals in supporting students' degree completion and transfer. Spanish language skills are highly sought by employers in our region.

Our discipline contributes to the EMP goals of preparing students to enter the workforce and attaining economic upward mobility.

Adding a new faculty member would allow our program to develop outreach efforts within our local high schools, as well as fostering partnerships with local universities.

Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.

The two current full-time faculty members are responsible for the following:

One faculty member is teaching at the CRC with the objective of increasing language classes offered at that site. In addition, she is involved in several projects (ZTC, Student Equity Plan) aside from her teaching load and institutional service.

 The second faculty member has reassigned time serving in the Faculty Association and serves in several college committees.

Our Spanish discipline served over 2600 students between 2020-2023. A new full-time faculty position would support our efforts in having a strong presence on campus, offer more sections, and represent us in important college wide committees.

Explain the impact this hire will have on other disciplines, programs, and the college.

Our goal is to continue to offer language courses at the CRC (Correctional Rehabilitation Center) and to collaborate with other disciplines that would benefit from including language courses in their degree pattern. Having three full-time faculty members will give us the opprtunity to represent and have a stronger voice at the college level.

Faculty Hiring Resource Requests

Explain the impact if this faculty position is NOT hired.

Associate faculty can only **teach one section** given that each section is combined with lab and carries a .38 load. It is always challenging to hire faculty at the last minute when the need for a new section occurs.

A high number of associate faculty generates a high number of IOI's. Given that the two full-time faculty are involved in re-assigned responsibilities, it is often challenging to divide the work.

Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.

Our sister colleges both count with four (RCC) and three (MVC) full-time faculty positions in Spanish. During the years 2020-2023, 2619 students enrolled in Spanish at Norco College. At Moreno Valley College, 2047 students enrolled in Spanish courses during the same years. We served 572 more students than Moreno Valley College with only two full-time faculty members.

Instructional Summary - Complete this section for Instructional Faculty only

1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?

2

2. How many approved hires within this discipline are currently unfilled?

0

3. How many growth positions in this discipline are being requested and prioritized before this position?

0

4. Complete the calculation = (1-2-3) =

2

5. How many full-time faculty were employed in the discipline in the most recent Fall term?

2

6. Department Relative need total:

2

Counseling Summary - Complete this section for Counseling Faculty only

1. The number of students for the most recent Fall term relevant to your program.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. Please provide a state-mandated or institutional set student per faculty target ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Library Summary- Complete this section for Library Faculty only

1. The number of FTES for the most recent Fall term.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. The state-mandated or institutional set FTE per faculty ratio.

6. Complete the calculation using the above questions [(1)-(5)x(4)]/(5)=

7. Relevant Need: (6/4)=

Submit

Ready to Submit?

For Administrative Use Only

Funding Status

APC Ranking

Notes

2024 - 2027

Program Review Reflections

What would make program review meaningful and relevant for your unit?

Program Review is already meaningful and relevant to our unit as it helps us evaluate our progress and deficiencies. It is a great opportunity for us to engage in meaningful conversations about how to better serve our students.

What questions do we need to ask to understand your program plans, goals, needs?

N/A

What types of data do you need to support your program plans, goals, needs?

Providing data for "new faculty request" was a little bit challenging. Providing training in advance will help ensure we provide what is being asked.

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes

Factors and Solutions for the Low Enrollment of African American students in World

Language classes

Asking the students

Loris Dennis

Department of World Education, Boston University

Inclusive Principles and Practices in WL Education

Professor Catherine Ritz

July 2nd, 2021

African American students are enrolling in World Language classes much less frequently than their white counterparts (Glynn, 2012). This is an alarming finding because research has thoroughly explored the benefits of studying a World Language and if African American students are not enrolling in World Language classes, they are not able to receive those benefits. The benefits to studying a World Language are extensive.

To begin, students who study World Languages develop great cognitive flexibility which can result in outperformance on math, reading, and writing than their monolingual peers (Glynn, 2012). This cognitive ability can also lead to better achievement on standardized tests from elementary school to college entrance exams (Glynn, 2012, Schoener, 2016). When examining scores of SAT participants, students who had taken 4 years of language outperformed their other peers by scoring higher on the SAT exam than their peers who took 2 or less years of a World Language (Glynn, 2012). Additionally studying a World Language is frequently considered the gateway to higher education (Baggett, 2016). This can have a significant impact on student's futures determining the type of education that they receive. If African American students are not enrolling and staying in World Language classes, they are unable to access these benefits. Having African American students access the benefits of World Language study is crucial to minimizing the achievement gap and ensuring African American students are set up to succeed.

Not only are there academic benefits to studying a world language, there are also cultural benefits. Studying a World Language can help students develop more cultural understanding towards other cultures (Glynn, 2012,, Moore, 2005). World Language studies allow students to become informed citizens and allow them to reflect on their own values and responsibilities as a citizen of the world (Glynn, 2012). If students have the opportunity to develop cultural sensitivity and an understanding of other cultures, they will be able to compete and excel in the

post secondary and beyond level (Glynn, 2012). This can lead to very positive effects on students' lifestyles and how they interact with others who are different from them.

Lastly, there are career benefits to studying a foregin language. The world is very interconnected and countries need people who can speak multiple languages to communicate with peers across the globe (Glynn, 2012). Bilingual professionals have an advantage working not only with professionals across the globe but also with immigrants to the country, advocating and supporting them. African Ameircans access to these career benefits are limited because they are not enrolling or staying in World Language classes.

Literature Review

In the late 1980s and early 1990s, concern developed around African American students taking a World Language. While looking at World Language enrollment data, they noticed that there were significantly less minority students enrolled in a World Language class, especially African american students (Glynn, 2012, Schoener, 2016 Baggett , 1981, Pratt, 2012). Research was done to explore why this was. Research between then and now has explored if there were extrinsic factors such as economic status, type of school, or intrinsic factors such as desire to take a language and the knowledge of the benefits of learning a World Language. Even though all of these sources explored factors that may have influenced African American low enrollment rate in World languages, none have directly asked the students why they either do not want to enroll or they leave after a few years of study. Asking students is a part of the research that has been missing. Research has explored the factors surrounding African American students but have not asked them directly. This literature will provide an inside lens into why Afrian American students themselves do not want to take a World Language and why they choose to stop taking it after a short amount of time.

What became apparent through this literature review was that despite research observing and making predictions as to why African American students don't enroll or cancel their World Language study, they had a very clear 2-3 reasons why they do not start or continue learning a language. There were very strong common denominators among the research through student responses that indicated there are three main reasons as to why students are opting out of studying World Languages.

The first reason is that the curriculum, textbooks, and texts are uninteresting. Students are not engaged through their classroom resources which ultimately demonstrates to them that there is no benefit to studying a World Language, especially if they are unengaged. Intrinsically, African American students believe they can succeed but are unimpressed and unengaged in the classroom around language study (Pratt, 2012). They tend to find language study to be too grammatically focused and less focused on the cultural and "real" aspects of learning and speaking the language (Moore, 2005, Brigman 1981).

The second reason as to why African American students do not start or end their World Language studies is because they have negative experiences with World Language teachers. Whether it be through very little or zero student teacher relationship or teaching styles that are inadequate at engaging students, these factors ultimately encourage students to stop taking a World Language class.

Lastly, and the most impactful factor from the research was the inadequate counseling from guidance and school school counselors. Guidance and school counselors have a significant impact on student course choice and academic direction in school. Frequently throughout the research, African American students have been discouraged from taking a World Language class. The discouragement came from either the biased belief that African american students are not

capable of taking on the rigor of a World Language course or that it was not practical for them to take due to their assumed trajectory after high school(Schoener,2016). Guidance counselors frequently encouraged African American students not to take a world language, resulting in low enrollment in those schools.

The scope of this review is limited. Most critical literature does not provide specific research on African American students and their engagement and interactions with a World Language. The critical literature also does not have a lot of research on why African Americans themselves do not start or continue to take World Language. A lot of research explores the factors around them without explicitly asking from the source; the African American students. Access to learning World Language is crucial to the long term academic and life success of students. As we are noting the low enrollment of African Americans in World languages, it is crucial to understand why these students have access to the benefits of learning a World Language.

Thematic Factors influencing the low enrollment of African American students

The first step in increasing the enrollment of African Americans in a World language class is to observe the reasons that African Americans students themselves say is a reason they either do not start a World Language or do not continue. The following sections explore a thematic literature review of reasons noted by African Americans students as to why they did not enroll or stop learning a World Language.

World Language Curriculum

One of these factors that are decreasing enrollment of African American student's is the curriculum and resources in the World Language classroom. To begin, using an engaging curriculum can increase motivation in the classroom (Tse, 2000). It can also help students see the

benefits of learning a subject, including World languages (Tse, 2000). When the benefits of

learning the World Language are seen, students are more likely to continue studying(Tse, 2000).

To Begin, most students believed that anyone can learn a World Language (Brigman, 1981).

They did not think that anyone had an intrinsic ability to learn a language, therefore they

believed they were capable of learning (Brigman, 1981). Additionally, most students wanted to

learn a second language and when not systemically blocked from taking a World Language were

excited to do so (Pratt, 2012). This helps to affirm that student motivation was not a factor in

wanting to and continuing to take a World Language. There were other factors involved and one

of them was curriculum. When students entered the classroom they were excited to learn.

Students voiced as they continued throughout the year, that the focus of the class was more on

grammar and not other parts of learning the World Language that they were more excited about.

They were more excited about making connections to the target cultures(Randolph, n.d).

Students were interested in learning about the special characteristics of the target culture and not

the grammar (Randolph n.d). We could argue that grammar is important to learning the language

but students made an interesting observation about grammar and its practicality in that target

culture. Students have different motivations to take a World language but when they do, the

ultimate goal for most students is to be able to speak with that target culture. When interviewing

students, they noted that they wanted to speak like the target culture and when practicing, noticed

that some of those grammar rules don't apply to speaking with different culture languages.

Students were finding that they could not speak as well as they thought with members of the

target language due to grammar rules they either learned and realized they may not need when

speaking with native speakers or never learned which convinced them they could not speak with

native speakers (Brigman, 1981). These factors greatly influenced African American students.

Most students, when they communicated this problem, stopped taking classes for their target language. In other studies, textbooks were another source of contention for African American students. Most students found textbooks boring, uninteresting and irrelevant to their studies (Tse, 2000). With no value in the material given in the classroom or the speaking part of learning a World Language, or the lack of connection to the target culture, influenced African American students to not continue taking their target World Language class.

Teachers

Teachers are also a major factor that has decreased African American students' enrollment in World Language classes. African American students noted that their relationship and perceived perceptions of their World language teachers has an influence on their feelings towards the class and eventually continuing to take a World Language. Unfortunately throughout the research and questionnaires that African American students took, a pattern of teacher perception has discouraged them from studying a World Language. African American students noticed that in the classroom they are given less attention than their peers(Pratt, 2012).When interacting with the teachers by asking questions or getting assistance, most Afrcan American students noticed that they were getting less than their peers (Pratt, 2012). They also noticed that teachers frequently would ask them if learning a World Language was "too hard"(Schoener, 2016). These actions caused students to think that the teachers did not believe in them, especially since most African American students believed that anyone could learn a World Language (Baggett, 2016, Pratt, 2012, Tse 2000). This demonstrates the power of student-teacher relationships and how having a positive relationship can encourage a student to continue to take a class. Students who were not African Americans and reported having a good relationship with their teacher noted that even when they thought the class was hard or they did not want to take

their target language anymore, continued to do so because of the teacher (Tse, 2000). If African American students lack that student-teacher relationship, they can not use that as a motivation to continue taking a World Language and eventually stop taking it. As I had said before, this can have negative effects on their academic and career success.

Counselors

The most influential and impactful data from the research concludes that counselors have a significant impact on whether Arican American students take a World Language class. Due to the limited research directly asking students why they chose to not take or stop their learning of a World language, research was brought in from other researchers' perspective of the impact and influence of counselors. Counselors overall seemed to have a deficit view of African American students (Schoener, 2016). Deficit views came in a variety of forms whether they were racial ensure (refusing to see color), paralogical beliefs (deny achievement gaps because one or a few counterexamples), or inherent and cultural lack of motivation from African American students (Moore, 2005, Pratt, 2012, Brigman, 1981 Tse, 2000, Schoener, 2016). To begin, African American students noted that their counselors did not believe they could be successful in a World Language class. Students are often excited to take a World Language class but that motivation decreases due to inadequate career counseling (Pratt, 2012). Many times counselors would tell them taking a World Language would be "too hard" or "impractical" for their perceived trajectory after high school (Moore, 2005). This "benevolent tracking" directs students away from supposedly "hard" subjects which has an impact on their academic and life success (Brigman, 1981).This little belief of success in enrollment, more frequently resulted in African Americans students not taking a World Language believing in the advice of their counselor. These low expectations and biases impact African American students academic success which

ultimately impacts their lives. Secondly, many counselors tended to blame other factors of African Americans' cultures and lives before reflecting on their own role in the low enrollment of African American students in World Language classes. Frequently counselors blamed intrinsic factors of these students, claiming they had low motivation in studying a World Language and found it to be not useful (Moore, 2005, Schoener, 2016). According to African American students this narrative is not ture. When African American students were asked, they reported that they noted the career and cultural benefits of learning a World Language(Tse, 2000). Additionally, they noted that they were excited to learn a World Language and that when studied, they were not any less likely than their peers to want to study a World Language (Pratt, 2012). Additionally, counselors would blame Afriacn American families and cultural characteristics as a reason for the low enrollment(Baggett, 2016, Moore, 2005, Pratt, 2012, Brigman, 1981 Tse, 2000). This narrative is also deemed untrue. When African American students were asked, they told researchers that their parents encouraged and supported them in taking a World Language and many of those African American students knew someone as a close friend or family who spoke a different language (Baggett, 2016, Moore, 2005, Pratt, 2012, Brigman, 1981 Tse, 2000). This demonstrated that the culture and family of African American students actually celebrated and encouraged studying a World language. When these results are examined, other factors that may have contributed to the low enrollment must be explored. When African American students were asked, counselors were identified as one major reason they did not enroll or stopped taking a World Language.

Principles and Practices

There are principles and practices that have attempted to address these issues. To address the issue of the curriculum, many World language classes have introduced critical pedagogy.

Critical pedagogy is classroom practice that addresses differences in power, social stratification, or the world (Randolph, 2016, Dhaliwal, 2020). Through this type of curriculum not only is student engagement increased but students also get to engage with the culture of the target language in a meaningful way. Additionally, students are able to resist, reconsider, reflect, and enact change in response to what they see creating active participants in our society who encourage equity (Randolph, 2016, Dhaliwal, 2020). This can be done through a variety of ways. Teachers can use authentic text from others from the target language, they can bring natice speakers, and they can include social justice issues in their curriculum.

Practices to address teacher and counselor bias have also been addressed. There has been a major push to teach porefessionals about implicit biases and have them reflect upon it to actively combat their bias and make intentional moves to be more inclusive. Counselors in specific have taken a real step towards addressing implicit bias through professional development and recent research articles. It has been noted that services provided by guidance counselors were originally designed to assist white students and now they are looking at improving their cultural knowledge of minority students to better serve them (Eliminating, n.d., Meyers, 2017, Rogers, 2014). They are implementing sensitive counselling for minority students focusing on race, cultural, and historical racism (Eliminating, n.d., Meyers, 2017, Rogers, 2014). Additionally, teachers are being asked to reflect on their bias especially around their deficit mindset of African American students and the blame on their culture to combat the bias and be more intentional about supporting students of color (Randolph, 2016, Dhaliwal, 2020). Implicit bias training is extremely important and professionals at schools are taking the step to uncovering them and combating them.

Action Plan

There are two important action steps that I would take to increase the enrollment of African Americans in World Language classrooms. The first would be to have my school principal and director of instruction carry out a mandatory professional development on implicit bias. There would be activities that professionals in my school, including teachers, administrators, nurses, and guidance counselors that they would have to fill out. Once they recognized their biases, strategies would be brainstormed and a few given to professionals to implement in their practice. I think a lot of people do not reflect on their bias which allows them to perpetuate throughout their instruction and world. When given the explicit time to reflect on her bias and given strategy to combat it , they will implement it.

The second action step I would take is having my school require that all teachers implement and be assessed through the year in implementing culturally responsive teaching or social justice issues in the classroom. Due to the times, I think it is absolutely fair to ask professionals to reflect on their practice and become more aware of social justice issues and how they can combat those issues in their role at school. This does not mean that every class has to talk about social justice issues but teachers should be reflecting and implementing small strategies to combat the injustices we see in the classroom or implement strategies to keep the injustice out. With this task, there does come responsibility for administration to provide strategies and adult learning opportunities to give professionals ways to implement into their role. I think these strategies and adult learning opportunities will not be hard to find.

Overall, it is so crucial to increase the enrollment of African Americans in World Languages. There are academic, career, and future benefits to taking a World Language class that if these students are kept out they do not have access to the benefits. Not having access to the benefits therefore decreases opportunities and success for African Americans after high school. It

is our job to engage them, support them, and encourage them to take World League classes. To

do that we as teachers and other professionals in the schools counselors need to reflect on our

bias and make intentional moves to combat them and support our African American students.

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Critical Race Pedagogy for More Effective and Inclusive World Language Teaching

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To address racial inequity and the exclusion of African Americans in applied linguistics, second-language acquisition, and world language (WL) education, our field must reckon with social justice problems of racism and anti-Blackness. Theoretical frameworks of critical race theory (CRT) and critical race pedagogy (CRP) elucidate how such injustices are perpetuated, plus, propose solutions for them. This article discusses racism and anti-Blackness in WL curriculum, materials, and instructional practices. It presents a post-hoc CRT analysis of findings from two studies: (i) an ethnographic study examining Spanish curriculum and instructional practices at two minority serving postsecondary institutions and (ii) a participatory action research collaboration with Spanish instructors examining curriculum at a predominantly white institution—both studies linked by how they reveal endemic racism and anti-Blackness in WL programmes. Ultimately, this article addresses how African Americans can more authentically and successfully participate in WL programmes. It introduces to the field a proposal of CRP for more effective WL teaching to promote practices in antiracism, equity-mindedness, and inclusivity for greater retention and success of Black students.

INTRODUCTION

Racialized inequity fundamentally impacts experiences, institutions, and practices in world language[1] (WL) education in the USA. Such is the case of African Americans,[2] who are underrepresented and marginalized in WL programmes and understudied in broader areas of applied linguistics and second-language acquisition research ([Anya 2020](#)). To raise awareness and help remedy this unjust exclusion, one must reckon with race and address social justice problems of racism and anti-Blackness in WL learning, teaching, and research. Yet, little inquiry in this field has been conducted undergirded by the theoretical frameworks of critical race theory (CRT) and critical race pedagogy (CRP), which seek to systematically examine and elucidate how such injustices are perpetuated, plus, propose solutions to address them.

CRT and CRP posit that racism is deeply woven into all our educational institutions, practices, and interactions. Racism manifests in language education, for example, through raciolinguistic ideologies that lionize the bilingualism of White elite WL learners and problematize that of poor and racially minoritized English learners ([Flores and Rosa 2019](#)); through curricular

erasure of non-dominant groups (Ferreira and Camargo 2014; Guerrettaz and Zahler 2017); and presentation of White, upper class images and experiences as primarily representative of speaker populations (Taylor-Mendes 2009; Lee 2015). This article describes anti-Blackness in WL curriculum, materials, instructional practices, and contributes to the field by using CRT and CRP to show new ways of understanding, theorizing, investigating, and addressing racism and anti-Blackness.

The article presents a CRT-based post-hoc qualitative analysis of findings from a year-long ethnographic needs analysis study examining the Spanish language curriculum and instructional practices at two minority serving post-secondary institutions. The analysis compares them with findings from a participatory action research collaboration with Spanish language instructors examining curriculum and instruction at a predominantly white institution (PWI) to show how WL programmes exhibit the anti-Blackness found in broader society and often do not provide a meaningful learning experience for Black students. Goals of the article are to address how African Americans can authentically and successfully participate in WL learning and to propose a CRP for WL teaching (CRPWLT) that promotes meaningful inclusion, retention, and success of Black students in WL programmes.

LITERATURE REVIEW

CRT is an analytical framework originating in legal studies to examine how racism and systemic bias disenfranchise individuals of colour in the USA (Crenshaw et al. 1995; Brown and Jackson 2013) with particular relevance to racial inequity in education (Ladson-Billings 1998). The six main tenets of CRT (Ledesma and Calderón 2015) and Lynn (1999) and Jennings and Lynn (2005) four principles of CRP form the framework upon which the *post hoc* analysis and proposal for CRPWLT presented in this article are based.

Theoretical framework

The first tenet of CRT is the preponderance of racism, so deeply and invisibly enmeshed into thinking, interactions, systems, practices, and institutions, that disparities between Whites and people of colour are assumed part of a natural and inevitable order. The second is a critique of liberal myths, like objectivity, meritocracy, and race neutrality. The third tenet of CRT posits Whiteness itself as property that confers privileges of exclusivity, preference, and authority. The fourth is the notion of interest convergence where gains in equity and uplift for people of colour are only made when they also benefit Whites. The fifth CRT tenet elevates voice and experiential knowledge of African Americans and others from racially minoritized identities as legitimate, authoritative sources of direct evidence, and theory generation through their personal stories—or counternarratives—that challenge the dominant paradigm of White, upper class, male voices as standard knowledge. Counternarratives

also shed light on the sixth CRT tenet, intersectionality, which posits that minoritized people experience racism in ways inextricably linked with and exacerbated by other forms of oppression such as sexism, classism, and homophobia.

Lynn (1999) and Jennings and Lynn (2005) recognized CRT's profound relevance in education and the need for a framework for its pedagogical application. They also sought to address the lack of meaningful consideration of race and racism in critical theory and critical pedagogy traditions popularized in the US academy since the 1980s (Lynn 2004). Thus, they developed a CRP guided by four main principles rooted in CRT: (i) An understanding of the endemic nature of racism and how deeply interwoven it is in all areas of education; (ii) the recognition of a 'culture of power' in schooling that reproduces societal racial hierarchies, which need to be acknowledged, understood, and negotiated; (iii) the importance of self-reflection or reflexivity for scholars and practitioners who engage in CRP; and (iv) the practice of liberatory forms of teaching and learning for equity and social justice. Principles of CRP do not prescribe specific paths or lessons for CRT-based instruction, but instead, lend to the elaboration of pedagogical techniques and strategies with an emancipatory CRT focus like, for example, using counternarratives of minoritized students as a tool for CRP in urban school curriculum (Taliaferro Baszile 2009) and counternarratives of instructors of colour for bilingual teacher education (Fránquiz *et al.* 2011).

CRT and CRP in applied linguistics research

A considerable gap in CRT and CRP is their lack of accounting for language, given how linguistic identities are racialized (Rosa 2019) and linguistic stigma stems from racism (Baker-Bell 2020). These considerations were made in applied linguistics by Crump (2014), who proposed a critical race and language theory, or 'LangCrit', and Rosa and Flores (2017), who introduced 'raciolinguistics', as frameworks for theorizing those inextricable links. Additionally, some work in applied linguistics is based on original CRT principles. Anya's (2017) monograph on African Americans in a study abroad showed the predominance of racism and anti-Blackness in policies, pedagogy, classrooms, and communities. Kubota (2004) and Chun (2016) in English as a second language (ESL)/English as a foreign language (EFL) and Michael-Luna (2009) in bilingual education critiqued liberal multiculturalism that reduces complex identities and hierarchical relations to superficial banality like 'celebrating diversity' through ethnic foods and festivals. Scanlan and Palmer (2009) and Palmer (2010) in dual language education also critiqued purported race neutrality and 'colourblind racism' in policies and educator practices used to justify excluding Black students from two-way immersion programmes. In EFL, Jenks (2017) and Ferreira and Camargo (2014) highlighted Whiteness as valuable property in English language teaching where White instructors get more jobs and higher pay, and curriculum presents White people as normative

representations of English speakers. Burns (2017) and Palmer (2010) showed interest convergence in how Latinx students gained access to dual language programmes that sustained Spanish language instruction only when also benefiting White families seeking Spanish immersion. Students and teachers' stories in Michael-Luna (2009), Ferreira (2015), and Fránquiz *et al.* (2011) presented counternarratives of marginalized identities and intersectionality as evidence against the dominant, racist paradigm that excludes them.

This article is situated within WL teaching where, with some notable exceptions like those featured in Kubota and Lin (2009) and Von Esch *et al.* (2020), there is little CRT-based inquiry. Promising inroads have been made with calls from Wesely et al. (2016) and Randolph and Johnson (2017) for critical and social justice pedagogy as an integral part of WL, which entails explicit considerations of race and racism. However, a CRT-based pedagogy has yet to be proposed for WL teaching in the USA. Hence, I will make recommendations for conducting more WL research guided by CRT and propose a CRPWLT to promote more effective and inclusive practice.

METHODS

Insights and pedagogical recommendations presented in this article are based on a *post hoc* analysis of findings from two studies (Table 1). The analysis asked the question: How do these findings illustrate CRT tenets of practicing racial realism (not harbouring illusions of racial equality), critiquing liberal myths, and prioritizing knowledge from counternarratives? Study 1 was a year-long ethnographic needs analysis (Long 2005) study that investigated the Spanish language and instructor training programmes (reported in Anya *et al.* 2020) at a Hispanic serving institution (HSI) and a historically Black university (HBCU). The study was a collaboration between the universities in an ongoing relationship where White Hispanic instructors, trained as MA and PhD level language TAs at the former, taught all-Black groups of undergraduate students at the latter. My role in Study 1 was co-investigator and training programme expert.

I conducted Study 2 at a beginner-level Spanish language programme in a large public PWI where, as the principal investigator, I facilitated, collaborated in, and examined a participatory action research (McIntyre 2008) project (reported in Anya and Fernández Castro 2019) that entailed critical engagement with instructors in collaborative inquiry and self-assessment using a language programme materials analysis protocol I developed (see Supplementary materials). In my role as both teacher trainer and researcher, I contributed to and observed workshop sessions of collaborative inquiry and self-assessment to conduct critical discourse analysis (Elissondo 2001; Wodak and Meyer 2009) examining the extent instructional materials (e.g. textbooks, learning websites, syllabi, lesson plans) demonstrated anti-racist, equity-minded, and inclusive practices that help Black students succeed in language study.

Table 1: Descriptions of the two studies

	Study 1	Study 2
Goals	Examine decline in African American student enrolment, why none continue in programme past requirement, and most instructors from HSI hired to teach at HBCU quit before contract ends Investigate Black students' interests in cultural connection with Spanish language communities, assess their real-life needs for communication to design curriculum and target tasks meaningful to their lives, contexts, and actual needs	Determine extent programme utilizes equity-minded, anti-racist, and inclusive practices that help Black students succeed in language study Plan action for how programme policies and practices could be modified to become more equity-minded, anti-racist, and inclusive
Study site	HSI (large urban public university) HBCU (small urban private Christian university)	PWI (Large rural public university beginner Spanish programme)
Participants	Fifty Black students (African American, Caribbean, African), self-identified Nine White Hispanic instructors, one Black Hispanic instructor, self-identified	One White Anglo, four White Hispanic, one Black Hispanic instructor, self-identified
Design	Year-long ethnographic learning and teaching needs analysis study conducted in 2018	Six-month participatory action research project conducted in 2018
Data	Interviews, class observations, questionnaires, journals, language use audit, community visits, local job descriptions	Interviews, three-session workshop series with critical discourse analysis, programme instructional, promotional materials (textbooks, digital labs, online learning sites, syllabi, lessons, PowerPoints, brochures, website)
Analysis	Content analysis, discourse analysis, document analysis, task-based analysis	Participants conduct thematic, content and document critical discourse analysis using language programme materials analysis protocol

Studies 1 and 2 share a common focus on examining WL programmes and enacting change to improve experiences for Black students. The studies prominently feature collaboration in research and practice between institutions, researchers and instructors, and among instructors, exemplifying the central role of collaboration in applied linguistics for social justice and the importance of collective action that engages stakeholders who recognize their responsibility to promote change. Most importantly, both studies are linked by how their findings reveal endemic racism and anti-Blackness in WL programmes and provide powerful illustrations of the CRT tenets.

The researcher–teacher trainer

I am a Black American woman of West African and Caribbean heritage, working as a WL learning researcher and language teacher educator at a PWI. I studied and taught Portuguese and Spanish at three major US universities where I was the only Black student in my classes, and as an instructor, never had a Black colleague. My applied linguistics doctoral programme did not have Black students or faculty, and now, as a scholar in applied linguistics and WL education, I often attend professional gatherings with no or few Black faces among thousands. My eagerness to remedy the underrepresentation of Black people in this field comes from experiencing our marginalization firsthand.

RESULTS OF *POST HOC* CRT ANALYSIS OF FINDINGS FROM STUDIES 1 AND 2

CRT-based examination of Studies 1 and 2 demonstrated racial realism (contrary to illusions of racial equity) showing endemic racism impacting participation of Black students and instructors. Counternarratives highlighted Black experiences—and participants' critical interpretation of these episodes—challenging liberal myths of race neutrality, objectivity, and equitable, harmonious multiculturalism. CRT analysis provided key insights on anti-Blackness in WL, which is a social justice problem that may not be readable through different theoretical lens and cannot be addressed if not first identified.

Study 1: racial realism

In Study 1, Black student enrolment in beginner Spanish decreased significantly over eight years at both the HSI and HBCU. At intermediate level, it reduced from few to zero. Attrition was also noted among teaching staff, because 80 per cent of mostly White Hispanic Spanish instructors trained at the HSI and hired at the HBCU quit before their contracts ended. The instructors reported feeling unprepared to teach at a Black university, citing culture shock, distress, inadequate student preparation, and institutional capacity as reasons for leaving. This finding illustrated a tenet of CRT, which is how racism is so normalized in our thinking, that structural inequities seem natural. White instructors said

openly they could not work in an all-Black environment due to duress of being a minority—something Black people do almost everywhere in society while expected to be grateful for being integrated into 'mainstream' environments. In questionnaires and interviews, White instructors did not discuss if they considered remedying their lack of knowledge and preparation to work in this environment or altering instructional practices for specific needs of Black students. Instead, they focused on how Black students' deficits made them difficult to teach. White instructors also did not express efforts to understand inequitable funding, institutional marginalization, and other systemic causes of precarious resources at HBCUs choosing, instead, more facile and racist explanations of Black students and Black schools not being good enough.

Study 1: liberal myths

From the perspective of many Black students in Study 1, the programme did neither interest them nor adequately serve their needs. All reported negative classroom experiences due to poor instructional environments, and many expressed a common sentiment that Spanish class, in the exact words of one first year undergraduate, 'had nothing to do with me' or people like him, since teachers and materials did not present Black populations as important social and cultural agents. During current events activities, instructors did not discuss news about Black people or discrimination against them, and there were many such stories of local and national interest. Some students noted they would have wanted this, since topical presentations were about real life, and considerations of such issues were a fundamental part of being Black in the USA. The White instructors, however, did not know how to manage discomfort discussing racism in class, and they felt those matters did not belong in language courses based on liberal myths of race neutrality or 'we don't see colour' in multilingual and multicultural exchanges. However, no aspect of the Black students' lives was devoid of consideration of race, including their Spanish classes, which they did not view as race neutral, just simply another area of life and academic study that ignored their racial identities while highlighting other people's.

Study 1: Black Hispanic instructor counternarrative

The only Black Spanish language instructor at the HSI and HBCU—a doctoral candidate from Latin America—was open to discussing race, racism, and Blackness among Spanish-speaking populations but was still conscripted into delivering limited, standardized content. In his counternarrative, he tearfully and regretfully described an episode where he believed his strict adherence to course material contributed to harm against an African American student:

> We were doing the task to practice dates when I ask [African American student] to say what is Independence Day, like the answer was 4th of July, but in Spanish. But he said nothing, and I ask

again, and he said nothing. And I think, maybe he doesn't know, and I try to help him. Then he say, no, it's not my day. I don't really understand what he means, and not so sure he understand me, but I say, repeat the date, and after I insist so much, he finally says Independence day is 4th of July. And he look real upset, but I don't know why, and I think maybe he's frustrated he didn't know the answer. Later I find out about this Juneteenth, and I never knew about it before, and I realize that he didn't wanna say the 4th of July was Independence Day because it was not the day of freedom for his African American people, you know, because Juneteenth is that day. And I feel so bad about this, it still get me so upset, I'm still so emotional about it, because I didn't know and I didn't realize, and I feel like I participated in the oppression of another Black man. I forced him to say something he hated, something he did not believe, just for Spanish class.

The Black instructor's story, which counters colour-evasive dominant narratives of race neutrality in WL, and his interpretation of the episode are valuable resources in a CRT analysis. His powerful counternarrative illustrates how racism is so embedded in instructional practices that one need not be aware or intentionally racist to perpetuate it. The counternarrative reveals key insights into Black students' reports of negative WL classroom experiences that a non-CRT analysis may not identify as rooted in racism, and racism cannot be addressed without first being recognized. As the instructor delivered planned course material, he did not ponder why a student resisted making the expected response, which was, for the student, an inaccurate, racially charged statement denying his people's heritage and struggle for liberation. The Spanish language curriculum posed a purportedly race neutral question asking people in the USA to name the day of their country's independence. However, what is considered race neutral, standard, or mainstream in a White supremacist country typically relates to the dominant White population. Hence, a question to a descendant of enslaved Blacks about the day his people gained liberty will not yield the answer corresponding to the day when White enslavers gained theirs.

Study 1: African American student counternarrative

In Study 1, Black students described how curriculum and materials failed to connect their identities with Afro-descendant Spanish-speaking populations. Such exclusion was hard to justify, since both universities were located in an area with a large Latinx population deeply tied to South American and Caribbean nations with considerable Black populations and cultural influence. However, the exclusion was easily situated within racism and anti-Blackness Hispanics also perpetuated, evidenced in experiences of a female African American student who recounted typical rejection Black students reported trying to speak Spanish in the community:

> I worked at an assisted living facility, and I experienced um, a little hardship in that setting. A resident, an older Hispanic lady was kinda going off. And I was like, *¿tú necesitas ayuda?* [Do you need help?] And, like, I tried to help her. I noticed she was cussing, but I was still being nice. And she like, turned her head, she was like, she asked me in Spanish, was I Dominican? And I said, no, I'm Black. In Spanish, I don't say *negra* [black], I say, *yo soy* Black [I am Black]. And she got back in her wheelchair, and she left. Went back up the elevator. I was like, what? And the worker was like, what? And the thing is, I knew the lady, and I knew she could speak English, understanding Black and all. She was understanding what they said, but decided not to Speak English. It was an experience where I felt like because I could not culturally identify with her as a Hispanic woman, she chose not to communicate with me. I feel like in this area in this region, Spanish is a language that identifies a group of people, and by me being Black, not even being a part of that community, it excluded me from having the benefit to, like, engage with her, like in her eyes.

The story of how a White Hispanic local community member treated this African American student was not unique in Study 1. Others also reported they found it difficult to use the language outside class as instructors encouraged them to do, because Hispanics in the local community whom they heard speaking Spanish and tried to engage in the language would scoff or laugh at them, or just respond in English. Visions of equitable, harmonious multiculturalism promoted in the programme, which assumed mere proximity to the target language community guaranteed access, were thwarted by realities of racism and intergroup hostility. Black student heritage Spanish speakers also reported difficulty accessing Spanish-speaking communities in the area. Many reported feeling they did not fit into the region's image of 'Hispanic/Latinx', which is the general US image of a White or European/indigenous 'mestizo' Hispanic.

Study 2: liberal myths and anti-Black erasure

Study 2 was participatory action research with beginner-level Spanish language instructors examining programme materials. I encouraged the instructors—all White (Anglo and Hispanic) except one Black Hispanic—to think about race, racism, their own racial identities and how their backgrounds, beliefs, and ideologies may influence their perception of the curriculum. First, when guided to identify references to race and to Blackness in the affirmative sense, they found notable colour-evasiveness in the 2017 edition of a commercial textbook and digital learning suite used by students and the programme-produced lesson slides. For example, vocabulary for students to describe themselves in Spanish did not give adequate possibilities for Afro-descendants, especially how Black people in Spanish-speaking countries typically describe themselves. The activity where a Black person would learn how

to identify themselves racially showed a Black woman and the word *morena*, which means 'dark'. Although Afro-Latinx people call themselves, *moreno/morena*, they also commonly use more racially unambiguous words *negro/negra* and *afrodescendiente*, meaning Black and Afro-descendant. A CRT analysis of this Study 2 finding of colour-evasiveness shows it did not result in equity it sought to represent. Instead, the supposed race neutrality of the materials demonstrated a racist, exclusionist White hegemony, because, perhaps, in a bid not to court controversy from people who view the terms *negro/negra* and *afrodescendiente* negatively, the materials avoided them, and in doing so, erased Black identity. The materials also did not provide the most precise way for someone learning Spanish to describe racial diversity, because, on the same list with pictures of representative individuals, a White man with dark hair was also called *moreno*.

Secondly, throughout the programme materials, instructors found pictures meant to represent US students learning Spanish included Black people and cartoon figures depicting them in a variety of activities and professions. However, as Elissondo (2001) observed 20 years ago in her analysis of Spanish textbooks, the vast amount of cultural and geographic information about different Spanish-speaking populations showed nearly zero representation of Black Hispanics. The cast of the videos and reality show storyline about Latin Americans for conversation exercises was entirely White. One White Anglo instructor mentioned that, before conducting the analysis, she had never noticed the only Black people in all the images accompanying cultural passages were two pictures of scantily clad women in carnival parades and one male sports star—both depicting racist tropes of hypersexualized and athleticized Black bodies.

Thirdly, when considering representation of Afro-descendants in Spanish-speaking populations, the instructors observed cultural texts and listening exercises did not mention or specifically highlight them. This exclusion was not due to their absence or insignificance, because a third of Spanish speakers worldwide are Afro-descendants. The instructors noted many missed opportunities to include Afro-descendants in both imagery and text, since passages describing regions in Cuba, Mexico, Peru, and Dominican Republic with large or majority Black populations and notable Afro-diasporic cultural influence were presented with no mention of such and only pictures of architecture and natural scenery.

A *post hoc* CRT analysis of the Study 2 findings reveals, not only Black erasure in the materials, but also a contrasting emphasis on Whiteness throughout, such as, multiple features of Spain's royal family, a focus on Spain disproportionate to how many Spanish language speakers worldwide reside there, numerous mentions and images of European art, cultural expressions, and architecture. Most illustrative of the absence of race neutrality and targeted focus on Whiteness were ubiquitous images of White families and Latin Americans appearing of primarily European ancestry in every topic and social context. In stark contrast to the exclusion of Afro-Latinx, White people were

presented as the most typical or 'normal' representation of Hispanics in the USA and Spanish-speaking world.

Study 2: Black Hispanic instructor counternarrative

The counternarrative provided by the only Black instructor in Study 2—a doctoral candidate from Latin America—describes the exclusion of Blackness in the Spanish language curriculum as an invisibility, which, in her analysis and interpretation, she says, also mirrors how African American students are ignored inside the classroom:

> Because, in class, Black students all sit in the back, since they don't think you want them, so you don't call, and they just sit there, and they are invisible. This invisibility that still exists, and this stereotype that Black kids can't do anything, that they're not the best, it's preventing us from really finding out how we can help them like Spanish class. And we're ignoring them in class and also in the curriculum and materials, it's a total invisibility. For example, if we had put something about Black Lives Matter, some kind of reading, just something, anything, but we have nothing. And the people here in the program, they don't understand how this invisibility in the curriculum is contributing to the Black students' their attitude or their feeling of like, they're not connected in class. But then we see this lack of connection, or interest, or motivation, or whatever you wanna call it, and interpret it as lack of ability. And that's not true.

In her counternarrative, this Black Spanish language instructor sharply rejects dominant ideas of WL language programmes being a place of equitable and harmonious multiculturalism. She rejects the liberal myth of race neutrality by recognizing unjust exclusion of Black people from the curriculum and classrooms, connecting this with racist assumptions of Black students' academic unfitness. Instead of the tired insistence upon Black students' deficits and lack of motivation, the instructor suggests how the programme could more meaningfully engage them.

A CRITICAL RACE PEDAGOGY FOR WORLD LANGUAGE TEACHING: PROPOSALS FOR PRACTICE

To address racism and anti-Blackness in our field, I propose a CRPWLT based on previously discussed principles elaborated by Lynn (1999) and Jennings and Lynn (2005). Step one in CRPWLT is to conduct inquiry and self-assessment of language programme policies, stakeholders, practices, and materials through the lens of CRT to determine if and to what extent they promote Black students' meaningful, equitable participation and success in WL. This entails race-consciousness in an affirmative sense (e.g. collecting data on programme participation by race; examining programme materials for how they represent different racial groups). Such sober, systematic assessment requires

language educators to adopt racial realism and recognize the endemic nature of racism in their instructional practice, because race neutrality does not exist, and colour-evasiveness promotes a racist status quo where what we actually ignore are inequity, White privilege, and injustice, not skin colour. Key in this self-assessment is understanding Whites constitute a racial group and are not devoid of racial identity. Therefore, a Spanish language curriculum that presents Whiteness as normative and images of White people as representative of Spanish language speakers when, in reality, there are large numbers from other groups, is not race neutral. It is White supremacist.

The second step in CRPWLT calls for a careful examination of power and inequity in language teaching. This requires educators' awareness of their racial identities and positionality in racial hierarchies, which influence their perception of materials, how they teach, and their attitude towards and treatment of their students. In an example from Study 2, a White instructor remarked how, although she taught with those materials for years, she never noticed there were only three images of Black people in hundreds of visual representations of Spanish-speaking populations. She had never felt anybody was missing, nor would it have occurred to her others may be disfavoured by a status quo favouring her, or may notice and benefit from her supplementing with more inclusive materials. In admitting this, the educator demonstrated self-reflexivity that encourages consideration of how privilege and advantaged positionality conferred by one's identities, knowledge, beliefs, practices—even if intended to be race neutral—can reflect and contribute to racism. Language educator self-reflexivity calls for the interrogation of their roles in gatekeeping that excludes African Americans from beneficial programmes, along with recognizing and rejecting myths and deficit mindsets about Black students' abilities in language learning. Most importantly, it requires active strategizing to recognize and work against the culture of power and structures of inequity in which language educators and students are positioned, as well as, assuming responsibility for change (see Liggett 2009; Picower 2009; Maddamsetti 2020 for examples of White teachers' critical self-reflexivity).

The final, most important step in CRPWLT is translating understandings from inquiry and self-reflexivity into a liberatory practice for antiracism and social justice. To begin, language programmes can seek out ideas on diversifying learners and educators as recommended in Anya and Randolph (2019). Programmes can reject the practice of not explicitly mentioning or considering race and racism in policies, materials, and instruction, because, as was shown in Study 1, Black students understand clearly the racist message sent by language programmes that ignore these considerations and do not address what is meaningful to them. Instructors can examine and diversify personal, professional, and online networks, since we do not stop being who we are or being influenced by outside circles of interaction just because we enter a classroom.

Spanish language programmes, specifically, can counter the racist exclusion of Afro-descendants as principal cultural agents of target language speaking communities, incorporating tasks that make explicit mention of race and

Blackness, and take into active consideration the cultural identities and social justice concerns of African Americans, following examples suggested in Abreu (2016), Elissondo (2001), Dahl (2000), Moeller and Ashcraft (1997), Ruggiero (2015), Watson (2013), and Anya *et al.* (2020). CRPWLT embraces antiracism work as a core component of language instruction and can, for example, incorporate references to and discussion on sociopolitical issues involving students in the WL classroom and members of target language speaking communities (e.g. current events related to immigration and xenophobia). To this end, programmes should orient instructors on facilitating safe, supportive spaces in classrooms for racism to be discussed, along with providing linguistic and cultural support for new learners to understand and describe their ideas and experiences. Guidelines for how to provide such support and hold these discussions are beyond the scope and space allowed in this present article and will be presented in future publications.

CONCLUSION

Applied linguistics is currently navigating a 'social justice turn' with scholars and language educators paying greater attention to how we can promote social justice and equity in sharing social resources, benefits, and power (Osborn 2006; Randolph and Johnson 2017). Proposals to address the racism and anti-Blackness that marginalize African Americans in WL study should be integral to the work currently being done to solve problems of social equity in research and practice. Such social justice approaches and action plans encourage WL education to do what Flores and Rosa (2019) argued is way overdue and meaningfully reckon with race and racial inequity in our field. My model of how to conduct CRT-based analysis of WL research and instruction through systematic examination of programmes and materials, along with my proposal of CRPWLT, move the field forward. They show new ways of understanding, theorizing, investigating, and addressing problems that have persisted for far too long.

SUPPLEMENTARY DATA

Supplementary material is available at *Applied Linguistics* online.

Conflict of interest statement. None declared.

ENDNOTES

1   WL refers to what was traditionally called foreign languages, because our field is moving past the idea that a language, like Spanish, which has been in what is now the USA for longer than English, is 'foreign'.

2   Black people in USA are African, Caribbean, Latin American, European, and from other ethnicities. In this article, I focus on those who ethnically identify as (US) American Afro-descendants, using 'African American' and 'Black' interchangeably for this population.

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African-American Students' Opinions About Foreign Language Study: An Exploratory Study of Low Enrollments at the College Level

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Abstract: *Persistent low numbers of African Americans in the foreign language teacher certification program at the University of Texas at Austin motivated the study reported here. Two groups of students responded to a questionnaire that sought information on foreign language experience at elementary and high school, as well as family experiences in foreign languages. Findings revealed that whereas very few students had the opportunity to study a foreign language at the elementary level, all were exposed to at least a two-year compulsory program at high school. These experiences were not motivating enough to encourage college-level continuation, nor were family experiences. Students' language preferences did not support previous findings that low enrollment figures resulted from language offerings that lacked ethnic and cultural appeal. Rather, the study found that there appeared to be little effort made to encourage African-American high school and college students to consider teaching career paths. Students recommended more aggressive dissemination of information to African-American students at the college level about the advantages on pursuing foreign language study. They overwhelmingly suggested including a foreign language requirement in all discipline areas.*

Key words: *African Americans and foreign language education, low enrollments, minorities and foreign languages*

Languages: *Relevant to all foreign languages*

Background

Persistent low enrollments of African-American students in foreign language programs in the University of Texas at Austin captured the attention of the researcher, who was particularly concerned with the low numbers of African Americans in the teacher certification program in general and more specifically with the virtual absence of African Americans in the foreign language teaching program. From January 1994 to December 2003, there were only 6 African-American students enrolled in the foreign language teaching program out of a total of over 300. The African-American student enrollment in the university is 4% (approximately 2,000 out of 50,000). In order for the teaching program to reflect this presence there should be at least 3 African American students in the teaching program every year. What are possible explanations for the persistent low enrollment?

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Literature Review

A review of the two major foreign language journals (*Modern Language Journal*, founded in 1925, and *Foreign Language Annals*, first published in the 1960s) identified five articles that dealt with minorities and foreign language learning in general (Brigman & Jacobs, 1981; Clark, 1980; Hubbard, 1968, 1980; Wilberschied & Dassier, 1991), and three articles (Davis & Markham, 1991; Moore & English, 1997, 1998), that dealt specifically with African Americans' attitudes toward foreign languages.

It was not until the mid-1990s that researchers (Guillaume, 1994; Hancock, 1994; Peters, 1994, among others) speculated on reasons for low enrollments of minority students in foreign language programs. Some offered hypothetical explanations based on social and cultural distance theories. For example, according to Guillaume (1994), the failure to attract greater minority participation lies in the traditional historical view that foreign languages are spoken by White Europeans. Failure to include an Afro-centric perspective in instruction, and to teach languages spoken in Africa, has had negative effects.

Peters (1994) also expressed the belief that low enrollments may be explained by theories of social and cultural distances. He suggested embracing an Afro-centric German curriculum to include non-European Germanic groups. Peters echoed the beliefs expressed by Davis and Markham (1991) who had earlier called for "[B]lack experience in foreign language culture," especially in historically Black colleges. But the Davis and Markham study also pointed to other factors that seemed to have escaped the professional gaze. Students at historically Black colleges in this study "held positive attitudes toward foreign language study," (Davis & Markham, 1991, p. 233). The students did not indicate that the study of foreign languages was in any way threatening to their cultural identity, and they chose to study a foreign language because they were aware of the benefits derived from such an undertaking. Their complaints and dissatisfaction generally had to do with pedagogic deficiencies.

Significance of the Study

Studies of foreign language continuation or discontinuation have focused mainly on White middle class students (Myers, 1978; Speiller, 1988). The present study proposed to examine and highlight two groups of African-American students' perspectives of, and personal experiences in, foreign language programs, with the specific purpose of discovering reasons for students not selecting a foreign language major at the college level. More specifically, possible explanations for the virtual absence of African Americans in the foreign language teacher education programs were explored. Although this was an exploratory study, it can provide a model that can be used in other similar research settings. In addition, while the study focuses on one large state university, the subjects may well be representative of similar populations across the country.

Study

The study employed a framework based on three guiding assumptions alluded to in the review of the literature. First, the theory of structural inequality implies that African-American elementary and high school students have greater difficulties adjusting to school demands. To counterbalance this inequality, special programs (e.g., Head Start) have been created. The assumption in the present study is that if students had an early start and positive experiences in foreign language classes at the elementary and high school level, they could be inclined to continue foreign languages at the college level.

Second, cultural discontinuity (Levine, 1982) suggests that students whose cultural patterns are in harmony with school culture tend to be more advantageously poised for success. Linguistic and cultural similarities between home and school environments make for easier transition into the school setting, thereby enhancing learning. Familiarity with the school structure and syllabus facilitates parents' ability to help and guide their children. In addition, research findings indicate that African-American parental influence has a greater impact on career choice than any other factor (Lee, 1984; Perry & Locke, 1985). The study therefore looked at family experiences with foreign languages.

The third assumption was that there would be differences across gender and between groups, particularly in career and curricular selections. Hall and Post-Kramer (1987), for example, found that while teachers tended to steer all African-American students towards less academic career routes, they showed differences in how they treated the male and female students. Specifically, they paid less attention to the African-American male students in their classrooms and demanded less work from them. In an attempt to get insights into group as well as individual differences, the researcher included three questions that elicited students' responses on their major areas of study, on languages they would like to study, and on reasons for not selecting a foreign language major.

Subjects

The researcher decided to survey groups of African-American students over a 2-year period in order to get a broad sample of the population, since the enrollment of African-American students at the university was traditionally low. The researcher contacted the professor of a popular African-American history course in which large numbers of African Americans typically enrolled. This was deemed as perhaps the easiest way of accessing the targeted group. Both groups comprised students who entered the university in the fall semesters over a 2-year period. The fall

semester was chosen because it was the semester in which there was the largest number of enrollments. Two groups of students completed the survey questionnaires. The first group comprised 14 male students and 58 female students. In the second group there were 23 male subjects and 33 female subjects. In total, there were 128 students (37 males and 91 females) who responded to the questionnaire. The students were representative of the general student body in that they were enrolled in a variety of programs and were at different stages in their programs: freshmen, sophomores, juniors, and seniors.

Data Collection

Other studies using Likert-scale questionnaires have investigated reasons for foreign language continuation/discontinuation (Myers, 1978; Speiller, 1988). For the present study, a survey questionnaire was the main instrument used (see Appendix). Students had to respond to open-ended questions, and elaborate on their early foreign language experiences, their family experiences with foreign languages, their major areas of study, their reasons for not studying a foreign language, and the languages they were interested in studying. The questionnaire also sought students' suggestions and recommendations for increasing enrollment figures in foreign language teaching programs. In order to allow ample time for completing the open-ended questions, the researcher was able to secure class time wherein all students were able to complete the questionnaire, thus ensuring 100% response rate.

The research questions were:
1. Does positive early exposure at the elementary and the high school levels encourage continuation in foreign language study as a major at the college level?
2. Is there any relationship between family experiences in foreign language study and students' pursuance of foreign language as a major at the college level?
3. What are the reasons given by students themselves for choosing or not choosing a foreign language major?
4. Is there a mismatch between what languages students want to study and what languages are offered? Would this account for the low enrollment figures?

5. What do students believe can be done to increase enrollments of African-American students in foreign language programs at the college level?

Results

1. Does positive early exposure at the elementary and the high school levels encourage continuation in foreign language study as a major at the college level?

One of the reasons for advocating Foreign Languages in the Elementary Schools (FLES) programs is the belief that the greatest success in second language (L2) learning occurs at the early stages—the younger the better. Successful learning, it is hoped, will lead to continuation in foreign language programs and higher proficiency levels. The researcher therefore examined students' early foreign language experiences. Responses to question 4 revealed that approximately 38% of the female students and an almost equal number (39%) of male students, were exposed to FLES. (See Appendix.)

Responses to question 7 revealed a completely different picture. Almost all the students, (98.2% in the first group and 100% in the second group) had studied a foreign language at high school—probably as a result of the state-mandated university entrance requirement. The 2 students who did not study a foreign language were out-of-state students. Responses to question 19 showed that, despite the fact that almost all the students had fulfilled the high school foreign language requirement for college admission, only 56 (45%) were enrolled in foreign language classes at the college level. (See Table 1.) For 48 of the 56 students it was a course requirement. Only 8 students chose to study a foreign language even when it was not required.

Statistical Analysis

Since all but 2 subjects had taken the compulsory 2-year high school foreign language requirement, no analysis was conducted to determine correlation between high school study and continuation at the college level. The results of the correlation analysis between elementary school and college level were weak and negative: -.028 and the significance (two-tailed) was .753. The negative sign means that there was a negative relationship between the two variables.

Table 1

FOREIGN LANGUAGE EXPERIENCES BY GROUP AND GENDER

	GROUP 1		GROUP 2		TOTAL		
	Female 58	Male 14	Female 33	Male 23	Female 91	Male 37	N = 128
Sch. level	Female	Male	Female	Male	TOTALS		
Elem.	19	2	14	14	n = 49 (38%)		
High	56	14	33	23	n = 126 (98%)		
College	19	5	18	14	n = 56 (45%)		

Table 2

FAMILY EXPERIENCES WITH FOREIGN LANGUAGES AT THE HIGH SCHOOL LEVEL

GROUP 1			GROUP 2		
Female	Male		Female	Male	
58	14	*n* = 72	33	23	*n* = 56
PARENTS					
F	M	TOTAL	F	M	TOTAL
35	10	45 (62%)	25	14	39 (70%)
SIBLINGS					
F	M	TOTAL	F.	M	TOTAL
30	10	40 (56%)	14	12	26 (46%)

In this case it implies that studying a foreign language at elementary school reduces the likelihood of continuation at college level. Clearly, this does not make sense. A possible explanation for this strange finding may be the small size of the sample (49 students). The number is simply too small to yield results that can allow for any substantial claim.

High School Classroom Experiences

Motivational theories suggest that classroom activities should be challenging, appealing to children's curiosity, and pleasurable, and that they should promote success in order to create positive attitudes to learning. Successful achievement in any discipline is perhaps the most influential factor in a student's decision to continue in that discipline. (Deci, Vallerand, Pelletier, & Ryan, 1991). The literature also suggests that student–teacher relationship greatly influences students' academic decisions. Questions 16a, 16b, and 16c (see Appendix) sought to elicit students' responses and opinions about (a) textbooks and other instructional material used in their classes, (b) experiences with foreign language teachers, and (c) overall experiences in foreign language classes. It should be stressed that the questions were deliberately phrased to allow students to elaborate on their responses. The assumption was that if the material was challenging, appealing, and pleasurable, as the literature suggests, students would respond with positive feelings. Similarly if students felt that their foreign language teachers were interested in their learning, supportive and encouraging in their efforts, and concerned with their success, they could be motivated to continue foreign language study, as the literature suggests. The researcher deliberately avoided questions that presumed students' judgment of their teachers' intention, such as "Were your teachers supportive of your learning?" Instead, the questions sought responses that dealt with the students' personal attitudes and reactions.

Textbooks

The majority of students did not express negative feelings about the textbooks and other instructional material that they had used at the high school level. However, 3 of the 37 male students found the textbooks unsatisfactory. One described the material as too basic and the other two thought that in general the textbook was boring. The majority of female students (approximately 96%) described the book as easy to understand and simple to follow.

While the students made no comments indicating that the textbooks lacked appeal to them as African Americans, they did give negative responses that seemed to suggest teachers' lack of interest in challenging them academically. One male student wrote "the teacher never checked my work to see if I was doing it correctly or if I was doing it at all." Three other male students wrote "the books were boring and the teacher never paid attention to see if we were doing the work." One female student also wrote "the work was so easy (and childish) that I finished it quickly and spent the rest of the time doing nothing."

Teachers

Similar statements about the teachers' seemingly uncaring attitudes also appeared in some students' comments. While most female students seemed to have had positive personal experiences with their teachers, 5 of the 91 expressed negative opinions. Two wrote "the teachers could not speak the language well." Another stated that "the teachers acted as though they knew it all" and two others wrote that the teachers "did not make sure that students learned the material." Twelve male students—more than twice the number of females, and approximately one third of the group—had negative comments about the teachers. Four of them gave specific complaints: that the teacher had no teaching skills, that the teacher was boring, that the teacher focused too much on organizing "cultural activities" and not enough on the language. One even said that the teacher did not teach them anything.

Overall Experience

When asked to respond to their overall experience in foreign language classes, only 2 students said their foreign language experience was definitely not positive. Three male students emphatically stated that the "teaching" was boring, but their interaction with their classmates was fun. Four female students felt that because they were not monitored to see if they knew the material, the foreign language experience was difficult to assess. It would appear, then, that for this group of students as a whole, foreign language study was neither overwhelmingly negative nor outstandingly positive.

2. Is there any relationship between family experiences in foreign language study and students' pursuance of foreign language as a major at the college level?

Studies have found that families exert the strongest influence on adolescent children's career development (Ford, 1993; Lee, 1984: Perry & Locke, 1985). The assumption,

Table 3

AFRICAN-AMERICAN MALE STUDENTS'
MAJOR AREAS OF STUDY AND REASONS FOR
STUDYING/NOT STUDYING A FOREIGN LANGUAGE

Major	YES	NO	REASONS
Computer Science	2	0	required
Electrical Engineering	0	2	not required
Geophysics	0	1	not required
Pharmacy	0	3	not required
Advertising	2	0	required
Business	3	0	required
African-American Studies	4	0	required
Psychology	1	0	required
Government	3	0	required
Arts & Humanities	0	9	not required
Liberal Arts	3	0	want to
English	0	4	not interested
Totals	18	19	*n* = 37

Table 4

AFRICAN-AMERICAN FEMALE STUDENTS'
MAJOR AREAS OF STUDY AND REASONS FOR
STUDYING/NOT STUDYING A FOREIGN LANGUAGE

Major	YES	NO	REASONS
Zoology	1	0	required
Biology	2	0	required
Communications/ Advertising	1	0	required
Math	3	0	required
Pharmacy	0	5	not required
Biochemistry	2	0	required
Mechanical Engineering	0	3	no money in it
Computer Science	3	0	required
Elementary Education	2	7	want to/ not required
Early Education	4	0	required
Special Education	4	0	required
Kinesiology	2	3	want to/ not required
Speech	0	3	not required
English	0	2	not required
Music	0	2	not required
Sociology	2	0	required
Social work	2	17	helpful/ not required
Psychology	0	3	not required
Accounting	0	3	not required
Economics	2	0	helpful
Business	4	0	required
Photojournalism	1	0	want to
Broadcast Journalism	0	5	not required
Journalism	2	0	helpful
Government	2	0	required
Totals	39	52	*n* = 91

therefore, was that if parents and/or siblings, had studied a foreign language that they may encourage other family members to study a foreign language, or at least may not discourage them from so doing. Responses to questions 12, 13, and 14 (see Table 2), indicated that although over half of siblings or parents for both groups had studied a foreign language at high school level, that fact did not seem to influence the students to undertake foreign language as a major area of study at the college level. Although there were in-group differences, for example, in the first group more male than female students had parents and siblings with foreign language experience, well over 60% of both male and female students had family members who had experiences with foreign languages.

3. What are the reasons given by students themselves for choosing or not choosing a foreign language major?

An examination of the responses to questions 10 and 11 provided reasons for nonenrollment in foreign language programs, and responses to question 19 revealed students' major areas of study. Students were encouraged to elaborate on their responses. Although not many did, those who elaborated wrote that they were told by their teachers or counselors that foreign languages are "hard." One counselor was quoted to have said to the student to do "something practical" and something that is "within your ability, like social work or nursing." The listing of major areas of study in Tables 3 and 4 gives credibility to that statement, and supports previous research finding by Malcom (1984), Garibaldi, (1992), Williams and Norris
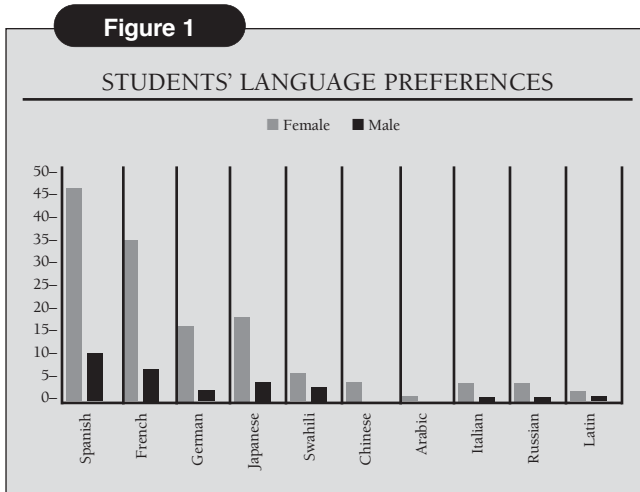
(1984), and Hall and Post-Kramer (1987), that counselors tend to steer African-American students into social sciences and social welfare areas. The listing shows that the greatest number of female students (40%) were enrolled in programs in elementary education and in social work as their major areas of work.

As can be seen in Table 3, of the 18 male students who were taking a foreign language class, 15 did so because it was a requirement, and the 3 who were enrolled in a foreign language class because of interest did not intend to pursue it as their major.

Table 4 shows that 39 female students (43%) were enrolled in a foreign language class. For 28 of them, it was

Figure 1

STUDENTS' LANGUAGE PREFERENCES

■ Female ■ Male

(Bar chart showing language preferences by Female and Male students. Y-axis ranges from 0 to 50 in increments of 5. Languages listed along the X-axis: Spanish, French, German, Japanese, Swahili, Chinese, Arabic, Italian, Russian, Latin.)

a degree requirement; the remaining 11 chose to do so either because of interest or they thought it would boost their career choice.

To summarize, 57 of the 128 students (45%) were enrolled in a foreign language class. For 43 of the 57 students it was a requirement, and for the other 14 it was a personal choice. The remaining 71 students (55%) had no interest in foreign language study. Most glaringly, not one student was pursuing a foreign language major and not one was enrolled in the school teacher education program.

4. Is there a mismatch between what languages students want to study and what ones are offered?

Did students prefer to study a language that was not offered at the college level? Would this account for the low enrollment figures? The researcher did not wish to present a list of languages from which the students could chose. Rather, by allowing the students to indicate their preferences, they could generate their own list. Figure 1 shows that Spanish was the language of first preference for all students, a finding that supported their opinions of the practical purpose and value of studying a foreign language. They lived in a state where there are sizable Spanish-speaking communities and business enterprises. French was the second language choice, followed by Japanese and German. All the languages listed, Swahili and Arabic included, were offered at the university. Therefore, students had the opportunity to study whatever the language they wanted. The data, therefore, did not support previous research findings that African Americans wanted to study foreign languages that are more related to their African heritage but may not be offered in the curriculum (Davis & Markham, 1991; Turner, 1992).

5. What do students think can be done to increase enrollments of African-American students in foreign language programs?

Students provided recommendations to question 17 for increasing enrollments at the elementary level, at the high

school level, and at the college level. The most frequently cited recommendations for elementary schools included: (a) the creation of foreign language programs in more schools; (b) more emphasis on cultural instruction; (c) less concern placed on the language and grammar; and (d) disseminating more information to students on the benefits of learning a foreign language.

At the high school level, students recommended that language instruction should focus more on developing speaking skills and on developing cultural awareness, and less on writing and grammar. Some felt that greater efforts should be made to recruit more African-American foreign language teachers so that students could have visible proof that teaching was a worthwhile profession. Finally, the students in this study recommended special workshops/lectures to expose African-American students in general to the benefits of learning a foreign language.

Students stated that at the college level, study abroad programs should be mandatory and students should be exposed early in their freshman year to the benefits of learning about other cultures and of knowing a foreign language, so that they could make informed decisions about pursuing a foreign language as a possible major. Many bemoaned the fact that they had never had the opportunity of knowing about career possibilities related to foreign languages, and they strongly recommended that all college departments make foreign languages a requirement for graduation. The recommendations are not unlike those of Pavian-Roberts (1992) whose incoming freshmen expressed similar opinions.

Summary and Discussion

The study sought to investigate African-American students' opinions about foreign language education with the expressed purpose of discovering reasons for low enrollments at the college level, and the absence of African Americans in secondary foreign language teacher education programs. The findings, although specific to one state and focusing on foreign language enrollments, have national significance because of demographic similarity to many states, because of teacher shortage across the nation, and because of the low number of African-American teachers nationwide.

While findings revealed no apparent connection between early exposure to foreign languages (either at the elementary or at the high school level) with continuation at the college level, the majority of students felt that early exposure to a foreign language may be beneficial to all students. Further research on FLES programs and continuation in foreign language study should be conducted to examine the usefulness and/or effectiveness of such programs as they relate to African-American students.

Findings also indicated no influence based on the fact that members of a student's family may have studied a foreign language. Since the literature suggests that it is in early

adolescence when students make career choices and that African-American students in particular tend to be more influenced by family on decisions concerning careers, it is possible that this group of students may not regard teaching as an attractive career. Their selection of major areas of study suggests career choices that may make them more gainfully employed. Page and Page (1991) suggested that, contrary to their Anglo counterparts, African Americans do not seek out a career purely for altruistic reasons. For many African Americans—as indeed for many historically oppressed people worldwide—education, especially a college education, is a means of upward social mobility. The low interest in teaching as a career may be an indication of what Hunter-Boykin (1992) and Gordon (1994) referred to as the decreased social prestige and status accorded to teachers, and to the substantial increase in job opportunities in other areas. Indeed, there was a sizable number of female students (39 out of 91), enrolled in science and science-related programs, which are traditionally Anglo male-dominated areas.

Despite the fact that all the students did have 2 years of state-mandated foreign language education at the high school, they were clearly not interested in continuation at the college level. The 54 students (42%) who were enrolled in foreign language classes did so because it was a requirement for their major area of study. The fact that more male students were enrolled in foreign language classes suggested that foreign languages were required in major areas of study that are traditionally more "male" oriented, as can be seen from the data in Table 3.

The male students indicated almost overwhelmingly that they thought they should be told the benefits of studying a foreign language and that they would study a foreign language once it was required. The responses are similar to those found by Perry and Locke (1985) who stated that teachers have negative expectations of African-American students, in general, and male students in particular, and that African-American students in general, but African-American male students in particular, are made to believe that they cannot perform well in academic subjects.

According to the students in this study, enrollment in foreign language classes can be improved if there is suitable guidance in selecting a career path beginning at the high school and continuing even more aggressively at the college level. The responses support Hawkins's (1992) finding that no one is communicating the fact that teaching can be a career choice for African-American students. Three female students wrote that not one of their counselors ever suggested that they consider teaching or studying foreign languages as career options. Such counsel may have multiple interpretations. If the counselors were African Americans, they may consider it their responsibility to steer the next generation of African-American students towards more lucrative careers. Majoring in a foreign language offers few career opportunities for students leaving college with only a bachelor's degree. The counsel could also have been offered based on limited information or on misinformation. Many schools may be out of touch with changing consumer patterns and demands, and counselors may still be steering students towards the more traditional careers. Career opportunities in the area of food catering and restaurant management, for example, tend not to be encouraged by teachers, yet they are career paths that can benefit from expertise in multilingual and multicultural competence.

Lack of enthusiasm for or interest in foreign languages can also stem from poor teaching practices, as with all other curricular offerings. The most commonly repeated negative criticism of foreign language experiences dealt with teachers' attitudes and teaching styles. The negative comments were that lessons were boring, the material was boring, the teachers were boring, and the teachers were not interested in whether students learned or not. Such unsatisfactory pedagogical practices may also account for the students' lack of interest in joining the profession.

Recommendations

What can be done to encourage increased enrollment of African-American students in college foreign language programs for the specific purposes of encouraging careers in teaching? Smith (1988) said that the same approach used by as athletic coaches who go after African-American prospective stars should be used to recruiting African Americans into the teaching profession, that is, aggressively identifying African-American students with interest and abilities in foreign language study and recruiting them into the profession. Post and Woessner (1987) showed that this "go-out-and-get-them" approach can work. Using clubs as a way to create interest groups and peer support, Post and Woessner succeeded in increasing numbers in college attendance and in the club membership themselves.

While there is no denying that efforts have to be made at all levels to solve the problem, many teachers and educators may not have the resources or energy for "outside the school action." Suggestions by Davis and Markham (1991) and Hancock (1994) may be more viable. We need to look to improving the quality of instruction, particularly at the high school level and specifically for African-American students, if we are serious about increasing the presence of minority groups in the teaching profession. The recurring complaints that the textbook was boring and the lessons were boring and unchallenging must be addressed. The students in this study believed that a more functional approach to foreign language teaching might help retention and might encourage further study at the college level. If they can see the practical use of learning languages, and if they are convinced that learning a foreign language can be challenging and pleasurable, they may be more motivated to pursue it.

While it is true that appropriate instructional strategies can improve the academic performance of the students, there are also important systemic changes, particularly in the area of counseling, that must accompany pedagogical changes. One such change must begin with the attitudes of school counselors (Garibaldi, 1992). School counselors must desist from discouraging African-American students from enrolling in programs that they consider "too academic" or "too hard." African-American students have shown that they can successfully develop skills in foreign languages that have been categorized as some of the most difficult to learn (Moore & English, 1997, 1998).

It would appear from this study that universities across the nation need to assume a greater role in helping to alleviate the problem of teacher shortage. It may be that the education staff and faculty within the universities are not aware of the low numbers of African Americans in college-level foreign language programs. There is obviously greater need for more collaborative work between universities, especially colleges of education, school districts, and colleges of liberal arts to try to address the problem. Collaborative projects between high schools and university faculty such as described by Hunter-Boykin (1992) and Middleton, Mason, Stillwell, and Parker (1988), and as recommended by the Holmes Group (Soltis, 1987), can help in recruiting, retaining and graduating more African Americans in teaching careers.

Studies have also shown that students who became teachers made the career choice near the end of their undergraduate education (King, 1993). Again, university staff and faculty must consider focusing on aggressively recruiting African-American students into teacher education programs before their junior year and on encouraging them to pursue graduate-level work, thereby increasing the chances for African-American students to become college-level teachers.

With regards to foreign language instruction at the college level, it is recommended that heads of departments consider restructuring the programs to include courses that focus on developing speaking skills and cultural proficiency. This study indicated that African-American students, like most other students, are willing to study a foreign language once it is required. Programs that offer greater interdisciplinary opportunities (e.g., business, journalism, advertising, early and elementary education, social work), can include language and culture courses that better prepare students for the changing population needs.

It may also prove profitable for foreign language departments at the high school level to adopt more creative approaches to designing foreign language courses that are more relevant to changing demands of the approaching 21st century and that are more appealing. Language and culture courses that allow students to develop insights and appreciation into their own linguistic and cultural riches may attract more minority students at the high school level.

Finally, 17 years ago, Cooper (1988) estimated that the nation will need 900,000 teachers by the year 2002. That projected figure turned out to be lower than the number actually needed. According to Cooper, in 1988 the average teacher education program of 400 students comprised a total enrollment of 22 African Americans, 7 Hispanics, 3 Asians, and 2 Native Americans (Cooper, 1988). Today, the picture is dimmer. It is even more serious for urban schools—which the majority of African-American students attend (Haberman, 1987). In 1999 there were 2.3 million public school teachers, and of this figure, minorities made up 10.3%. Between 1980 and 1995, the minority teaching population fell from 11.7% to 10.3%. It was projected to fall to an even smaller 5% by the turn of the 21st century (Hawkins, 1992).

If the patterns continue unchanged, this year 2005 will see only 5% of all college students from ethnic minorities. It is also estimated that at the same time minority school-age population will increase by more than 30%. Ironically, then, as the minority student populations are rising, the minority teaching population is falling. The foreign language teaching profession should be concerned with this national trend, especially in light of the fact that foreign languages have been added to the national core curriculum.

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Appendix

Questionnaire

Please do not sign your name
This survey is part of an ongoing study of African-American students and foreign language education. Please take your time to fill out the questionnaire. Be as explicit as possible.

1. Are you a state resident?   YES   NO
2. What is your student status?   ————Fresh/wo/man   ————Sophomore
                                       ————Junior   ————Senior
3. What is your gender?   ————Female   ————Male

Tell us about your early exposure to foreign language study
4. Did you study a foreign language in elementary school?   YES   NO
5. Which foreign language did you study?
                                                               _____
6. Where is the school situated?   City: _____ State: _____
7. Did you study a foreign language in high school?   YES   NO
8. Which foreign language did you study?
                                                               _____
9. Where is the school situated?   City: _____ State: _____
10. Do you study a foreign language now?   YES   NO
11. If no, why? _____

Tell us about your home environment
12. Did any of your parents study a foreign language?   YES   NO   DON'T KNOW
13. At what level?   Elementary   High school College
14. Did any of your siblings study a foreign language?   YES   NO   DON'T KNOW
15. At what level?   Elementary   High school College

Tell us about your experience with foreign languages
16. If you did study a foreign language how would you
describe your overall experience?   POSITIVE   NEGATIVE   UNSURE
Please elaborate: _____
_____

a. Did you like the textbooks and other material that you used?   YES   NO   UNSURE
Please elaborate: _____
_____

b. Did you like your foreign language teacher?   YES   NO   UNSURE
Please elaborate: _____
_____

c. Did you like the classes?   YES   NO   UNSURE
Please elaborate: _____
_____

17. What do you think we can do to increase the African-American enrollments in foreign language classes?
At elementary school: _____
At high school:_____
At college:_____
18. If you had to chose 1 foreign language to study which would you chose? _____
19. What is your major area?_____
20. Any other comments: _____

Many thanks for your cooperation