

A COMPARISON OF ATTITUDES OF TENTH GRADE STUDENTS
TOWARD SELECTED ASPECTS OF THE STUDY
OF FOREIGN LANGUAGES

by

Maria H. Koonce

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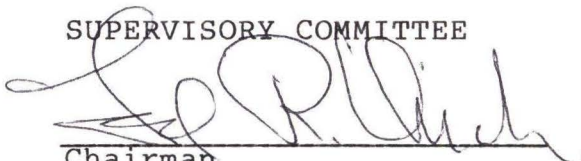
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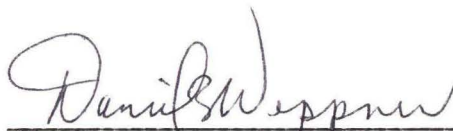
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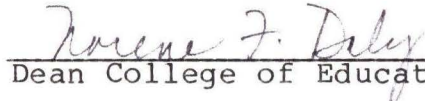
Maria H. Koonce

This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. Ted Urich, Department of Educational Leadership, and has been approved by the members of her supervisory committee. It was submitted to the faculty of the College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

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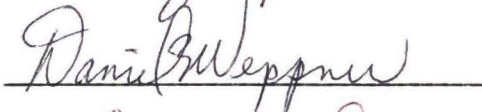

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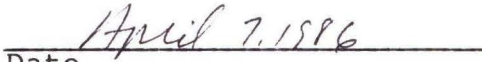

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ABSTRACT

Author: Maria H. Koonce
Title: A Comparison of Attitudes of Tenth Grade Students Toward Selected Aspects of the Study of Foreign Languages
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This study examines the differences in attitude between tenth grade students in Western High School, Broward County, Florida, and tenth grade students in Liceo Zorrilla, Montevideo, Uruguay, toward selected aspects of the study of foreign languages. A survey was administered to approximately 100 randomly selected tenth grade students from each group.

It is hypothesized that no significant differences existed between the attitudes of the two groups toward selected aspects of the study of foreign languages. It is also hypothesized that no significant differences existed between the two groups toward the positions that foreign language study should begin in the elementary school; that it should be continued in high school; that all students should have the option to take more than one language; and

that all students should be required to take a foreign language.

Findings indicate that significant statistical differences exist in the following positions: (1) that foreign language study should begin in the elementary school; (2) that foreign language study should continue in high school; and (3) that all students should be required to take a foreign language. Liceo Zorrilla tenth grade students favor these positions more markedly than Western High School tenth grade students. However, the correlation between the variables is weak. There is a high percentage of undecided Western High School respondents in the first of the two issues, and a high percentage of negative responses to the third issue from both groups. Significant differences do not exist in the following: (1) the attitude of the two groups toward selected aspects of the study of foreign languages; and (2) the position that all students should have the option to take more than one foreign language.

The major conclusion reached is that tenth grade students in Western High School appear to be favorable toward an expansion of foreign language programs, as long as they are not required for all students.

The major recommendations include: (1) additional comparative studies; (2) research regarding the job market

in the community relative to foreign language needs; (3) steps to expand and improve foreign language programs in the country; and (4) additional studies of international magnitude.

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CHAPTER I

INTRODUCTION

Setting of the Problem

The study of foreign languages has a low priority in the curriculum of American public school systems. Professional journals, books, newspapers, and other publications on this subject have repeatedly decried the uniqueness of the American public's attitude toward the learning of foreign languages. There is much criticism of Americans' disregard of the need to learn foreign languages. Lauerman blamed it on the "selfishness of Americans;"¹ an article in the Fort Lauderdale News of July 18, 1980, blamed it on "ignorance;"² Gold considered it to be a serious disadvantage in business dealings;³ Rhodes regretted the many diplomatic blunders

¹Connie Lauerman, "The Foreign Language Phobia: America's 'Selfish' Handicap," Fort Lauderdale News and Sun Sentinel, 6 September 1981, sec. D, p. 3.

²"Language Ignorance Hobbling Americans at Home and Abroad," Fort Lauderdale News, 18 July 1980, sec. D, p. 12.

³Allen Gold, "Speaking Two Languages is a Business Advantage," Miami Herald, 20 October 1980, sec. E, p. 12.

of Americans;¹ and Paul Simon judged it to be the "cultural blindness" of a mighty nation that remains stubbornly "the land of the monolingual."²

A temporary expansion of foreign language programs occurred in the 1960s as a result of the National Defense Education Act of 1958. This legislation responded to the Russian launching of Sputnik, and the concern that American education needed immediate strengthening as a matter of national survival. Federal funding was made available, and preference was given to programs in elementary teaching, secondary teaching, science, mathematics, engineering, and modern foreign languages.

This impulse was not sustained in subsequent years. The "melting pot" philosophy of the early part of the century seems to prevail in this country. Stephens described a report prepared by S. Frederick Starr on foreign languages in American schools in 1979, which revealed that 15 percent of high school students study a foreign language, and only 2 percent continue on to the third year.³ A survey conducted at the University of Michigan in

¹Nancy Rhodes, "Are Languages Making a Come Back? A Modest Proposal," Principal 62 (March 1983):27.

²Paul Simon, The Tongue-Tied American (New York: The Continuum Publishing Corporation, 1980), p. 1.

³Doris T. Stephens, "The Foreign Language Problem," Contemporary Education 52 (Spring 1981):172.

April 1979, indicated that less than 25 percent of all Americans were fluent in a second language.¹

At the present time, the importance of foreign language studies is being emphasized once more. According to current documents, such as A Nation at Risk, there is an urgent need for better and more efficient language programs to become an unquestionable part of basic education.² The sixth recommendation of the Commission reads as follows:

Achieving proficiency in a foreign language ordinarily requires from four to six years of study and should, therefore, be started in the elementary grades. We believe it is desirable that students achieve such proficiency because study of a foreign language introduces students to non-English- speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the Nation's needs in commerce, diplomacy, defense, and education.³

Current documents on educational reform also give strong consideration to an earlier start of foreign language study. Ernest L. Boyer specified:

All students should become familiar with the language of another culture. Ideally such study should begin in elementary school and at least two years of foreign language study should be required of all high school students.⁴

¹Ibid.

²U.S., Department of Education, A Nation at Risk (Washington, D.C.: The National Commission on Excellence in Education, 1983), p. 12.

³Ibid., p. 26.

⁴Ernest L. Boyer, The High School Study (New York: Harper & Row, Publishers, 1983), p. 304.

Other studies on the subject demonstrated consistently that for the learning of a foreign language to be meaningful to the student, earlier start and longer participation are important.¹ These practices are common in the language programs of other countries.²

The ethnic characteristics of the population of Broward County, coupled with its active dedication to educational excellence, make an investigation of the study of foreign languages a topic of relevance. Approximately 20 percent of the population in Broward County speak English poorly, or not at all.³ There are approximately 1700 non-English-speaking children in the school system.⁴ The State of Florida has adopted policies and passed laws designed to improve the quality of education, and Broward County has increased the academic requirements for graduation and developed stricter attendance policies.

¹Gerald Unks, "The Perils of a Single Language Policy," Educational Leadership 41 (October 1983):22.

²Simon, The Tongue-Tied American, p. 1.

³U.S., Department of Commerce, Bureau of the Census, Census Tracts Fort Lauderdale-Hollywood, Fla., 1980: Census of Population and Housing, p. 84.

⁴Nancy Kalan, "A Study of Parent Factors Influencing the Selection of a Bilingual Education Prototype" (Ed.D. dissertation, Florida Atlantic University, 1983), p. 7.

Statement of the Problem

The problem investigated in this study was to determine the differences in attitude between tenth grade students in Western High School, Broward County, Florida, and tenth grade students in Liceo Juan Zorrilla de San Martin (Liceo Zorrilla), Montevideo, Uruguay toward selected aspects of the study of foreign languages.

The focus of this study was the relevance of such studies to Broward County students. To investigate the attitudes of the students, a questionnaire was administered to approximately 100 tenth grade students in Western High School, Broward County, Florida, and to approximately 100 tenth grade students in Liceo Zorrilla, Montevideo, Uruguay. The results were compared to determine whether significant differences existed between the attitudes of the two groups toward selected aspects of the study of foreign languages.

The selected aspects to be studied were the following:

1. Should students begin studying foreign languages in the elementary school?
2. Should students continue the study of foreign languages through high school?
3. Should students have the option to take more than one language?

4. Should all students be required to take a foreign language?

The following null hypotheses were tested:

Hypothesis One: There is no significant difference between the attitudes of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward selected aspects of the study of foreign languages.

Hypothesis Two: There is no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that foreign language study should begin in the elementary school.

Hypothesis Three: There is no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that foreign language study should be continued in high school.

Hypothesis Four: There is no significant difference between the attitude of tenth grade students in Western High School and

tenth grade students in Liceo Zorrilla toward the position that students should have the option to take more than one foreign language.

Hypothesis Five: There is no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that all students should be required to take a foreign language.

In addition, students were asked to rank in order of priority ten school subjects, including foreign languages. Respondents were also asked to rank in order of priority ten possible motivations for the study of foreign languages. Their responses were reported in frequency tables, and the mean ranks of school subjects and motivations were calculated for each of the sampled populations.

Purpose of the Study

The purpose of this study was to compare the attitudes of tenth grade students in Western High School, Broward County, Florida, and tenth grade students in Liceo Zorrilla, Montevideo, Uruguay, toward the learning of foreign languages. The study examined the attitudes of a

sample of tenth grade students from Western High School, Broward County, Florida, and a sample of tenth grade students in Liceo Zorrilla, Montevideo, Uruguay. Both schools were selected because their student bodies had comparable academic dispositions. The criteria used to determine a similarity was the percentage of students who registered for more advanced studies upon graduation. In 1984, 40 percent of Western High School's graduates continued on to an institution of higher learning and 45 percent of Liceo Zorrilla graduates attended a university.

The study should also provide an opportunity to observe cultural differences between the United States and a small Latin American neighbor. The historical, geographical, ethnical, and educational characteristics of Uruguay were described. The educational system in that country is remindful of Mortimer J. Adler's Paideia Proposal, including the requirement that all students study a foreign language and that students have the option to select the foreign language of their choice.¹ Many of the recommendations found in Nation at Risk, and in the statements of other influential educators in the United States, like John Goodlad and Ernest Boyer, already exist in the educational system of Uruguay, and have remained an

¹Mortimer J. Adler, The Paideia Proposal (New York: The Macmillan Publishing Co., Inc., 1982), pp. 21-22.

unquestioned reality for many years. Examples of these are the use of school time for academics, the lack of standardized tests in favor of comprehensive, subjective exams, and a common program for all students.¹

At a time when educators in the United States country are groping for answers to improve the quality of education, it seems relevant to view the educational practices of other countries, and to note their successes or failures. This study may make a contribution to the fields of comparative and international education.

The differences of tenth grade students' attitudes toward specific aspects of the study of foreign languages in both nations may be a result of their cultural and educational backgrounds or a response to the specific needs of each area as viewed by the students. The purpose of the study was to determine if there were significant differences, to discover some of the reasons that might account for the differences, and to offer this information to Broward County Schools policymakers as a new focus to be considered when developing and implementing foreign language programs.

A view of the motivations toward the study of foreign languages of a group of tenth grade Broward County students as compared to a group of tenth graders in

¹U.S., Department of Education, A Nation at Risk, pp. 23-30.

Montevideo, Uruguay may offer some reflections for policy-makers: Should languages be required of all students? Should the study of foreign languages begin in the elementary grades? Should the study of a foreign language be extended beyond the traditional two year minimum? These are the main considerations facing curriculum specialists and program planners in the area of foreign languages.

Need for the Study

The Raising the Academics in Secondary Education (RAISE) Bill does not include foreign languages as part of the graduation requirements for Florida students. However, "in order to qualify as a Florida Academic Scholar, a student must [have] two years of sequential foreign language."¹ By 1987 two years of a foreign language will also be part of the entrance requirements to state universities. Goals must be formulated based on needs and priorities. If it is determined that there is a clear need in Broward County, not just to complete an educational requirement, but to become truly fluent in a language because of the realities in the area, then a program should be devised that would effectively meet that goal. This could have an effect on other decisions such as the implementation of seven hour school days and the extension of

¹Florida, Statutes (1983) 232.2465.

the school year to 220 days. These recommendations were made by the National Commission on Excellence in Education.¹

Many articles have been written recently comparing American education to the educational systems of other countries, particularly with that of Japan. According to Burton R. Clark, "crossnational comparisons can be a tool for self- analysis with other countries serving not as blueprints but as mirrors that offer different reflections of our own system of education."²

Educational systems reflect the philosophy of the society that they represent. It is, therefore, a matter of attitude toward the study of foreign languages that ultimately determines what the offerings will be in the public schools. Attitude was defined by Daryl J. Bem as "our affinities for and our aversions to situations, objects, persons, groups, or any other aspects of our environment, including abstracts ideas and social policies."³ An examination of the attitudes toward the study of foreign languages of a portion of the student population in Broward

¹U.S., Department of Education, A Nation at Risk, p. 29.

²Burton R. Clark, "The High School and University: What Went Wrong in America, Part 1," Phi Delta Kappan 66 (February 1985):392.

³Daryl J. Bem, Beliefs, Attitudes, and Human Affairs (Belmont, CA: Brooks, Cole Publishing Company, 1970), p. 14.

County and of a comparable group in another country may help administrators and policy makers in Broward County in developing and implementing curriculum that would strive to satisfy not only the public's and the legislature's current philosophic commitment to excellence, but the specific needs in the area as well.

Limitations of the Study

The study was limited to a sample of approximately 100 tenth grade students within each population, that of Western High School, Broward County, Florida, and that of Liceo Zorrilla, Montevideo, Uruguay.

The special characteristics of each population and their national setting should be considered.

The data was limited to volunteer responses to the inventory, and to the extent the responses were sincere and competent.

Definition of Terms

For the purpose of this study the following terms were operationally defined:

ATTITUDE: The affinities for and aversions to situations, objects, persons, groups, abstract ideas, and social policies.

CURRICULUM: The course of study in a particular school system.

FOREIGN LANGUAGE OFFERINGS: The courses in foreign languages available to the students on an elective basis.

FOREIGN LANGUAGE REQUIREMENTS: The courses in foreign languages that the students must take and complete successfully in order to receive credit for the total program or to be admitted to more advanced studies.

FOREIGN LANGUAGES: Any modern language not native to the particular population.

HIGH SCHOOL: An institution of secondary education.

TENTH GRADE STUDENTS: Those students currently enrolled in the tenth grade.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The problem investigated in this study was to determine the differences in attitude between tenth grade students in Western High School, Broward County, Florida, and tenth grade students in Liceo Juan Zorrilla de San Martin, Montevideo, Uruguay toward selected aspects of the study of foreign languages.

The recent literature on the situation of foreign language studies in this country was summarized. Broward County's policies, and Western High School's characteristics were described. An historical overview of Uruguay and its educational system, particularly in Montevideo, was presented. The general characteristics of Liceo Zorrilla were listed.

Related Research

Research indicates that the study of foreign languages is beneficial to the students in many aspects of their intellectual growth. Donoghue summarized the findings of recent research on the teaching of foreign

languages in the elementary school.¹ Genessee's study in Montreal concluded that children of all ability levels, high and low, profit from Foreign Language in the Elementary Schools (FLES) programs.² DiPietro's study in Virginia concluded that FLES encourages increased interest in the academic subjects.³ Another study by Genessee, Tucker and Lambert found that young second language students in Canada develop social sensitivity and communication skills.⁴ In "The Success of Cherry Hill," Howe reported on the benefits of an immersion program in the elementary level and of the "great support and favorable involvement" of parents.⁵ Barkin and Guntermann pointed out that numerous research studies have discovered the positive impact on reading skills, English vocabulary learning, self-concept, creativity, cultural enrichment, and communication skills of students involved in foreign language studies.⁶ According to Barkin and Gunterman,

¹Mildred R. Donoghue, "Recent Research in FLES (1975-80)," Hispania 64 (December 1981):602.

²Ibid.

³Ibid.

⁴Ibid., p. 603.

⁵Elliot C. Howe, "The Success of Cherry Hill," Hispania 66 (December 1983):596.

⁶Florence Barkin and Gail Guntermann, "The Case of Learning Foreign Languages," Today's Education 71 (February-March 1982):50.

Peal and Lambert, who had set out to prove that bilingualism had a negative effect, in a Montreal study, "found the opposite to be true."¹ An article in Newsweek recorded the overwhelming success of the Fairbanks language-immersion program in the Detroit School System, noting that it was created as a counterpart to the bilingual education program.²

It is a fact, however, that the study of foreign languages remains a controversial issue in this country. In Barkin and Gunterman's opinion, "an educated person should know more than one language. This is a truth seldom questioned in other parts of the world."³ In a book entitled, The Tongue-Tied American, Paul Simon explored the foreign language crisis in this country. He wrote to the nations with embassies in Washington inquiring about their foreign language programs. Seventy-six nations responded. From Afghanistan to Zaire, all have the study of foreign languages for extensive periods of time as an integral part of their core curriculum. In most countries, foreign language learning begins in the elementary school. All of them require foreign language studies in the secondary

¹Ibid.

²"Spanish as a Learning Tongue," Newsweek, December 3, 1984, p. 92.

³Barkin, "The Case for Learning Foreign Languages," p. 48.

level and for entrance into the universities.¹ In Simon's words, "none can compare with the United States in neglect of foreign languages."²

The outcome of a survey conducted in April 1979 by the Michigan Survey Research Center revealed that more than three of four Americans cannot speak, read, or write any language but English.³ This survey was ordered by the President's Commission on Foreign Languages and International Studies.

The survey results show that the vast majority of American citizens have virtually no knowledge of foreign languages. Only thirty percent of Americans have studied a foreign language in school and only eight percent have studied it long enough (four years or more) to begin to have a useable knowledge of it.⁴

The embarrassing anecdotes related to Americans' lack of fluency in foreign languages in the areas of diplomacy and international business dealings were described by Rhodes as "triumphs of ignorance."⁵ Unks summarized the results of the Joint National Committee for Languages: only 15 percent of American high school

¹Simon, The Tongue-Tied American, pp. 77-90.

²Ibid., p. 77.

³Peter A. Eddy, "Foreign Languages in the USA: A National Survey of American Attitudes and Experience," Modern Language Journal 64 (Spring 1980):58.

⁴Ibid., p. 59.

⁵Rhodes, "Are Languages Making a Come Back?," p. 27.

students study a foreign language; 8 percent of colleges require any credits in foreign languages for admission; and less than 4 percent of high school graduates studied more than two years of a foreign language.¹

As a contrast, English is becoming a lingua franca everywhere in the world. An article in Newsweek entitled, "English, English Everywhere," described this modern phenomenon: "Roughly 700 million people speak it - an increase of 40 percent in the last 20 years and a total that represents over one tenth of the world's population."² English is the language of world trade, pop culture, and is replacing German in science and French in diplomacy.³ According to McDeutsh, "English is the language of medicine, electronics - and fast food."⁴

Other countries require the study of English for an extended period of time. In Scandinavia, students must take five years of English; in Germany, six; in China, seven; and in Russia, "there are more teachers of English

¹Unks, "The Perils of a Single Language Policy," p. 20.

²"English, English Everywhere," Newsweek, November 15, 1982, p. 98.

³Ibid., pp. 98-102.

⁴Ibid., p. 102.

than there are students of Russian in the United States.¹ Furthermore, private institutions that teach English in other countries are multiplying. "Teaching English as a second language has become a multimillion dollar business the world over."² Luis Jorge Santos, Director of Bogota's Winston Salem Language School, said, "English is the most profitable business in Colombia - next to drug trafficking, of course."³

In a dissertation entitled, "Why Study a Foreign Language? The Cases For and Against Foreign Language Study in American High Schools," Andrea identified three rationales that influenced the positions toward the study of foreign languages in this country: the utilitarian, the cultural, and the mental discipline rationales.⁴ According to Unks, the utilitarian view has generally been against foreign language studies, proclaiming the "no need for foreign language study" movement.⁵ The proliferation of English abroad would tend to support that reasoning.

¹Unks, "The Perils of a Single Language Policy," p. 21.

²"English, English, Everywhere," p. 98.

³Ibid.

⁴Carol Andrea, "Why Study a Foreign Language? The Cases For and Against Foreign Language Study in American High Schools," Dissertation Abstracts 39/05 A, p. 3294.

⁵Unks, "The Perils of a Single Language Policy," p. 20.

On the other hand, the cultural and mental discipline rationales remain unaffected by that movement, and continue posing strong arguments favorable to the study of foreign languages. It is Neisbitt's opinion in Megatrends that "to be really successful, you will have to be trilingual: fluent in English, Spanish and computers."¹ According to Unks, the utilitarian rationale is as valid as ever, and should also tilt the scales towards the increased emphasis on foreign language studies in this country.

When we find our business executives and diplomats coming back from foreign countries empty-handed, when we find our balance of payment an impossible burden, and when we find ourselves bungling into war to protect one people whose language we do not speak from another whose language we also do not speak, we will have only ourselves to blame.²

Beyond the decisions to offer or not to offer, to require or not to require foreign languages in the school, more specific considerations must be faced. Unko agreed with James B. Conant's critique of American high schools regarding the negative effect of teaching foreign languages for only two years. He considered this to be "precisely enough to 'exercise the brain' into somnolent bliss."³ In "A Modest Proposal," Rhodes described the foreign

¹John Neisbitt, Megatrends, The New Directions Transforming Our Lives (New York: Warner Books, Inc., 1982), p. 76.

²Unks, "The Perils of a Single Language Policy," p. 20.

³Ibid., p. 20.

language programs as reflecting "careful, thoughtful discouragement of foreign language learning by American schools and colleges."¹ The lack of early exposure, the popular two years of study as opposed to the four to nine years in other countries, the lack of requirements in the high schools and in colleges, all conspire to make whatever foreign language study is accomplished, almost meaningless.²

Research regarding the public's attitudes toward the study of foreign languages showed mixed results. Many cases of foreign language immersion and Foreign Language in the Elementary School (FLES) programs reported favorable parental support. In a dissertation entitled, "A Survey of Attitude of High School and Graduates Concerning Foreign Language Study," Bonner interviewed 450 high school seniors and graduates who had taken foreign languages. They generally agreed that "Americans should learn foreign languages, that the study of foreign languages should be a requirement of a student's education."³ On the other hand, Slocum conducted a study comparing the perceptions of lay citizens, students, and educators regarding the

¹Rhodes, "Are Languages Making a Come Back?," p. 27.

²Ibid.

³Oscar Edward Bonner, "A Survey of Attitudes of High School Students and Graduates Concerning Foreign Language Study," Dissertation Abstracts 36/09A, p. 5892.

priorities in the curriculum of language arts and foreign languages. Her results indicated that foreign languages "were found to be less important to most groups than the English related areas."¹

The results of Eddy's survey conducted in April 1979 were more optimistic for the proponents of foreign language education. "More than three-quarters of those Americans who had studied a foreign language in school found it worth while."² The ones who did not favor it felt that foreign languages were unnecessary. Also, more than three-quarters of the respondents felt foreign languages should be offered in the elementary school, and 40 percent felt foreign languages should be required of all students. Furthermore, 84 percent of the respondents with children under sixteen reported that they encouraged them to take foreign languages.³

The current trend in the United States seems to be toward restoration of foreign language requirements. In 1980, Brod, director for language programs of the Modern Language Association, reported the results of the survey of foreign language teaching in higher education centers.

¹Harriett A. Slocum, "The Study of the Differences and Perceptions of Lay Citizens, Students and Educators with Respect to the Importance of the Curricular Areas of Language Arts and Foreign Languages, Dissertation Abstracts 39/06A, p. 3294.

²Eddy, "Foreign Languages in the USA," p. 59.

³Ibid.

There was a 26.7 percent increase in enrollment in the Russian language among American college students. Since then, other languages showing increased enrollment were Japanese, with 40 percent; Chinese, with 15.9 percent; and Italian, with 11.1 percent.¹

In 1980, approximately seventy colleges and universities in the United States reinstated foreign language requirements. By 1987, State-supported Florida colleges will be forced by law to require two years of language study. In Broward County, during 1984, more than 27 percent of high school students, double the national average, took a foreign language. In Dade County, about 21 percent of the students took foreign languages. The massive influx of Latin Americans to Dade County, and in lesser measure to Broward County, has made the knowledge of Spanish an immediate necessity. Employees in hospitals, banks, stores, public offices, and other service organizations are better equipped to serve the multilingual community of the area if they are bilingual. This characteristic of South Florida fits well with Boyer's conclusion:

By the year 2000, the United States could be home to the world's fifth largest population of persons of Hispanic origin. It does seem reasonable for all schools in the United States to offer Spanish.²

¹"Interest Revives in Soviet Language, Studies," News Sun Sentinel, 9 September 1984, sec. A., p. 6.

²Boyer, The High School Study, p. 304.

All these considerations on the national, international and local levels have some influence upon the decisions to be made for implementation of a foreign language program in the local school system of Broward County.

Overview of Broward County's School System

In 1985, Broward County's school system was described as the largest fully accredited school system in the country. There was a total of approximately 126,000 students in Broward County. There were twenty-two high schools that served approximately 38,590 high school students.

The requirements for graduation in Broward County were among the strictest in the state. In 1985, students were required to have twenty-four credits for graduation, but one credit was to be added each year until 1988, when students must complete twenty-seven credits before graduation. This was in the process of being revised, in view of the increasing dropout rate. The school board was in the process of changing the requirement to twenty-four credits in 1986, and to twenty-six credits for the class of 1988. This is still higher than the State-mandated requirements of twenty-two credits 1985 year and twenty-four credits by 1987. Until 1983, the state had no mandatory requirements.

In 1982, there were approximately 1,700 non-English-speaking students in the Broward School System. Approximately 700 of these students entered in 1980, as a result of the Cuban boat lift from Mariel. In the fall of 1981, approximately 600 Haitian students enrolled in Broward County Schools as a result of federal assignment of equal refugee status to Haitians.¹

Even though neither the RAISE bill, nor the county requirements specify foreign languages as part of the mandatory core program, students in Broward County seem to recognize the need in the area for the study of Spanish in particular. The more recent figures for 1984, show that 16,005 students of the total high school population of 38,590 (approximately 41 percent) were enrolled in foreign language classes. This is well above the reported national average of 15 percent. The enrollment in Spanish classes accounted for 12,124 students (almost 75 percent of the total foreign language enrollment). However, only 2,448 (a little over 6 percent of the total high school population) were enrolled in advanced levels of foreign language study. The attrition rate between levels one and two was 41 percent; the attrition rate between levels two and three was 55 percent within the total high school population.

¹Kalan, "A Study of Parent Factors Influencing the Selection," p. 7.

Western High School

Western High School was opened in the Fall of 1981. The first student body included freshmen, sophomores, and juniors. The student population in 1983-84, including seniors, was 1,756. Western High School was built to alleviate overcrowded conditions at Cooper City High School. The school community includes the Town of Davie, areas of Cooper City, Pembroke Pines, and unincorporated Broward County. Residents of the Town of Davie are primarily blue collar workers, while Cooper City and Pembroke Pines residents are primarily middle class, middle income, white collar workers. Residents of the unincorporated areas of Broward tend to be self-employed, ranchers, or businessmen.¹

Western High School has a country flavor. The area supports numerous ranches and rodeo events. It was named Western because of this country flavor and because of its geographic location in Broward County. In 1984, approximately 95.5 percent of the student population at Western were white, 1.0 percent were black, and 3.5 percent were Spanish. Of the students who graduated from Western High School, approximately 40 percent planned to attend a

¹Southern Association of Colleges and Secondary Schools Evaluation, "Western High School," Fort Lauderdale, 1983 (Mimeographed).

junior college, and 11 percent planned to attend a business college or technical school.¹

In 1983, the foreign language program at Western High School was highly commended by the Southern Association of Colleges and Secondary School Evaluation Committee (SACS). The commendation of SACS was based on the quality of facilities, materials, recruitment and articulation programs, as well as teacher preparation, quality, creativity and enthusiasm.² Of the 1,756 total students, 812 (46 percent) were enrolled in foreign languages. In the advanced levels (levels three and four) 148 students (8 percent) are enrolled.

Uruguay - Historical Overview

The República Oriental del Uruguay is not typical of other Latin American countries. It is the smallest country in South America, with an area of 176,216 square kilometers. It is located in the southeast corner of South America, between 30° and 35° south of the Equator. It is wedged between the two giants: Argentina and Brazil. The climate is mild; the four seasons are in reverse order from the seasons in the northern hemisphere. Mean temperatures are 17°C in Spring, 25°C in Summer, 18°C in Autumn, and 12°C in Winter. Snow storms and hurricanes are unknown.

¹Ibid.

²Ibid.

The population of Uruguay is almost in its entirety European, chiefly Spanish and Italian. The Charrúas and the Chanás had been the main tribes populating the area, but became extinct early during the Spanish colonization. There are approximately, 2,727,547 inhabitants in Uruguay, and 1,238,100 (42 percent) live in the capital city, Montevideo. This is an exceptionally high proportion, equalled by no other capital in the world. As a result, Uruguay is a markedly urban country, one of the most urbanized countries in the world. Only 17 percent of the inhabitants live in rural areas. There is a very low birth rate (18.4 per 1,000) and a very low mortality rate (10.6 per 1,000). The life expectancy is sixty-seven years for men and seventy-four years for women. The population growth rate is 1.1 percent, the lowest in Latin America, and comparable to the world's most highly developed countries.¹

Uruguay is described in encyclopedias and textbooks as the "most progressive," the "Switzerland of South America," and in W. H. Hudson's classic, The Purple Land, as a "utopia."² President José Batlle y Ordoñez brought enlightened social, political, and economic reforms with

¹Uruguay (Boulogne: Editions Delroisse, 1982), p. 28.

²W. H. Hudson, The Purple Land (London: Gerald Buckworth & Co., Ltd., 1949), pp. 29-34.

the new constitution of 1911, placing Uruguay in the vanguard among Latin American nations.¹

The public educational system of Uruguay is also exceptional with the characteristics established in the Reforma Valeriana of 1877. José Pedro Varela was inspired by Horace Mann, through Argentina's foremost educator, Domingo Sarmiento. Varela introduced the concepts found in the educational system in Uruguay: compulsory, secular, and free public education. These three concepts remain the pivots of Uruguay's educational philosophy to this day.

The law demands that all children attend school until they complete the first cycle, or elementary level. According to the V Census of Education, in 1975, 94.86 percent of the students in elementary level completed sixth grade.²

All public schools are nondenominational. In addition, there are a number of church affiliated private schools on the primary and secondary levels. The concept of free public education extends from kindergarten to the higher university level. Textbooks may also be obtained free through library loans. There is no private university

¹George Pendle, Uruguay (London: Oxford University Press, 1963), pp. 29-34.

²Departamento de Censo, V Censo General de Poblacion Educacion (Montevideo: Direccion General de Estadistica y 1975 Censos, 1980), p. 4.

system. All professional degrees are granted by the state supported facultades of the central university. Any student with a high school diploma may attend the free public higher education system. The requirements to receive the degree are to achieve passing grades in each of the comprehensive exams in the program. The students are allowed several opportunities to take the examinations. As a result of these reforms, Uruguay is well ahead of its time, boasting the highest literacy rate on the South American continent, and "a cultural level recognized throughout the world."¹ Ninety-seven percent of the inhabitants have attended elementary school, 47 percent have attended secondary school, and 4.7 percent have been to a university. Twenty-five percent to 30 percent of the national budget is devoted to education.²

Current information about the status of education in Uruguay was reported in 1982, during an Intergovernment Regional Conference about objectives, strategies, and plans of action for the education in Latin America and the Caribbean countries. The three basic objectives of the conference were: school attendance for 100 percent of students between the ages of six and eleven years by the year 2000; the eradication of illiteracy; and the

¹Uruguay, p. 62.

²Ibid.

improvement of the quality of instruction. It was reported at the time that Uruguay had a 5 percent illiteracy rate, and that 87 percent of the school children with the predetermined age range (six to eleven) attended school, placing Uruguay in the higher ranks on both areas.¹ Also, a three year, intensive adult education program to eradicate any vestiges of illiteracy was instituted in 1981.

Educational System of Montevideo,
Uruguay

Montevideo, the capital city of Uruguay, and its historical, social, and cultural center, is situated on the southern coast over the banks of the Rio de la Plata. It has a population of approximately 1,238,100 inhabitants.

The description of the school system in Montevideo that follows is based upon recorded interviews with four educators, personal visits and observations in four different secondary school settings, and reviews of published programs, textbooks, and other educational materials. The researcher spent the month of August 1984, in Montevideo for the purpose of gathering information.

In 1982, there were thirty-five high schools and seventy-six accredited private high schools. They all

¹"Uruguay Considerado Pionero en Materia Educativa," Carta del Uruguay, Direccion Nacional de Relaciones Publicas de la Republica Oriental del Uruguay, 4 August 1982, p. 4.

followed the prescribed official programs. The total number of students in the private institutions was 21,182, and the total number of students in the public high schools was 56,027. It was estimated that 41 percent of the students of high school age attended school.

Many high schools in Montevideo offer four different sessions. The first begins at 8:00 A.M., the second at 11:45 A.M., the third at 4:40 P.M., and the fourth at 8:45 P.M. Students are assigned one of the sessions for the year. Subjects are taught alternatively on different days of the week. Depending on the subject and the level, students may meet five, four, three times, twice or once a week. A student usually attends four to six forty-five minute classes a day.

Of all the public high schools, eight had four sessions; twenty-three of them had three sessions; three of them had two sessions, and only one of them had one session daily. Of the private schools, seventeen were open for two sessions, but all the rest were limited to one.

The system is divided into two cycles: six years of primary school and six years of secondary level. The secondary cycle, which is the concern of this study, is divided into the basic cycle (the first three grades) and the advanced cycle. The advanced cycle is composed of a fourth year called bachillerato diversificado and the more

specialized programs on the fifth and sixth levels. By the fifth year of the secondary cycle (eleventh grade in the United States) students choose an orientation: humanistic, scientific, or biological. By the sixth year (twelfth grade) they choose an academic area: law, economy, medicine, agronomy, engineering, or architecture. At the end of the fourth year, students may elect to leave the general program and continue into another vocational avenue or enter the work force.

The educational system of Montevideo is much less flexible than that of the United States. There are no elective courses. Students must take and pass all courses prescribed within each level and each orientation. In the first four grades of the secondary cycle, students may pass with a grade of three or better (the grading system is one to six; six being outstanding, and seldom obtained). If students fail to obtain a three or better in a specified number of courses, they may take comprehensive exams in the courses failed and, if they succeed, they still pass the year. Students have three chances at passing the exams: December, February, and July. (The school year in the Southern hemisphere runs from March until December, since the seasons are reversed. The Summer months are December, January, and February). In fifth and sixth grades, most courses must be passed by final comprehensive exams. Exams

are usually a combination of oral and written performances.

There is no standardized testing in the schools. Until 1983, there was an admissions test to enter the university level, but it was eliminated in 1984, and all students who complete the second cycle have free access to the university. This presents a serious problem of overcrowding on that level. Some classes are reglamentadas, which means students must attend lectures, but others are libres, in the sense that students must prepare themselves for the exams without the benefit of lectures and interaction with other students. In some of the reglamentadas classes students are selected by lot. Strict attendance and periodic tests are required in those classes.

The methods of instruction are generally traditional. Even in the secondary levels students belong to a group, alphabetically selected, and remain in one classroom throughout the school day. Professors are the ones who travel, not only from class to class, but from school to school, as well. A professor may be assigned two or more schools. It is not unusual for a student to complete all grades with the same basic group of schoolmates. Students must study, summarize, and make regular oral as well as written presentations. The professors lecture, assign group work, and evaluate students' oral and written

performances. Report cards are issued home once a month in the first four grades, and every quarter in fifth and sixth grade. Report cards must be returned to the school signed by parents.

Parents may request a conference with the group coordinator. The coordinator has a role similar to the guidance counselor in the United States. There is no specific field of study for counselors, but most coordinators have a degree in child psychology. They attend the monthly meetings with the faculty of each group of students, and discuss the performance of each child. They are the contact persons between parents and the school. They generally act as the advisor and friend to the student.

Schools are entirely dedicated to academics. There are music appreciation and chorus classes, but no performing bands are associated with the schools. Students must take physical education until the fourth level, one hour in the school gymnasium and one hour in a sports or fitness club affiliated with the school. There are no competitive sports as part of the school curriculum. Any extra-curricular activities occur by initiative and responsibility of the students. Schools, in general, sponsor few extracurricular activities, and never as part of the school day. Each group of students is generally allowed a short free period of time, when they are permitted to go to the

school canteen where they generally eat, smoke, or play the guitar.

The faculty consists of a principal, an assistant principal, a secretary (usually a male with duties equivalent to the deans in United States schools), the faculty loosely assigned to different schools, the group coordinators, and a number of aids. The aids may substitute for absent teachers, and perform many ancillary services.

It is the general opinion of the professionals interviewed that discipline and attendance problems are rare. Professors are highly respected and supported by administrators and parents. Family support is strong, and the majority of parents encourage their children to complete at least the first cycle and four years of the second cycle as a way to get ahead in life. Corporal punishment has been outlawed since Varela's reforms in 1877. Since all schooling is free, and since the four different sessions with shorter hours in the school building make it easy to manage jobs, or other activities, there are few impediments to complete high school. The use of drugs is practically nonexistent; they are too expensive for Uruguayan youth.

The programs listed in Tables 1, 2, and 3 apply to all students in each level. There is no ability grouping. Separate centers for children with serious learning

TABLE 1

SUBJECTS AND WEEKLY HOURS

First Year		Second Year		Third Year		Fourth Year	
Subject	Hours	Subject	Hours	Subject	Hours	Subject	Hours
Mathematics	5	Mathematics	4	Mathematics	4	Mathematics	4
Spanish	4	Spanish	4	Sp. and Literature	4	Literature	3
Biology	4	Biology	2	Biology	2	Biology	3
History	3	Physics	3	Physics	3	Physics	3
Morality and Civics	2	Chemistry	3	Chemistry	3	Chemistry	3
Geography	4	History	3	History	3	History	3
Drawing	2	Morality and Civics	2	Morality and Civics	2	Philosophy	3
Music	1	Geography	2	Geography	3	Astronomy	3
French or English	2	Drawing	2	Drawing	2	Drawing	2
Physical Education	2	Music	1	Music	1	Music	1
Home Economics	2	French or English	2	French or English	2	French or English	3
		Physical Education	2	Physical Education	2	Physical Education	2
		Home Economics	2				
Total	31		32		31		32

SOURCE: Estudios de Posibilidades Educativas en el Uruguay (Montevideo: Ministerio de Educacion y Cultura, 1983), p. 12.

TABLE 2

SUBJECTS AND WEEKLY HOURS--FIFTH YEAR

Humanist Orientation		Biological Orientation		Scientific Orientation	
Subject	Hours	Subject	Hours	Subject	Hours
Mathematics (Theory)	3	Mathematics (Theory)	3	Mathematics A (Theory)	4
Mathematics (Practice)	2	Mathematics (Practice)	2	Mathematics A (Practice)	2
Literature	4	Physics (Theory)	3	Mathematics B (Theory)	3
History	6	Physics (Practice)	1	Mathematics B (Practice)	2
Philosophy	3	Chemistry (Theory)	3	Physics (Theory)	3
Introduction to Social Sciences	5	Chemistry (Practice)	1	Physics (Practice)	1
French or English*	3	Biology (Theory)	3	Chemistry (Theory)	3
Italian*	4	Biology (Practice)	2	Chemistry (Practice)	1
		Drawing*	3	Drawing*	4
		Literature*	3	Philosophy*	3
		Philosophy	3	French or English*	3
		French or English*	3		
Total	30		30		30

SOURCE: Estudios de Posibilidades Educativas en el Uruguay (Montevideo: Ministerio de Educacion y Cultura, 1983), p. 13.

*These courses may be passed by promotion; in all other courses students must pass a final comprehensive exam.

TABLE 3

SUBJECTS AND WEEKLY HOURS--SIXTH YEAR

Option: Medicine		Option: Architecture		Option: Engineering	
Subject	Hours	Subject	Hours	Subject	Hours
Mathematics (Theory)	3	Mathematics (Theory)	4	Mathematics A (Theory)	4
Mathematics (Practice)	2	Mathematics (Practice)	2	Mathematics A (Practice)	2
Physics (Theory)	3	Physics (Theory)	3	Mathematics B (Theory)	3
Physics (Practice)	2	Physics (Practice)	1	Mathematics B (Practice)	2
Chemistry (Theory)	4	Drawing	6	Mathematics C (Theory)	3
Chemistry (Practice)	2	Philosophy*	3	Mathematics C (Practice)	2
Biology (Theory)	3	Literature*	3	Physics (Theory)	3
Biology (Practice)	2	French or English*	3	Physics (Practice)	1
Psychology	3	History of Art	5	Chemistry (Theory)	3
French or English*	3			Chemistry (Practice)	1
Introduction to Law*	2			Philosophy*	3
				French or English	3
Total	29		30		30

TABLE 3--Continued

Option: Law		Option: Economy		Option: Agronomy	
Subject	Hours	Subject	Hours	Subject	Hours
Literature	4	Mathematics A (Theory)	3	Mathematics (Theory)	3
History	6	Mathematics A (Practice)	2	Mathematics (Practice)	2
Philosophy	5	Mathematics B (Theory)	3	Physics (Theory)	3
Italian*	3	Mathematics B (Practice)	2	Physics (Practice)	2
French or English*	3	Drawing*	3	Chemistry (Theory)	3
Introduction to Law	6	History	3	Chemistry (Practice)	2
Accounting*	2	French or English*	3	Biology (Theory)	3
		Philosophy	3	Biology (Practice)	3
		Literature*	3	Geology	3
		Accounting	2	Philosophy*	3
				French or English	3
Total	29		27		29

SOURCE: Estudios de Posibilidades Educativas en el Uruguay (Montevideo: Ministerio de Educacion y Cultura, 1983), p. 13.

*These courses may be passed by promotion; in all other courses students must pass a final comprehensive exam.

disabilities or other handicaps exist in the city. Also, there are some special classes in the elementary schools. On the secondary level, however, there are no alternative programs of any type. All classes are taught according to the objectives of the course. The ability or efforts of the students are reflected in their grades.

Table 1 lists the official program for first, second, third, and fourth levels (equivalent to the seventh, eighth, ninth, and tenth grade in the United States). Table 2 lists the official programs for the fifth level (equivalent to the eleventh grade in the United States) for each of the three orientations that students may choose: humanities, biology, or science. Table 3 lists the official programs for the sixth level (equivalent to the twelfth grade in the United States) for each or the six options that students may choose: medicine, architecture, engineering, law, economics, or agronomy.

It can be observed in the programs that all students in the first year of the secondary cycle (seventh grade) are required to take a foreign language. They must choose English or French. According to the foreign language supervisors interviewed in 1984, the majority (approximately 76 percent) had selected English. Students must take the selected foreign language for the entire six-year cycle. If they select the humanist orientation,

they also must take Italian. In the law option, students continue the study of this additional language for a second year. However, these are not five-hour courses, but three- or two-hours weekly classes, depending on the level.

It is interesting to notice that students who leave the general education program after the fourth level and enter a vocational school, must also continue to study English for up to four years. Table 4 describes the foreign language requirements of some vocational schools.

One last testimony to the active interest of the population to become fluent in foreign languages is the numbers of bilingual private schools and foreign language institutes. Table 5 includes the approximate number of students from all grade levels, as well as adults, registered in private foreign language schools during 1984.

Uruguay has recently seen a change of government after eleven years of military rule. One of the first acts of the democratically elected officials after the inauguration on March 1, 1985, was the approval of the Emergency Law for Education (*Ley de Emergencia para la Educacion*). This document reaffirms the over 100 year old philosophical commitment to free, secular, and compulsory education for all citizens.¹

¹República Oriental del Uruguay, Cámara de Senadores, Ley de Emergencia para la Educacion, Repartido No. 22 (1985):2.

TABLE 4
FOREIGN LANGUAGE REQUIREMENTS
OF VOCATIONAL SCHOOLS

School	Foreign Language	Years
Direccion Nacional de Bomberos (Firemen)	English	2
Escuela Nacional de Policia (Policemen)	English	3
Fuerzas Armadas Escuela Militar (Armed Forces)	English	3
Armada Nacional Escuela Naval (Navy)	English	2-4
Escuela Militar de Aeronautica (Air Force)	English	4
Escuela Tecnica de Aeronautica (Technical Air Force)	English	2
Instituto de Adiestramiento Aeronautico (Technical Aviation)	English	Prerequisite

SOURCE: Estudios de Posibilidades Educativas en el Uruguay (Montevideo: Ministerio de Educacion y Cultura, 1983).

TABLE 5
PRIVATE FOREIGN LANGUAGE SCHOOLS

School	Number of Students
Alianza Cultural Uruguay (EEUU)	3,000
Alianza Francesa	3,750
Anglo	7,500
British School	1,100
CEDI (Centros de Estudios de Ingles)	1,500
Colegio Aleman	1,200
Colegio John Kennedy	650
Colegio Hebreo	1,236
Crandon	1,500
Erwy	1,000
Griego	255
Instituto Goethe	719
Ivy Thomas Memorial	400
Liceo Frances	1,441
Oxford	500
Queens College	300
Richard Anderson	670
St. Andrews	321
St. Catherine	1,200
St. Patrick	200
Stella Maris	700
Whitaker	650
Total	35,792

As it was pointed out in Chapter One, the educational system of Uruguay reflects Mortimer J. Adler's Paideia Proposal. Many of the principles that Adler proposes in his ideology have become a traditionally established reality in Uruguay: the same required program for all students; no vocational programs; no special classes; no extra-curricular activities to distract from the school day; subjective and comprehensive rather than standardized exams; and a foreign language as part of the required core curriculum. Even the possibility of choosing the foreign language to study, as prescribed by Adler, exists in the Uruguayan school system, as well as the extended period of time during which the foreign language must be studied in order to make it meaningful and relevant.¹

In short, the extant educational system of Uruguay closely approximates the perennialist philosophy so eloquently defended by Mortimer J. Adler and by Robert Hutchins before him.

Liceo Juan Zorrilla de San Martin

The Liceo No. 4 or Dr. Juan Zorrilla de San Martin is located in the suburb of Pocitos, a middle class section of Montevideo, Uruguay. This secondary school center was established by law on October 22, 1928, and began

¹Adler, The Paideia Proposal, pp. 21-34.

activities in March of 1929, as Liceo No. 4. On November 5, 1931, the Consejo Nacional de Enseñanza Secundaria (National Secondary School Board) decided to designate the center with the name of Dr. Juan Zorrilla de San Martín. On December 28, 1955, in celebration of the hundredth birthday of Dr. Zorrilla, the present building was inaugurated, and classes began on this site in March of 1956.

Dr. Juan Zorrilla de San Martín (1855-1931) is honored as el poeta de la patria (the poet of the country). He is recognized as a great epic-lyric poet. His most outstanding creations are La Leyenda Patria, and Tabaré. In prose, his most renowned work is La Epopeya de Artigas. This work was written in honor of José Artigas, the Uruguayan national hero. Dr. Zorrilla was also a public figure: lawyer, judge, professor of literature and art in the University, founder of a Roman Catholic newspaper "El Bien Público," activist against the dictatorships of Latorre and Santos, minister to Spain, Portugal, and France, and the President's delegate to the Banco de la República.

Other members of the Zorrilla family have also contributed to the enrichment of the arts, and to public life in Uruguay. Dr. Zorrilla's son, José Luis, became an outstanding sculptor. He is the creator of the bronze head of his father that sits on the entrance hallway of the

Liceo Zorrilla. One of his granddaughters, Concepcion, lovingly known by Uruguayans as "La China Zorrilla," is today the foremost lady of the Uruguayan dramatic theatre.

Liceo Zorrilla functions with four sessions. There were 4,000 students in the six years of the secondary cycle (seventh through twelfth grades in the United States) in 1984. The students came from middle income families: professionals, public employees, bank employees, and small businessmen. Approximately 45 percent of the students who graduated from Liceo Zorrilla continued studying at the university level. The programs of study were the same as in all the secondary institutions in the country. There were approximately 260 professors teaching at Liceo Zorrilla. Liceo Zorrilla is one of the most prestigious public secondary schools in Montevideo.

CHAPTER III

DESIGN AND METHODOLOGY

The Problem

The problem investigated in this study was to determine the differences in attitude between tenth grade students in Western High School, Broward county, Florida and tenth grade students in Liceo Juan Zorrilla de San Martin, Montevideo, Uruguay toward selected aspects of the study of foreign languages.

The hypotheses tested were the following:

1. There is no significant difference between the attitudes of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward selected aspects of the study of foreign languages
2. There is no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that foreign language study should begin in the elementary school

3. There is no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that foreign language study should be continued in high school
4. There is no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that students should have the option to take more than one foreign language
5. There is no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that all students should be required to take a foreign language

The purpose of this study was to compare the attitudes of the two groups of students from each of the national settings, and to determine how the different cultural and educational systems might affect attitudes toward the specific aspects of the study of foreign languages.

Western High School, Broward County, Florida and Liceo Zorrilla, Montevideo, Uruguay were selected because of the comparable academic disposition of their student bodies. The criteria used were the percentages of graduating students who enrolled in an institution of higher learning in 1984. Forty percent of Western High School students proceeded on to higher education and 45 percent of Liceo Zorrilla students enrolled in the universities in Montevideo.

The results of the research could be used to design foreign language programs that are more meaningful and relevant to Broward County students than the current ones, based on the needs and attitudes expressed by students in Western High School as compared to the attitudes expressed by their peers in Uruguay.

The Instrument

The instrument for this study consisted of three parts (see Appendix C and Appendix G). Part One utilized a Likert type scoring procedure to measure the degree of positive and negative attitudes toward specific aspects of the study of foreign languages. Students rated the ten statements in Part I of the instrument in the following manner: (1) strongly disagree; (2) disagree; (3) undecided; (4) agree; and (5) strongly agree. Part Two consisted of a questionnaire that could be answered "yes,"

"no," or "undecided." The four questions were designed to assess the respondent's views on the selected aspects of foreign languages participation in the school program. Part Three consisted of two lists: one of school subjects and the other of possible motivations for the study of foreign languages. Students were asked to rank the subjects and the motivations in order of priority: (1) the most important; (2) the second most important, etc. A version of the instrument in English was administered to the students in Western High School and a Spanish version was administered to the students in Liceo Zorrilla.

The instrument utilized in this study was based on Remmer's "Attitude Toward Any School Subject Scale," Form B, developed by Silance and Remmers in 1934.¹ For this study, modifications were made and validation procedures were followed.

Twenty statements (ten positive and ten negative) reflecting attitudes toward foreign language study were selected from the original Silance and Remmers instrument. This instrument was translated into Spanish. Foreign language teachers in Broward County, Florida and in Montevideo, Uruguay were asked to appraise them on the basis of clarity, conciseness, and appropriateness and

¹Marvin E. Shaw and Jack Wright, Scales for the Measurements of Attitudes (New York: McGraw-Hill Book Co., 1967), p. 294.

select the best five of each category. Foreign language teachers were then asked to appraise and make suggestions for Part Two and Part Three of the instrument. Twenty-nine usable responses from Broward county foreign language teachers and fifteen responses from Montevideo foreign language teachers were received. The selected items were tallied and the final instrument was designed based upon the results. The face or content validity of the instrument was established by the opinions of foreign language experts.¹

Sample Selection

The selection of the sample in Western High School was completed by utilizing the following procedure: all Sophomore English classes were listed and six sections were selected with the aid of a table of random numbers.² The six sections totaled approximately 100 students. The students thus randomly selected were instructed to read the statements, questions, and topics for ranking and to provide honest answers according to the directions given. Students were also told that participation was voluntary and anonymous (see Appendix B and Appendix F).

¹John W. West, Research in Education (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981), p. 197.

²James E. West, Charles O. Neidt, and J. Stanley Ahmann, Statistical Methods in Educational and Psychological Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 416.

With two exceptions, the same procedure was followed in Liceo Zorrilla. First, instead of English, the course selected was mathematics, since all students in Montevideo in the grade equivalent to tenth level take the same core program. Second, since classes in the Montevideo schools are larger than those in Western High School, only five classes were randomly selected to approximate the same total of 100 students. Designated researchers visited the classes in Liceo Zorrilla and surveyed the students.

Statistical Treatment of
the Data

The results obtained from each high school were calculated and a comparison of the results was made. The following statistical treatments were performed. For Part I, the five negative statements were inversely weighted and the totals tabulated. A Chi-square test of contingency was calculated to determine if there was a significant relationship between the type of score (low, high) and the national origin of the respondents (Western High School, Liceo Zorrilla). Low scores were defined as being below the mean and high scores were defined as being above the mean. The strength of the relationship was measured with a Cramer's Phi coefficient.¹

¹Jim Slitor, "Statistics by Steps," Florida Atlantic University, 1981 (Mimeographed), p. 24.1.

For Part II, four Chi-square tests of contingency analyses were calculated to establish whether there was a significant relationship between the national origin of the respondents and their answers to each of the four questions. The strengths of the relationships were measured with Cramer's Phi coefficients.¹

For Part III, non-parametric analyses of frequency distributions and rank means were presented to summarize the complete breakdown of rankings received for the two sections: the school subjects and the motivations for foreign language study. A one-way analysis of variance was calculated between the rank means of foreign language priority in Western High School and in Liceo Zorrilla to determine if there was significant difference in the rank means.²

¹Ibid

²Ibid., p. 19.1.

CHAPTER IV
PRESENTATION AND ANALYSIS
OF DATA

Introduction

The problem investigated in this study was to determine the differences in attitude between tenth grade students in Western High School, Broward County, Florida, and tenth grade students in Liceo Juan Zorrilla de San Martin, Montevideo, Uruguay, toward selected aspects of the study of foreign languages.

Specifically, a survey was administered to approximately 100 tenth grade students in Western High School and to approximately 100 tenth grade students in Liceo Zorrilla to compare their attitudes toward selected aspects of the study of foreign languages.

The instrument for this study consisted of three parts. The results of the responses to each part of the instrument were analyzed separately. The statistical analyses were done by using the Statistical Package for the Social Sciences (SPSS) programs on a Univac 1100 series computer. This chapter presents the results of the collected data and the statistical procedures used to examine the hypotheses.

Research Hypotheses

This study examined the following hypotheses:

1. There is no significant difference between the attitudes of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward selected aspects of the study of foreign languages
2. There is no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that foreign language study should begin in the elementary school
3. There is no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that foreign language study should be continued in high school
4. There is no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that students should have the option to take more than one foreign language
5. There is no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that all students should be required to take a foreign language

FindingsHypothesis 1:

Hypothesis 1 stated that there was no significant difference in attitudes of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward selected aspects of the study of foreign languages. This hypothesis was tested with Part I of the instrument.

Part I consisted of a Likert type scoring procedure to measure the degree of positive and negative attitudes toward specific aspects of the study of foreign languages. Students rated the ten statements in Part I of the instrument in the following manner: (1) strongly disagree; (2) disagree; (3) undecided; (4) agree; and (5) strongly agree. The ten statements were the following:

1. The study of foreign languages is a waste of time
2. I believe that foreign languages are basic and should be offered by all high schools
3. All students should be encouraged to take foreign languages
4. There are too many courses more relevant to modern life to bother taking foreign languages
5. The study of foreign languages should begin in the elementary school
6. The rest of the world should learn English

7. Most people abroad know English; therefore, it is unnecessary for Americans to learn a foreign language

8. The knowledge of foreign languages is useful

9. Learning a foreign language fluently takes too long to bother

10. The U.S. image abroad would improve considerably if more Americans involved in business, diplomacy, or other international activities could converse in the languages of the other countries

The statements numbered 1, 4, 6, 7, and 9 expressed a negative attitude and the statements numbered 2, 3, 5, 8, and 10 expressed a positive attitude toward selected aspects of the study of foreign languages.

Eighty-seven usable responses were received from Western High School tenth grade students and 103 usable responses were received from Liceo Zorrilla tenth grade students. The negative statements were inversely weighted to calculate the individual means of Part I of the instrument.

Means and standard deviations for each of the two groups were computed. A Chi-square test of contingency was calculated to determine if there was a relationship between the type of score (low, high) and the national origin of the respondents (Western High School, Liceo Zorrilla). Low scores were defined as being below the mean and high scores were defined as being above the mean. Table 6 shows that

there is no significant difference at the .05 level. The association was weak. Therefore, hypothesis 1 was retained.

TABLE 6

CONTINGENCY TABLE TO DETERMINE ASSOCIATION
BETWEEN SELECTED ASPECTS OF THE STUDY OF
FOREIGN LANGUAGES BY NATIONAL ORIGIN

School	Low	High
Western High School	45	42
Liceo Zorrilla	42	61

Chi-square = 1.857

Cramer's = .109

Hypothesis 2

Hypothesis 2 stated that there was no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that foreign language study should begin in the elementary school. This hypothesis was tested with question number one.

Question number one read: Should students begin studying foreign languages in the elementary school? Students were asked to respond "yes," "no," or "undecided." A 3 x 2 Chi-square analysis of the results was performed and a Cramer's Phi coefficient was calculated to determine

the strength of the relationship of the responses to the national origin of the respondents.

Table 7 shows that there is a significant difference at the .01 level. The observed Cramer's Phi showed a moderate correlation. Hypothesis 2 was rejected. Tenth grade students in Liceo Zorrilla favored the initiation of foreign language study in the elementary school more markedly than did the tenth grade students in Western High School. Observing the raw data, it can be noted that a relatively high percentage (19.5 percent) of the respondents in Western High School were undecided.

Hypothesis 3

Hypothesis 3 stated that there was no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that foreign language study should be continued in the high school. This hypothesis was tested with question number two.

Question number two read: Should students continue the study of foreign languages through high school? Students were asked to respond "yes," "no," or "undecided." A 3 x 3 Chi-square analysis of the results was performed and a Cramer's Phi coefficient was calculated to determine the strength of the relationship of the responses to the national origin of the respondents.

TABLE 7

CONTINGENCY TABLE TO DETERMINE ASSOCIATION BETWEEN THE POSITION
THAT STUDENTS SHOULD BEGIN STUDYING FOREIGN LANGUAGES IN THE
ELEMENTARY SCHOOL BY NATIONAL ORIGIN

School	Yes		No		Undecided	
	f	percent	f	percent	f	percent
Western High School	51	58.6	19	21.8	17	19.5
Liceo Zorrilla	83	80.6	10	9.7	10	9.7

Chi-square = 10.980
Cramer's ϕ = .240

p < .01

Table 8 shows that there is significant difference at the .01 level. The observed Cramer's Phi showed a moderate correlation. Hypothesis 3 was rejected. Tenth grade students in Liceo Zorrilla favored the position that foreign language study should continue in high school more markedly than did the Western High School tenth grade students. Observing the raw data, it can be noted that there was a relatively high percentage (21.8 percent) of undecided respondents in Western High School.

Hypothesis 4

Hypothesis 4 stated that there was no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that students should have the option to take more than one foreign language. This hypothesis was tested with question number three.

Question number three read: Should students have the option to take more than one foreign language? Students were asked to respond "yes," "no," or "undecided." A 3 x 2 Chi-square analysis of the results was performed.

Table 9 shows that there is no significant difference at the .05 level. Hypothesis 4 was retained. Observing the raw data, it can be noted that respondents in both groups (96.6 percent in Western High School, 91.3

TABLE 8

CONTINGENCY TABLE TO DETERMINE ASSOCIATION BETWEEN THE POSITION
THAT STUDENTS SHOULD CONTINUE THE STUDY OF FOREIGN LANGUAGES
IN HIGH SCHOOL BY NATIONAL ORIGIN

School	Yes		No		Undecided	
	f	percent	f	percent	f	percent
Western High School	66	75.9	2	2.3	19	21.8
Liceo Zorrilla	94	91.3	3	2.9	6	5.8

63

Chi-square = 10.587
Cramer's ϕ = .236

$p < .01$

TABLE 9

CONTINGENCY TABLE TO DETERMINE ASSOCIATION BETWEEN THE POSITION
THAT STUDENTS SHOULD HAVE THE OPTION TO TAKE MORE THAN ONE
FOREIGN LANGUAGE BY NATIONAL ORIGIN

School	Yes		No		Undecided	
	f	percent	f	percent	f	percent
Western High School	84	96.6	0		3	3.4
Liceo Zorrilla	94	91.3	4	3.9	5	4.9

64

Chi-square = 3.741
p = .154

percent in Liceo Zorrilla) overwhelmingly supported the students' option to take more than one foreign language.

Hypothesis 5

Hypothesis 5 stated that there was no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that all students should be required to take a foreign language. This hypothesis was tested with question number four.

Question number four read: Should all students be required to take a foreign language? Students were asked to respond "yes," "no," or "undecided." A 3 x 2 Chi-square analysis of the results was performed and a Cramer's Phi coefficient was calculated to determine the strength of the relationship of the responses to the national origin of the respondents.

Table 10 shows that there is a significant difference at the .01 level. The observed Cramer's Phi showed a moderate correlation. Hypothesis 5 was rejected. Tenth grade students in Liceo Zorrilla favored the foreign language requirement for all students more markedly than did the tenth grade students in Western High School. Observing the raw data, however, it is evident that a high percentage of respondents in both groups (73.6 percent in Western High School and 49.9 percent in Liceo Zorrilla)

TABLE 10

CONTINGENCY TABLE TO DETERMINE ASSOCIATION BETWEEN THE POSITION
THAT STUDENTS SHOULD BE REQUIRED TO TAKE A FOREIGN LANGUAGE
BY NATIONAL ORIGIN

School	Yes		No		Undecided	
	f	percent	f	percent	f	percent
Western High School	12	13.8	64	73.6	11	12.6
Liceo Zorrilla	26	25.2	51	49.9	26	25.2

68

Chi-square = 11.442
Cramer's ϕ = .245

p < .01

were against the requirement, and that a relatively high percentage of respondents from Liceo Zorrilla (25.2 percent) were undecided.

Part III of the instrument consisted of two sections. In the first section, the respondents were asked to rank ten school subjects in order of priority from one (highest priority) to ten (lowest priority). There were seventy-eight usable responses from Western High School tenth grade students and seventy-seven usable responses from Liceo Zorrilla tenth grade students. The responses were tabulated and are presented in frequency Tables 11 and 12.

The mean rank for each subject was calculated for each of the two groups and the results are reported in Table 13. Observing the distribution of the mean ranks, it can be noted that both groups ranked the traditional subjects, such as national language, mathematics, and science among the top priorities in the curriculum. Computers, a relatively new subject, and social studies were ranked in the middle range. Both groups placed among the lowest priorities in the curriculum subjects such as home economics, physical education, art/music, and vocational/technical studies. The ranking of foreign languages, however, differed sharply between Western High School and Liceo Zorrilla respondents (6.080 mean rank in Western High School and 3.602 mean rank in Liceo Zorrilla).

TABLE 11

WESTERN HIGH SCHOOL RESPONDENTS' RANKINGS OF PRIORITIES
OF SCHOOL SUBJECTS

School Subjects	Ranking										Total
	1	2	3	4	5	6	7	8	9	10	
English	41	21	10	3	1	1	1	0	0	0	78
Mathematics	25	36	9	2	2	1	1	1	0	1	78
Science	5	12	29	12	5	7	4	1	2	1	78
Computers	5	4	9	17	15	5	10	7	4	2	78
Social Studies	1	1	7	15	17	11	11	9	5	1	78
Home Economics	0	0	7	6	7	13	8	13	13	11	78
Physical Education	1	1	3	4	7	7	11	12	12	20	78
Foreign Language	0	3	2	16	13	16	6	9	9	4	78
Art/Music	0	0	0	0	1	3	13	15	20	26	78
Vocational/Technical	0	0	2	3	10	14	13	11	13	12	78
	78	78	78	78	78	78	78	78	78	78	

TABLE 12

LICEO ZORRILLA RESPONDENTS' RANKINGS OF PRIORITIES
OF SCHOOL SUBJECTS

School Subjects	Ranking										Total
	1	2	3	4	5	6	7	8	9	10	
English	22	16	3	3	9	12	7	1	3	1	77
Mathematics	18	29	15	8	3	3	0	1	0	0	77
Science	11	7	20	8	12	8	2	7	1	1	77
Computers	8	13	9	13	6	8	4	7	5	4	77
Social Studies	7	4	6	13	11	10	8	9	7	2	77
Home Economics	0	1	0	2	2	5	7	14	22	24	77
Physical Education	2	0	3	3	6	6	12	14	17	14	77
Foreign Language	3	5	11	11	16	13	10	3	1	4	77
Art/Music	1	1	5	4	7	6	11	11	10	21	77
Vocational/Technical	5	1	5	12	5	6	16	10	11	6	77
	77	77	77	77	77	77	77	77	77	77	

TABLE 13
MEAN RANK OF SCHOOL SUBJECTS

School Subjects	Western High School	Liceo Zorrilla
National Language	1.736	2.670
Mathematics	3.437	2.932
Science	2.172	1.825
Computers	4.747	3.291
Social Studies	5.069	3.903
Home Economics	7.069	5.961
Physical Education	8.103	5.320
Foreign Languages	6.080	3.602
Art/Music	8.793	5.398
Vocational/Technical	8.052	4.505

This showed that Liceo Zorrilla respondents considered foreign languages to be a subject of higher priority in the curriculum than did the Western High School respondents.

A one-way analysis of variance was calculated to determine if there was significant differences between Western High School respondents and Liceo Zorrilla respondents in the mean ranking of foreign language study. The observed F ratio of 30.858 showed that there was significant difference at the .01 level (see Table 14).

TABLE 14
ONE-WAY ANOVA OF THE MEAN RANKS
OF FOREIGN LANGUAGES

Source	df	Sum of Squares	Mean Squares	F
Between groups	1	289.7257	289.7257	30.858
Within groups	188	1765.1161	9.3889	
Total	189	2054.8418		

In the second section of Part III, the respondents who favored the study of foreign languages were asked to rank the possible motivations for such study. There were sixty-four usable responses from Western High School tenth grade students and sixty-three usable responses from Liceo Zorrilla tenth grade students. The answers were tabulated and are presented in frequency Tables 15 and 16.

TABLE 15

WESTERN HIGH SCHOOL RESPONDENTS' RANKINGS OF MOTIVATIONS
FOR FOREIGN LANGUAGE STUDY

Motivations	Rankings										Total
	1	2	3	4	5	6	7	8	9	10	
Career Opportunities	21	12	5	5	4	5	6	2	3	1	64
Personal Enrichment	4	6	10	8	8	4	4	12	7	1	64
General Education	4	5	8	7	9	5	7	7	11	1	64
Cultural	1	5	6	4	6	12	11	9	10	0	64
World Communication	13	15	8	6	12	4	2	1	3	0	64
World Understanding	14	10	9	15	2	8	1	4	1	0	64
International Business	0	5	8	11	10	10	12	5	3	0	64
Diplomacy	5	3	4	3	7	9	7	15	11	0	64
International Politics	1	4	9	7	4	7	13	7	10	2	64
Other	1	0	0	0	0	0	0	1	3	59	64
	64	64	64	64	64	64	64	64	64	64	64

TABLE 16

LICEO ZORRILLA RESPONDENTS' RANKINGS OF MOTIVATION
FOR FOREIGN LANGUAGE STUDY

Motivations	Rankings											Total
	1	2	3	4	5	6	7	8	9	10		
Career Opportunities	26	7	7	5	6	5	4	1	2	0		63
Personal Enrichment	8	11	10	8	4	7	3	7	3	2		63
General Education	3	9	8	13	5	11	5	4	5	0		63
Cultural	7	10	10	15	8	2	7	2	0	2		63
World Communication	11	9	12	7	12	9	2	1	0	0		63
World Understanding	6	9	7	7	9	12	9	3	1	0		63
International Business	0	4	3	3	4	4	9	19	13	4		63
Diplomacy	1	2	3	2	4	8	10	14	18	1		63
International Politics	1	1	3	6	8	5	12	10	17	0		63
Other	0	1	0	0	1	0	1	2	4	54		63
	63	63	63	63	63	63	63	63	63	63		63

The mean rank for each motivation factor was calculated for each of the two groups and the results are reported in Table 17. Observing the distribution of the mean ranks, it can be noted that both groups ranked career opportunities and world communication as the higher motivations for the study of foreign language.

Summary

A survey of attitudes toward selected aspects of the study of foreign languages was administered to a sample of approximately 100 tenth grade students in Western High School in May 1985, and to a sample of approximately 100 students in Liceo Zorrilla in July 1985.

The analysis of the data showed that there was no significant difference between the general attitude of each group toward the selected aspects of the study of foreign languages. Hypothesis 1 was retained. However, respondents from Liceo Zorrilla ranked the study of foreign languages in a higher priority within the curriculum than respondents from Western High School.

Respondents from Liceo Zorrilla favored initiating the study of foreign languages in the elementary school more markedly than did the Western High School respondents. Hypothesis 2 was rejected. Liceo Zorrilla respondents also favored the continuation of the study of foreign languages in the high school more markedly than did the Western High

TABLE 17
 MEAN RANKS FOR MOTIVATIONS FOR
 FOREIGN LANGUAGE STUDY

School Subjects	Western High School	Liceo Zorrilla
Career Opportunities	2.586	1.893
Personal Enrichment	3.897	2.699
General Education	4.080	2.913
Cultural	4.437	2.466
World Communication	2.575	2.223
World Understanding	2.609	2.777
International Business	3.897	4.320
Diplomacy	4.506	4.311
International Politics	4.402	4.107
Other	7.310	5.883

School respondents. Hypothesis 3 was rejected. Both groups of respondents strongly favored students' option to take more than one language. Hypothesis 4 was retained. Even though a large percentage of both groups of respondents did not favor the foreign language requirement for all student the respondents from Liceo Zorrilla were slightly more in favor of the requirement than the Western High School respondents. Hypothesis 5 was rejected.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Purpose

The purpose of this study was to compare the attitudes of tenth grade students in Western High School, Broward County, Florida, and tenth grade students in Liceo Zorrilla, Montevideo, Uruguay, toward selected aspects of the study of foreign languages. The study examined the attitudes of a sample of tenth grade students from Western High School and a sample of tenth grade students in Liceo Zorrilla.

Background

The issue of foreign language education in the United States was examined through a review of the related literature. In comparison with the systems of other countries, the United States appears to place the study of foreign languages in a lower priority within the overall curriculum.¹ The present movement toward educational excellence has addressed the need to evaluate the

¹Simon, The Tongue-Tied American, pp. 77-90.

effectiveness of foreign language programs currently implemented. Broward County is an area of the United States that receives strong impact from diverse ethnic groups. The study of foreign languages could be of relevance in the area.

Uruguay is a small South American nation, but its geographic, cultural, and social structures are comparable to those of the United States. The educational system in Uruguay was described, with particular emphasis on the foreign language requirements and the public's interest toward the study of foreign languages.

This study compared the attitudes of tenth grade students in two schools of similar socioeconomic levels, one in Montevideo, Uruguay, and one in Broward County, Florida, toward selected aspects of the study of foreign languages. This investigation could aid policy makers and curriculum specialists in the county, by providing data relative to the students' views toward the need for upgrading foreign language programs in the public schools.

Procedures

Samples of the two population groups, tenth grade students in Western High School and in Liceo Zorrilla, were identified by using a table of random numbers.¹ The

¹Shaw, Scales for the Measurements of Attitudes, p. 294.

instrument consisted of a Likert-type scoring procedure, a questionnaire, and two lists (one of school subjects and one of motivations) to be ranked by the respondents in order of priority. The instrument was administered to approximately 100 tenth grade students from each group. The results were tabulated and the following statistical analyses were performed: a Chi-square analysis for Part I; four Chi-square analyses for Part II; the rankings in Part III were displayed in frequency tables; mean ranks were obtained and a one-way analysis of variance was calculated for the mean rankings of foreign languages by each group.

Summary of Findings

Hypothesis One stated that there was no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward selected aspects of the study of foreign languages. This hypothesis was retained. The results of a Chi-square analysis of the scores in Part I of the instrument indicated that there was no significant difference between the responses of eighty-seven tenth grade students in Western High School and 103 students in Liceo Zorrilla.

Hypothesis Two stated that there was no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that foreign language study

should begin in the elementary school. This hypothesis was rejected at the .01 level of significance. The results of a Chi-square analysis of responses to question one of Part II of the instrument indicated that there was significant difference between the eighty-seven responses from Western High School and the 103 responses from Liceo Zorrilla. It was also determined that there was a moderate correlation between the variables of national origin and the responses. Tenth grade students in Liceo Zorrilla favored the initiation of foreign study at the elementary school level more markedly than tenth grade students in Western High School. A relatively high percentage of respondents in Western High School (19.5 percent) were undecided.

Hypothesis Three stated that there was no significant difference between the attitudes of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that foreign language study should be continued at the high school level. This hypothesis was rejected at the .01 level of significance. The results of a Chi-square analysis of responses to question two of Part II of the instrument indicated that there was significant difference between the eighty-seven responses from Western High School and the 103 responses from Liceo Zorrilla. It was also determined that there was a moderate correlation between the variables of national origin and the responses. Tenth grade students in Liceo

Zorrilla favored the position that foreign language study should continue in high school more markedly than did the tenth grade students in Western High School. A relatively high percentage of Western High School respondents (21.8 percent) were undecided.

Hypothesis Four stated that there was no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that students should have the option to take more than one foreign language. This hypothesis was retained. The results of a Chi-square analysis of responses to question three of Part II of the instrument indicated that there was no significant difference between the eighty-seven responses from Western High School and the 103 responses from Liceo Zorrilla. A relatively high percentage of both groups of respondents (96.6 percent in Western High School and 91.3 percent in Liceo Zorrilla) supported the students' option to take more than one foreign language.

Hypothesis Five stated that there was no significant difference between the attitude of tenth grade students in Western High School and tenth grade students in Liceo Zorrilla toward the position that all students should be required to take a foreign language. This hypothesis was rejected at the .01 level of significance. The results of a Chi-square analysis of responses to question four of

Part II of the instrument indicated that there was significant difference between the eighty-seven responses from Western High School and the 103 responses from Liceo Zorrilla. It was determined that the correlation was moderate. Tenth grade students in Liceo Zorrilla favored the requirement of foreign languages for all students more markedly than tenth grade students in Western High School. A high percentage of both groups of respondents (73.5 percent in Western High School and 49.9 percent in Liceo Zorrilla), however, were against the requirement, and a relatively high percentage of Liceo Zorrilla respondents (25.2 percent) were undecided.

The results of the one-way analysis of variance calculated for the mean ranks given to foreign languages by each of the two groups showed that there was significant difference in the ranking of foreign languages between seventy-eight responses from Western High School and seventy-seven responses from Liceo Zorrilla. The respondents in Liceo Zorrilla ranked higher the study of foreign languages as a priority in the curriculum than the respondents in Western High School.

The higher motivations to study foreign languages were attributed by both groups to the concepts of career opportunities and of world communication.

Conclusions

The overall results of the survey appear to be somewhat contradictory. The tabulations for Part I, for example, indicated that there was no significant difference between the respondents from Western High School and the respondents from Liceo Zorrilla toward selected aspects of the study of foreign languages. In Part III, however, respondents from Liceo Zorrilla ranked foreign languages as a significantly higher priority in the curriculum than did respondents from Western High School.

The different cultural and educational settings of the sampled populations, may, in part, explain this discrepancy. In Uruguay, foreign languages have traditionally been considered an integral part of the curriculum, while in the United States the need to learn foreign languages has been debated, negated, questioned, and occasionally defended throughout the history of American education.

Uruguayan students are very conscious, by the realities of their world, and by the size and location of Uruguay, of the fact that to compete successfully in the world, they must master, at least, the English language, and preferably other foreign languages, as well. Not only are foreign languages required in the public schools starting in the seventh grade, but parents who can afford it send their children to private institutions at an early

age with the exclusive purpose of studying a foreign language and learning it fluently.

In the United States, on the other hand, in spite of predictions like Naisbitt's that "to be really successful, you will have to be trilingual: fluent in English, Spanish and computers,"¹ the fact remains that students do know that they must learn about computers; but they also know that they can well get along without foreign languages, as many generations have before them. The tremendous expansion of English schools and programs abroad tends to support this reality.² The size, the historical melting pot philosophy, and the practical self-sufficiency of the United States have created an almost indestructible bias against any long lasting, strong, and unquestioned inclusion of foreign languages in the public schools curricula.

The study of foreign languages is a long and arduous process. It is conceivable that young students could feel that there are many other areas where those efforts could be put to better use than in studying a foreign language, if, in actuality, they do not see any immediate need to learn one.

In view of these traditions, it was not surprising that respondents in Liceo Zorrilla rated the subject of

¹Naisbitt, Megatrends, p. 76.

²"English, English, Everywhere," p. 98.

foreign languages in Part III of the instrument as a higher priority than respondents in Western High School. However, the results of the responses to Part I of the instrument showed no significant differences in the general attitude toward selected aspects of the study of foreign languages. This lack of significant differences may have resulted from the use of the Likert-type scale, for it was easy for respondents to be more neutral in responding than in the actual rating of specific subjects in order of priorities. These results by themselves would tell little about the respondents' real attitudes toward selected aspects of the study of foreign languages.

In Part II of the instrument more specific and thus, more meaningful, information was obtained. As expected, the respondents from Liceo Zorrilla were more favorable than the respondents from Western High School toward the position that the study of foreign languages should begin in the elementary school and that it should continue into high school. The relationships of the two variables (responses and national origin), however, were not strong in either case. Furthermore, a relatively high percentage of Western High School tenth grade students were undecided on both issues. Considering the background of each of the two populations regarding the study of foreign languages, it was surprising not to find more drastically significant differences in the results.

When coupled with the results of Part I of the instrument, these moderate to weak correlations could imply that Western High School tenth grade students perceive that a more comprehensive foreign language program might prove meaningful.

The results to the third question, that students should have the option to take more than one foreign language, showed no significant differences between the two groups. Furthermore, an overwhelming majority of both groups of respondents gave an affirmative answer to this question. Evidently, a program offering a variety of foreign language choices is desirable to both groups. It must be pointed out that in order to be able to offer a variety of foreign languages to the student body of Broward County, the system must count on a healthy number of students consistently supporting the program.

The fourth question regarding the position that all students should be required to take a foreign language yielded the most unexpected results. In Uruguay, there are no elective courses. Students entering eleventh grade choose an orientation (humanistic, scientific, or biological), and students entering twelfth grade narrow down their choice to one of six options (medicine, architecture, engineering, law, economy, agronomy). For each school year up to tenth grade and for each of the orientations and options, the programs are fixed and each subject within the

program is mandated. All students must complete an identical course of studies. The conviction of Uruguayans that foreign languages are essential to their education has been discussed at length. These two factors would have given expectations of a strong positive response by Liceo Zorrilla respondents to the question regarding the position that foreign languages should be required of all students. This was not the case. Even though the results indicated that there was a significant difference between the two variables (responses and national origin), these results were based upon a very small percentage of affirmative responses from both groups. Almost 50 percent of Liceo Zorrilla respondents rejected the requirement for all students, and another 25 percent of respondents were undecided regarding this issue. Students in the United States, in general, are used to having many options throughout their secondary schooling. Therefore, it was understandable that Western High School tenth grade students responded overwhelmingly in the negative to the foreign language requirement for all students. It can be concluded that neither group is favorable toward a universally mandated foreign language program.

Another issue of agreement between the two groups was in the ranking of possible motivations for foreign language study. Both groups of respondents selected the concepts of career opportunities and of world communication

as the higher motivating factors to study foreign languages, a healthy combination of the utilitarian and the idealistic views of the young people interviewed.

Recommendations for Further Research

The results of this investigation and the review of the related literature have led to the following recommendations for further research:

1. Similar studies should be made to investigate the need to reevaluate foreign language programs in Broward County public schools. The following are some suggested additional areas of research:
 - a. A comparison of students' responses in schools of different socioeconomic levels regarding their attitudes toward the study of foreign languages
 - b. A comparison of parents' responses from different sections in the county regarding their attitudes toward the need to study foreign languages
 - c. A comparison of administrators, guidance counselors, faculty members and other educators' responses regarding their attitudes toward the need to study foreign languages
2. This study should be replicated five years after completion to observe if new requirements and modifications in the foreign language programs have affected attitudes in any way

3. Research should be done regarding the job market in the community relative to foreign language need
4. Additional studies of international magnitude should be undertaken to become more knowledgeable of educational systems in other countries and to consider adoption of desirable practices

Implications and Discussion

If the recommended additional studies serve to reinforce the conclusions drawn from the present investigation, the implications may, indeed, prove to be optimistic for the supporters of foreign language programs in Broward County, and, possibly, in the United States.

From the results of this investigation, it can be concluded that tenth grade students in Western High School are relatively favorable to a program of foreign languages that should allow younger students to participate and that would give them the opportunity to continue perfecting the foreign language of their choice for more extended periods of time. This is the type of effective program advocated by the experts in the field. Consequently, the following recommendations were made to Broward County curriculum specialists and policy makers:

1. Take steps to study the feasibility of implementing a foreign language program in all elementary schools in the county

2. Make the program more meaningful, relevant, and current by:

- a. Exploring the possible utilization of the resources available in the county, such as bilingual programs, foreign speakers, community input regarding foreign language needs in businesses and service organizations, and the similar enterprises
- b. Processing information regarding any international cultural activities in the area
- c. Making every effort to develop a cohesive, informed, enthusiastic foreign language staff with regular, well-structured, meaningful inservice instruction

It is not recommended at this time the imposition of a foreign language requirement for graduation for all students beyond the existing mandate of a two-year foreign language requirement to enter a state university. This contradicts the expectations of many current documents on excellence in education, such as the Paideia Proposal,¹ and A Nation at Risk.² Based upon the overwhelmingly negative response of Western High School tenth grade students, it appears wiser to develop a successful and solid program

¹Adler, The Paideia Proposal, pp. 21-22.

²U.S., Department of Education, A Nation at Risk, p. 12.

that encourages, rather than mandates, students to participate.

It might surprise the Uruguayan educators to discover that a large percentage of tenth grade students in Liceo Zorrilla felt that foreign languages should not be a requirement in their system. Further research in this area and the re-evaluation of the inflexibility of the Uruguayan curriculum are recommended. The latest information received on current educational activities in that country inferred that a change toward a more flexible system was being considered.

The last observation to be made deals with the need to increase awareness of international practices among American educators. It stands to reason that the more informed the teaching profession becomes, the more qualified it will be to make decisions based upon effective practices. Much of the current literature discusses the successes of the Japanese and other educational systems. The movement toward educational excellence in the United States demonstrates the concern that American students deserve the type of education that will allow them to compete with the best on the international level. This competition can only be accomplished by continuing a conscientious effort to expand educational horizons beyond any national borders.

APPENDICES

APPENDIX A

LETTER OF PERMISSION TO INTERVIEW WESTERN
HIGH SCHOOL TENTH GRADE STUDENTS

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



WESTERN HIGH SCHOOL
Donald L. Dobbs, Principal
1200 S.W. 136 Avenue
Fort Lauderdale, Florida 33334
(305) 474-0200

June 7, 1985

TO WHOM IT MAY CONCERN:

This is to certify that Maria Koonce has been granted permission to interview tenth grade students at Western High School, and to request their voluntary participation in a Foreign Language Attitude Survey. This investigation will be used as part of Maria's efforts to complete her doctoral dissertation.

Sincerely,

Donald L. Dobbs, Principal
Western High School

DLD/siw

APPENDIX B

INSTRUCTIONS TO WESTERN HIGH SCHOOL
RESPONDENTS

INSTRUCTIONS TO THE RESPONDENTS

Foreign Language Attitude Survey

The purpose of this survey is to investigate the attitude of tenth grade students toward selected aspects of the study of foreign languages.

The participation in the survey is entirely voluntary and anonymous. The responses will not affect in any way the individual students who participate. The results will be tabulated for statistical analyses.

If you choose to complete the survey, please read carefully the directions, and respond as honestly as possible to each of the three parts.

The researcher wishes to convey her deepest appreciation to the students who choose to cooperate in this endeavor.

APPENDIX C

INSTRUMENT ADMINISTERED TO WESTERN HIGH
SCHOOL RESPONDENTS

Foreign Language Opinionnaire

I. Please read the following statements. Indicate your attitude toward each statement by the following scale: 1 strongly disagree; 2 disagree; 3 undecided; 4 agree; 5 strongly agree.

1. _____ The study of foreign languages is a waste of time.
2. _____ I believe that foreign languages are basic and should be offered by all high schools.
3. _____ All students should be encouraged to take foreign languages.
4. _____ There are too many courses more relevant to modern life to bother taking foreign languages.
5. _____ The study of foreign languages should begin in the elementary school.
6. _____ The rest of the world should learn English.
7. _____ Most people abroad know English; therefore, it is unnecessary for Americans to learn a foreign language.
8. _____ The knowledge of foreign languages is useful.
9. _____ Learning a foreign language fluently takes too long to bother.
10. _____ The U.S. image abroad would improve considerably if more Americans involved in business, diplomacy, or other international activities could converse in the languages of the other countries.

II. Please read the following questions and answer YES, NO, or UNDECIDED.

1. Should students begin studying foreign languages in the elementary school? _____
2. Should students continue the study of foreign languages through high school? _____
3. Should students have the option to take more than one language? _____
4. Should all students be required to take a foreign language? _____

III. Please rank the following school subjects in order of priority: 1 most important, 2 second most important, etc.

- | | |
|-----------------------|-------------------------------------|
| _____ English | _____ Home Economics |
| _____ Science | _____ Physical Education |
| _____ Mathematics | _____ Foreign Languages |
| _____ Computers | _____ Art/Music |
| _____ Social Sciences | _____ Technical/Vocational/Business |

Respond to the following only if you consider the study of foreign languages important. Please rank the following reasons why one should study a foreign language in order of priority: 1 most important, 2 second most important, etc.

____ Career Opportunities
____ Personal Enrichment
____ General Education
____ Cultural
____ World Communication

____ World Understanding
____ International Business
____ Diplomacy
____ International Politics
____ Other _____
 please specify

APPENDIX D

LETTER REQUESTING PERMISSION TO INTERVIEW
LICEO ZORRILLA TENTH GRADE STUDENTS

Maria H. Koonce
2723 N. W. 35th Terrace
Lauderdale Lakes, FL 33311
19 de Junio de 1985

Sra. Ministro de Educacion y Cultura
Dra. Adela Reta
Presente

De mi mayor consideración:

Me tomo el atrevimiento por la presente de solicitarle su patrocinio para una investigacion que estoy realizando como culminacion de mis estudios.

Soy una educadora Uruguayaya que reside y ejerce la profesion en Estados Unidos. Como siempre admiré el adelanto cultural excepcional de mi pais, elegí como topico de mi disertacion doctoral algo relacionado con el sistema educativo del Uruguay. Creo que nos corresponde, en lo posible, incrementar el conocimiento acerca de nuestra pais. Conseguí que el comite de profesores lo aceptaran y ya los capítulos de introduccion historica estan realizados.

En forma mas especifica, el trabajo consiste en una comparacion de actitudes entre alumnos de décimo nivel en un liceo Uruguayo con los de otro liceo público comparable en el condado de Broward, donde yo resido. El liceo elegido fue el Instituto Alfredo Vazquez Acevedo, precisamente por ser sus características muy equiparables al Western High School de Broward County.

El trabajo requiere simplemente que un número aproximado de cien alumnos de décimo grado (cuarto nivel) completen un cuestionario, que adjunto. Este cuestionario no compromete a nadie, pues se les pedirá completarlo en forma anónima y voluntaria, y sera usado como parte de una investigacion objetiva y privada. Por otra parte, solamente interrumpirá el transcurso normal de la clase por pocos minutos.

Yo visité el Uruguay en Agosto de 1984 con el fin de informarme y recoger datos sobre el sistema educacional en general. Desde entonces mi familia se ha ocupado de ayudarme en lo posible. Siendo que últimamente se han enfrentado con dificultades insuperables para completar el proyecto, me dirijo a Vd. para rogarle su apoyo, ya que esto es vital para mi, y significa un paso decisivo en mi carrera.

Desde ya le quedo profundamente agradecida si Vd les proporciona a mis parientes el permiso necesario para visitar las clases y entrevistar a los alumnos del IAVA.

Respectuosamente

Maria B. Koon

Desde ya le quedo profundamente agradecida si Vd les proporciona a mis parientes el permiso necesario para visitar las clases y entrevistar a los alumnos del IAVA.

Respectuosamente

Maria H. Koon

APPENDIX E

LETTER REQUESTING LICEO ZORRILLA'S AUTHORITIES
PERMISSION TO INTERVIEW TENTH GRADE STUDENTS

Montevideo, 1° de Julio de 1985

Sra. Directora del Liceo N°4 - Zorrilla de San Martín
Drs. María Elida Mundin
Presente.-

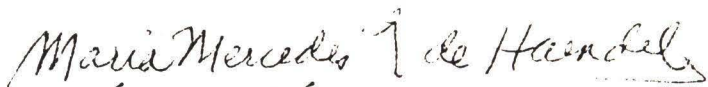
De mi consideración:

La presents es para solicitar quiera tener la amabilidad de autorizar, segun se lo he expresado, el reparto de los cuestionarios adjuntos para ser distribuidos entre los alumnos de los grupos de 4° ano de ese Liceo.-

Contamos además de su autorización y de la de sus colaboradores, con la de la Sra. Presidenta del Consejo De Enseñanza Secundaria, Dra. María E. Cantonnet, quien ha autorizado ésta solicitud.-

Desde ya y en nombre de mi hija, le quedo - sumamente agradecida por esta gestión.-

Saludo a Ud. con la mayor consideración.-



María M. Rodríguez de Haendel
Av. Lib. Gral, Lavalleja 1531 ap. 1301
Tel. 91-54-20

APPENDIX F

INSTRUCTION TO LICEO ZORRILLA

RESPONDENTS

INSTRUCCIONES A LOS ENTREVISTADOS

SURVEY SOBRE LA ACTITUD HACIA EL ESTUDIO
DE IDIOMAS EXTRANJEROS

El propósito de este estudio es la investigación de las actitudes hacia el estudio de lenguas extranjeras, para así completar los requisitos de una disertación doctoral.

La participación en este survey es enteramente voluntaria y anónima. Las respuestas no afectarán en ningún modo a los estudiantes que participen. Los resultados serán tabulados para hacer análisis estadísticos.

Si desean participar en el survey, por favor lean cuidadosamente las instrucciones y respondan en la forma más honesta posible a cada una de las tres partes. La investigadora desea agradecerles profundamente a los alumnos que participen.

APPENDIX G

INSTRUMENT ADMINISTERED TO LICEO ZORRILLA
RESPONDENTS

CUESTIONARIO - ESTUDIO DE IDIOMAS EXTRANJEROS

- I. Por favor lean cada una de las siguientes frases y clasifiquenlas de acuerdo a su actitud personal hacia cada una, en la forma siguiente: (1) - estoy en total desacuerdo; (2) - estoy en desacuerdo; (3) - no tengo opinion; (4) - estoy de acuerdo; (5) - estoy de total acuerdo.

1. _____ El estudio de idiomas es una pérdida de tiempo.
2. _____ Hay que impulsar a todos los alumnos a estudiar idiomas.
3. _____ El estudio de idiomas extranjeros es vital para ser un individuo educado.
4. _____ El estudio de idiomas no es práctico.
5. _____ El estudio de idiomas debe empezar en la escuela primaria.
6. _____ No es necesario saber idiomas.
7. _____ La mayoría de las personas nunca llegan a utilizar los idiomas.
8. _____ El conocimiento de idiomas es útil.
9. _____ El aprendizaje de un idioma lleva demasiado tiempo para molestarse en estudiarlo.
10. _____ Es importante poder comunicarse con otras personas en su propio idioma.

- II. Por favor, conteste las siguientes preguntas: SI, NO, SIN OPINION.

1. Deben los alumnos iniciar el estudio de idiomas en la escuela primaria? _____
2. Deben los alumnos continuar el estudio de idiomas en la escuela secundaria? _____
3. Deberían los alumnos tener una opción de tomar mas de un idioma? _____
4. Deben los estudios de idiomas ser requeridos de todos los alumnos? _____

- III. Por favor enumere las siguientes materias en orden de importancia del (1) al (10), siendo el 1 las de mayor importancia y en orden consecutivo hasta el 10, que seria la de menos importancia.

_____ Idioma Español
 _____ Ciencia
 _____ Matemáticas
 _____ Computadoras
 _____ Estudios Sociales

_____ Economía Domestica
 _____ Educacion Física
 _____ Idiomas Extranjeros
 _____ Arte/Música
 _____ Cursos Técnicos

Responda a la parte que sigue solamente si considera el estudio de idiomas extranjeros importante. Si es así, enumere las siguientes razones para estudiarlos en orden de importancia del (1) al (10), siendo el 1 la de mayor importancia y en orden consecutivo hasta el 10.

_____ Oportunidades para la carrera
_____ Enriquecimiento personal
_____ Educacion en general
_____ Cultura
_____ Comunicacion internacional

_____ Comprension mundial
_____ Negocios internacionales
_____ Diplomacia
_____ Politica internacional
_____ Otras _____
(Especifique, por favor)

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VITA

Name: Maria H. Koonce

Place of Birth: Montevideo, Uruguay

Education: B.A. Instituto Alfredo Vazquez Acevedo
Montevideo, Uruguay; 1959

M.A. East Carolina University
Greenville, North Carolina; 1965

Ed.S. Florida Atlantic University
Boca Raton, Florida; 1984

Ed.D. Florida Atlantic University
Boca Raton, Florida; 1986

Experience: Spanish Teacher; Yearbook Sponsor;
Bilingual Teacher and Contact Person,
Adult Program Instructor (Spanish, GED,
ESOL)
Broward County, Florida; 1977-Present

Spanish Teacher
Garner Senior High School, Garner, North
Carolina; 1974-1976

English Teacher
Eton College, Mexico, D.F.; 1973

Spanish and English Instructor
Queens College, Charlotte, North Carolina;
1969-1971

Spanish Instructor
Longwood College, Farmville, Virginia;
1968-1969

Spanish Instructor
East Carolina University, Greenville, North
Carolina; 1965-1968

