

World Languages in the Glenbrooks

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World Languages Review Committee Report

Monday, June 8, 2009

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.

*Statement of Philosophy
Standards for Foreign Language Learning*

Purpose of the Study

At a regularly scheduled meeting of the board of education on October 27, 2008, a number of parents and community members asked the School Board to consider adding Hebrew as a new course offering in the World Languages Departments at Glenbrook North and Glenbrook South. The Board's response was to direct Superintendent Riggle to convene a committee to study the issue and, within the parameters of board policies governing applications for curricular change, investigate the viability of this request. The district's educational planning process dictates that proposals for new courses are reviewed in the fall before the year of potential implementation. Board approval or denial occurs in January of the winter before fall implementation.

Formal Committee Formed

Thus, at the request of the Board of Education, a committee was formed to investigate the feasibility of adding Hebrew as a new course offering in the world language departments at both Glenbrook high schools. Key building and district leaders saw this as an opportunity to conduct a more thorough and systematic review of all world languages, in light of issues in the world today and our need to prepare students for global citizenship.

Committee Membership includes:

- Barb Dill-Varga, Assistant Superintendent for Educational Services, District
- Danita Fitch, Instructional Supervisor of World Languages, Glenbrook South
- Anne Koller, Instructional Supervisor of World Languages, Glenbrook North
- Cameron Muir, Associate Principal for Curriculum, Glenbrook South
- Rosanne Williamson, Associate Principal for Curriculum, Glenbrook North

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The committee met first in December to frame initial questions to guide the study. Some of the many questions are listed below:

- What are the goals and/or philosophies of Glenbrook's World Language Departments? What are the philosophical underpinnings of the mission statements of these two departments?
- What are the criteria that should be used to determine whether a new language should be added?
- What are important national and local trends in enrollment in the languages under consideration?
- What are the national security languages and how does this governmental initiative impact us?
- What are the important post-secondary considerations related to the possible addition of a given language?
- What are the requirements for an instructor to be Highly Qualified in a new language and what are the issues we will face in securing an instructor?
- What will be the impact on existing language enrollment with the addition of a new language?
- What is the definition of a heritage language and what are the advantages and disadvantages of offering such a language?
- What will be the impact on the master schedule and on an individual student schedule through the addition of a particular language?
- What professional development needs must accompany the addition of a new language?
- How will a new language impact world language opportunities in the township schools?
- Are there alternative opportunities to be considered for increasing language opportunities beyond traditional yearlong course offerings?
- What data do we need to collect to begin identifying answers to these and other questions?

Current World Language Course Offerings

A first step in the review process is to identify what courses currently exist. Glenbrook District 225's world language departments currently offer students opportunities to gain proficiency in the following languages: (see *Appendix A* for current enrollment in each of these languages)

Glenbrook North	Glenbrook South
Spanish	Spanish
French	French
German	German
Russian	Russian
Latin	American Sign Language
	Japanese
	Mandarin Chinese * (*GBN, 2009-10)

The stated mission of these departments is to “have students develop the communicative and cultural skills necessary to function in our multi-linguistic global society. In order to facilitate this mission, curriculum and instruction is designed so that students are able to meet the national standards for foreign language education that directly address the required competencies:

- *Communicate in Languages Other Than English;*
- *Gain Knowledge and Understanding of Other Cultures;*
- *Connect with Other Disciplines and Acquire Information;*
- *Develop Insight Into the Nature of Language and Culture; and*
- *Participate in Multilingual communities at Home and Around the World.*

It is the belief of the World Languages departments that by striving to meet its mission, it prepares its students to be better citizens of the world.” The essence of this mission is in alignment with the goals and objectives of ACTFL, the American Council on the Teaching of Foreign Language, a national professional organization that provides unity and purpose for the nation’s world languages professionals.

History of World Language Curricular Review Processes

Every Glenbrook department participates in the Educational Planning Process delineated in Board Policy 7010 (policies and procedures) which requires a review of 20% of the course offerings each year with the goal of a complete review of the curriculum during a five year period of time. During that process, the department reviews student achievement data, state and national standards, and important related initiatives. Occasionally, questions from the community or the Board catalyze a review as in this case. The Northfield Township Curriculum Directors also oversee study group processes focused on core subject areas and as recently as 4 years ago, world languages were the focus of this study group. As a result of these review processes, during the past ten years, there have been occasions to alter the menu of language course offerings:

Asian Languages

In 2002, Glenbrook South wrote a grant and became a charter member of the Illinois International High School Initiative and focused its study on East Asian languages, culture, and history. During this time, an online survey was administered to identify student needs and interests. A natural outgrowth of this work and study was the development of Japanese as a course offering which was introduced at South in 2004 and enjoys slow, but steady growth. This was the first Asian language added to the district’s menu of course offerings. Members of the Korean community had on several previous occasions requested the district consider the adoption of Korean, but after review and study, this course proposal was not drafted. In 2005, the Glenbrook Academy of International Studies began a review of its world languages offerings in light of the national call to address critical shortages of National Security Critical Languages to address world issues. This list includes most prominently: Arabic, Chinese, Russian, Hindi, and Farsi. The result of the study was to develop a new course proposal for Mandarin Chinese which received Board approval to begin with the Academy class of 2010. This course replaced Russian which had originally been brought into the Academy as a response to the Cold War 25 years ago. Noting the

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obvious increasing importance of China on the world stage, The Board encouraged both high school departments to pursue adding Mandarin as well. Glenbrook South added Mandarin in the fall of 2008 and Glenbrook North is planning to offer it beginning in the fall of 2009.

Spanish for Heritage Learners- Advanced Placement

The Spanish for Heritage Learner's program was created in 1994 to address the literacy needs of South's emerging Hispanic population. The development of native literacy skills has been found to be critical to the attainment of these skills in another language, such as English. As South continued to examine its course offerings to provide pathways for success to all students, the Spanish for Heritage program was streamlined in 2001 so that Hispanic students had the opportunity to take Advanced Placement Spanish Language their junior year, and Advanced Placement Spanish Literature their senior year. For most of these students, these have been the only A.P. courses they have taken. These students have now found a doorway to college open before them.

Natural Attrition

Approved courses will actually "run" when enrollment minimums and class size requirements are met. During the past decade certain courses have emerged or been discontinued due to enrollment patterns of students who register each winter for their courses to run during the next school year. Latin is an example of a course that while still meeting needs at Glenbrook North, ceased to be a viable course at Glenbrook South due to shifting enrollment trends.

Data Collection

The committee's work began by identifying some key areas for research to:

- 1) Identify current statistics about world languages identified as important because of their prevalence and their importance on the international stage and to the global economy. Special notice would be taken of identified future needs for Glenbrook graduates, including post-secondary studies;
- 2) Review and understand the world languages' requirements for college as dictated by the major post-secondary institutions (colleges and universities) our students primarily attend to ensure that our graduates continue to receive maximum credit for their high school work;
- 3) Review of existing teacher training programs to ensure highly qualified status and availability of teachers;
- 4) Understand current and future College Board criteria for languages carrying advanced placement (AP) designation.

Current Statistics About World Languages

Three important questions the committee chose to initially research are:

- What are the world's most widely spoken languages?
- What are the world's most influential languages spoken today?
- What languages are targeted as “critical-need languages” by the National Security Language Initiative?

The committee believes that any review and resulting alteration of existing world language course offerings would need to take these findings into account as we are interested in readying students for an ever shrinking world. The answer to the above questions is complex and can only be answered after weighing six factors for each language: 1) number of primary speakers, 2) number of secondary speakers, 3) number and population of countries where language is used, 4) number of major fields using the language internationally, 5) economic power of countries using the languages, and 6) socio-literary prestige accompanying the use of the language. George Weber, author of “Top Languages: the World’s 10 Most Influential Languages” issued the following priority list in light of these parameters. **Bold-faced languages** are currently offered at one or both Glenbrooks. Of special note is that the four languages that emerged based upon student interest (see survey results discussed later in the report)—Italian, Hebrew, Korean, and Polish—are not present on this list. It is not a surprise, therefore, to learn that very few universities offer majors or minors in these four languages, with the exception of Italian.

- **English**
- **French**
- **Spanish**
- **Russian**
- Arabic
- **Chinese**
- **German**
- **Japanese**
- Portuguese
- Hindi/Urdu

National Security Language Initiative

In January 2006, President Bush announced the beginning of the National Security Language Initiative (NSLI), whose focus would be to dramatically increase the number of Americans “learning, speaking, and teaching critical-need foreign languages....the Secretaries of State, Education, Defense, and the Director of National Intelligence launched this coordinated national initiative targeting the following languages: Arabic, Chinese, Japanese, Korean, and Russian languages, and the Indic, Persian and Turkic language families.” From that list a set of “critical need languages” was identified based on: number of people speaking the language, official status and political importance of the language, and historical and academic interest in the language.

This final list includes: Chinese, Russian, Arabic, Korean, and the Indic, Turkic, and

Persian language families. This list will be revised as world situations change. The government has made available some grant monies to seed the development of these language programs in K-16 environments. For this reason, teacher training programs have emerged to address some of these “critical-need” languages.

Post-secondary Language Studies

Most of our Glenbrook foreign language teachers advise their students that if they successfully complete four years of language in the Glenbrooks, in most cases, they only need a few extra courses in college to achieve at least a minor in that language, which provides them with an attractive endorsement when searching for future employment. The availability of these new languages for further post-secondary study is limited to a select group of colleges and universities nationwide. The chart below summarizes the availability of major and minor courses of study at the six, top four-year post-secondary destinations for Glenbrook students. If we added any of these new languages, students and parents would have to be advised to verify availability to ensure their future success at achieving this additional credential.

Also listed on this chart is a summary of available teacher training programs in these language areas. This data helps to clarify the challenge we will face in securing a highly qualified instructor. Currently only *two* of these six top colleges offers teacher training in *one* of the four new world languages: DePaul offers teacher training in Italian.

	Post-secondary Language Studies																
	Teacher Training Programs								Major				Minor				
	Arabic	Chinese	French	German	Italian	Japanese	Latin	Russian	Spanish	Hebrew	Italian	Korean	Polish	Hebrew	Italian	Korean	Polish
U of I, Champaign		Y	Y	Y		Y	Y	Y	Y		Y				Y	Y	Y
U of I, Chicago			Y	Y					Y				Y		Y		Y
Indiana University		Y	Y	Y		Y	Y	Y	Y		Y		Y	Y	Y		Y
DePaul	Y	Y	Y	Y	Y	Y			Y		Y				Y		
Illinois State			Y	Y					Y								
U of Iowa		Y	Y	Y	Y	Y	Y	Y	Y		Y				Y		

College Board Criteria for Future Advanced Placement Courses

Our committee contacted and received the following response from the College Board about New AP Course Proposals and future directions.

The College Board has received requests to offer advanced placement testing for the following languages: Arabic, Hebrew, Korean, and Portuguese but their current resources have already been allocated through 2012, so they are not considering or reviewing potential new AP course offerings. Following 2012, the following criteria would be required for proposals for any courses to even be considered:

- 1) Evidence through sample syllabi that a range of higher education institutions (large public; liberal arts; ivy league; etc.) are offering a consistent set of objectives and goals for an equivalent course and that a sequence of courses exists beyond this course into which students can be placed and through which they can advance.
- 2) A minimum of 1000 colleges and universities affirm their desire for an exam that would allow high school students to skip that course in college coupled with demonstrated demand of at least 5000 high schools across the U.S. who attest to their capacity and desire to offer a college-level course for a minimum of 20 students ready to study the subject at the college level after leaving high school.

Advanced Placement Mandarin Chinese and Japanese exams currently exist, as these languages met the criteria. It is unlikely, however, that an A.P. test will be available for Polish, Korean, or Hebrew in the next four years, if at all. The advanced placement exam for Italian is at risk of being dropped in the near future.

Cost Comparisons - World Language Program

The cost of supporting a low enrollment world language course is typically higher than the cost for a language whose enrollment is large. The following three charts show the average cost per enrollment for languages supported at each building, as well as the district. Careful analysis shows that low enrollment courses--such as American Sign Language, Russian, and Japanese --are amongst the most expensive to support. Any additional world languages we might consider adding will likely be low enrollment courses that will call for a proportionately higher cost to sustain. (See chart - next page) In addition, we can learn about what to expect by examining course offerings/enrollments in some of these languages in our contiguous districts. (See Appendix B for enrollments in our contiguous districts)

Three Special Notes:

- Calculations were made using \$75,000 as an average teacher salary. (MA Step 10)
- Mandarin Chinese's enrollment and FTE at North is actually 50% of the *Academy* Mandarin course, as the instructor is shared equally between both buildings for that program only.
- American Sign Language is a course that is particularly appropriate for special education students who wish to take a language but might struggle in a more traditional world language curriculum. The enrollments in each class are lower to accommodate the cushion we build in for the differentiation that teachers must undertake. A special education student is equated to 1.5 regular students in other enrollment projection processes.

Average Teacher Salary = \$75,000 MA Step 10

GBN Foreign Language FY2008-2009					
Language	Enrollment	FTE	Enrollment per 1.0 FTE	Avg Teacher Salary x FTE	Avg Cost per Enrollment
French	197	2.0	99	150,000	761
German	48	0.4	120	30,000	625
Latin	101	1.0	101	75,000	743
Russian	45	0.6	75	45,000	1,000
Spanish	992	9.4	106	705,000	711
TOTAL GBN	1383	13.4	103		

GBS Foreign Language FY2008-2009					
Language	Enrollment	FTE	Enrollment per 1.0 FTE	Avg Teacher Salary x FTE	Avg Cost per Enrollment
French	214	2.0	107	150,000	701
German	62	0.6	103	45,000	726
Japanese	89	1.0	89	75,000	843
Mnd Chnse	49	0.4	123	30,000	612
Amer Sign Lang	44	0.6	73	45,000	1,023
Russian	37	0.4	93	30,000	811
Spanish	1,237	11.6	107	870,000	703
TOTAL GBS	1,732	16.6	104		

District-wide Foreign Language FY2008-2009					
Language	Enrollment	FTE	Enrollment per 1.0 FTE	Avg Teacher Salary x FTE	Avg Cost per Enrollment
French	411	4.0	103	300,000	730
German	110	1.0	110	75,000	682
Latin	101	1.0	101	75,000	743
Japanese	89	1.0	89	75,000	843
Mnd Chnse	49	0.4	123	30,000	612
Amer Sign Lang	44	0.6	73	45,000	1,023
Russian	82	1.0	82	75,000	915
Spanish	2,229	21.0	106	1,575,000	707
TOTAL DISTRICT	3,115	30.0	104	2,250,000	722

*GBN Only

*GBS Only

*GBS Only

American Council on the Teaching of Foreign Languages (ACTFL) and Related National Language Organizations

An important source of professional development for world language teachers is provided by ACTFL in conjunction with the local and national organizations for each language group. It is important to identify if such support exists in order to ensure the full and comprehensive development of instruction in a particular world language, particularly when it is newly adopted. The ACTFL affiliate organizations that co-sponsor the ACTFL national conference are the following:

- American Association of Teachers of German (AATG)
- American Association of Teachers of Italian (AATI)
- California Language Teachers Association (CLTA)
- Chinese Language Association of Secondary-Elementary Schools (CLASS)
- Chinese Language Teachers Association (CLTA)
- National Association of District Supervisors of Foreign Languages (NADSFL)
- National Council of Japanese Language Teachers (NCJLT)
- National Council of State Supervisors for Languages (NCSSFL)
- National Network for Early Language Learning (NNELL)

The additional following associations are for both high school and college level teachers and sponsor presentations and meetings during the annual ACTFL meetings, as well as at other times of the year.

- American Association of Teachers of Arabic
- American Association of Teachers of French
- American Association of Teachers of Slavic and East European Languages
- American Association of Teachers of Spanish and Portuguese
- American Association of Teachers of Spanish and Portuguese in Colorado
- American Association of Univ. Supervisors and Coord. of Foreign Language Programs
- American Classical League (Latin)
- American Council of Teachers of Russian
- American Association of Teachers of Korean

Note: Of the languages studied in this report, Hebrew teachers alone are not supported by professional organizations affiliated with ACTFL. Within higher education the only Hebrew association that was located in this country was the National Association of Professors of Hebrew, a professional organization of professors and instructors in colleges, universities and seminaries who specialize in Hebrew language and literature of the ancient, medieval, and modern periods.

Development and Administration of a Survey

The committee quickly decided that a comprehensive survey needed to be developed and administered to as many current and future students as possible who might benefit from or be

impacted by changes in the course offerings. This data collection in part responds to the charge laid out in Board Policy 7010. Many of the aforementioned questions and lines of inquiry helped to shape the questions which were written and administered in an online survey in late January through early February to 2,261 students. (See Appendix C – copy of survey administered on surveymonkey.com).

The Survey: General Overview

The Participants:

As part of their normal registration process in late January/early February, 2, 261 students from Glenbrook North and South took an online survey entitled, “World Languages in The Glenbrooks.”

- 1,037 students or 45.9% were from Glenbrook North and 54.1% or 1,224 were from Glenbrook South.
- 36.5% were incoming freshman; 33.5% were students who will be tenth graders in the fall of 2009-2010 and the remainder –29.5% -- will be juniors next year.

Areas Addressed in Survey

Presence and Proficiency Level in Language Other Than English

68.3% of these students identify that **only English** is spoken in their home. Other students identify the following languages as being spoken in their home in addition to English: 7.8% Spanish, 7.7% Korean, 4.7% Polish, 4.3% Russian, 1.4% Hebrew, and 1.1% Arabic. 50 other languages were identified by students but in smaller percentages than these listed here.

When asked to identify which of the languages they would consider to be the **primary language spoken at home**, 82.1% of the students identified English as this language. Of the remaining students the following percentages are noteworthy: 5.7% identified Korean, 3.2% Spanish, 2.6% identified Polish and 2.6% identified Russian. .3 % identified Hebrew.

Students for whom a language other than English is spoken at home were asked to self rate themselves in four skill areas in a language other than English (understanding spoken

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language, ability to communicate verbally, reading in the language and writing in the language).

Findings:

Polish: (85 students) – Majority at native speaker level in all four language skill domains; 10-15% at low end in all four domains.

Spanish: (107 students) – somewhat fluent to native speaker in most domains with greater fluency at South

Russian: (72 students) – near native ability in speaking and listening with weaknesses identified in reading and writing

Korean: (159 students) –near native levels in three domains but lower levels in writing

Hebrew: (29 students) –North students fluent to native speaker in all four levels; 8 South students are at varied levels.

Languages Studied by Students in Locations Outside of the Glenbrooks

The primary languages being studied by these students in locations outside of the Glenbrooks are: Greek, Hebrew, Korean, Polish, and Spanish. The following chart disaggregates in each case by building and grade level:

Numbers of students	GBN-9 th	GBS-9 th	GBN-10 th	GBS-10 th	GBN-11 th	GBS-11 th
Greek	6	5	3	13	5	4
Hebrew	20	9	42	14	33	12
Korean	9	6	4	12	5	10
Polish	4	7	4	7	3	17

48.2% of students who study languages outside of Glenbrook do so at their church or synagogue. 25.4% cite a private day school as a place where they have studied the

language. 15.6% cite a personal tutor and 16.6% reference a summer school program outside of the district.

Reasons (multiple) Cited for Taking a World Language in High School:

Meet college entrance requirements	69.6%
Travel opportunities	45%
Continue study of language from middle school	44%
Career goals	37%
Advice from parents	28%
Expand knowledge of heritage/culture/religion	27.6%
Increase global awareness	25%
Enhance cognitive abilities	20%
Support advanced college study	13%

Languages Planned to Take in High School

Spanish	70.4%
French	15.2%
German	6%
Latin (GBN only)	5.8%
Japanese(GBS only)	5%
Russian	4.4%
American Sign Language	4.4%
Mandarin	3.1%

Languages, IF offered, Student Would Commit to Take

Italian	16.1% (331 students)
Hebrew	7.9% (163 students)
American Sign Language (only now at GBS)	7.1% (145 students)
Polish	6.6% (136 students)
Korean	5.9% (121 students)
Japanese (only now at GBS)	5.5% (113 students)
Latin (only now at GBN)	5.3% (108 students)
Arabic	3.6% (74 students)
Farsi	1.6% (33 students)
None, prefer to stay in current course	40.3% (827 students)
Skipped question	(229 students)

Honors and Advanced Placement (AP) Availability

60.9% of the students said they would take this new language even if there were no honors level available; 39.1% said they would not.

62.4% said they would take it even if there were no AP available; 37.6% said they would not

Reason for Changing Location of Studying Language From Other Environment to Glenbrook

34%	convenience
33.6%	need high school credit
17.9%	want honors level credit opportunity
14.9%	desire quality instruction

Number of Years Plan to Study World Languages in High School

54%	four years
24.7 %	three years
14.4%	two years
4.4%	one year

Number of Students Who Plan on Taking More Than One Language

81.2%	No
18.8%	Yes

Fundamental Questions to Ask before Adopting New Language Courses

The committee developed a set of philosophical questions useful in framing a discussion about *any* new language course that may be proposed for adoption in the Glenbrooks. After reviewing the survey data, especially concerning new languages that students would be willing to commit to take, there appear to be four new courses that should be discussed in this manner: Italian, Hebrew, Polish, and Korean. (in order of student choice) The ten questions are as follows:

- 1) Is this world language one of the recommended national security critical languages?
- 2) Does this new course appeal to a particular community cultural subgroup? What are the advantages and disadvantages of that alignment?
- 3) Has this language been approved by the College Board for Advanced Placement (AP) accreditation? Are there any plans in the future for the vetting of this language?
- 4) Will this course provide the necessary course sequence and ability levels to meet college entrance requirements and will it set up students to meet college graduation requirements?
- 5) Are there currently alternate opportunities outside of Glenbrook for students to access and acquire this language?
- 6) Does this world language have an ACTFL affiliated organization that serves as a professional development organization for teachers?
- 7) What will be the impact on the existing world languages schedule if this language is added?
- 8) What will be the impact on the master schedule if this language is added?
- 9) What is the likelihood of being able to hire a “highly qualified instructor” for this language as defined under NCLB?
- 10) What particular placement issues should be considered or will present challenges or opportunities?

The following chart summarizes responses to these questions when applied to the four new possible language options: Italian, Hebrew, Polish , and Korean.

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	National Security Critical Language	Community Cultural Subgroup	Advanced Placement Accreditation	College Entrance Requirements	Alternate Opportunities for Study	ACTFL Affiliates	Impact on Existing Curriculum	Impact on Master Schedule	Highly Qualified Instructor	Placement Issues
Italian	No	No	Endangered	Yes	Yes	Yes	Endangers: Latin Russian German French	Difficult to guarantee four year program	Okay	No issues
Hebrew	No	Yes	No	Yes	Yes	No	Endangers: Latin Russian French	Difficult to guarantee four year program	Difficult	Polarized ability levels
Polish	No	Yes	No	Yes	Yes	No	Endangers: German Russian French	Difficult to guarantee four year program	Difficult	Polarized ability levels
Korean	Yes	Yes	No	Yes	Yes	Yes	Endangers: Mandarin Japanese	Difficult to guarantee four year program	Difficult	Polarized ability levels

Executive Summary of Current Findings

Stability of Enrollment of Existing Courses

A few of the district's current world languages [Japanese (89 students), Mandarin (64 students), Russian (83 students), and American Sign Language (44 students)] are presently struggling to maintain an enrollment that can sustain a full time, highly-qualified instructor. Other courses such as French, German, and Latin also are affected by a range of factors. For example, French is being discontinued in at least one middle school which may adversely impact its district enrollment and FTE in the future. Analysis of the survey data indicates that the addition of another new world language will not only endanger the aforementioned courses because of what languages these students will shift out of to take one of the four potential options (see chart on previous page and Appendix B), but in the end it will create yet another course that may struggle to develop and sustain at least a 2-year program which has historically been the goal. Note: two years may not be enough for many students who hope to take a foreign language for 3 or 4 years.

College Requirements: Entrance and Graduation

The survey identified that "Meeting college entrance requirements" is a top priority for all students and their parents as they consider which world language to take. The survey also indicates that most students plan on taking their language for 3-4 years in high school. As already mentioned, this may be extremely problematic to guarantee availability of a 3-4 year sequence with these new languages. An additional complication relates to college graduation requirements. Many colleges and universities may recognize the high school language credits but have their own requirements and language offerings. A student who may be able to complete only 2-3 years of a language in high school may still need to take a language in college to meet college graduation requirements. For this reason, Glenbrook students are highly encouraged to enroll in four years of the same language. One problem in considering the addition of any of these new world languages is our inability to guarantee a four-year sequence.

Certification Requirements for Highly Qualified Instructors

No Child Left Behind has tightened the requirements for certification of instructors. This has made it nearly impossible to secure instructors of certain languages that not only meet Glenbrook's high standards for its teaching staff, but meet the various criteria outlined by the Illinois State Board of Education. It will be challenging at best to recruit, hire, and sustain the employment of a quality instructor who at best in the beginning will be part time as the new language program begins to be developed. This is based on current experiences in staffing some of our new Asian languages. In addition, the lack of ACTFL affiliations which can be sources of professional development and workshops, means that it will be extremely difficult to support these new hires in their professional growth.

Placement Issues

In at least three of these four new language areas, survey data indicates that a high percentage of students interested in one of these four languages already have a certain level of fluency with the language. (The exception is Italian.) Survey data reporting on student self-assessment in the four domains (speaking, listening, reading, and writing) points to large numbers of students with high to native fluency in listening and speaking and-- depending on the language-- lesser levels in reading and writing. At best, a single classroom will be polarized with a mix of high and low level needs, necessitating a teacher to differentiate instruction for multiple ability levels. At worst, this may tend

to discourage novice speakers from electing to take the course at all. The student enrollment at different levels of instruction will probably not be large enough to warrant a separate section, thus a single class might have to support, for example, Korean 161, 261, and 361. This would not be an optimal situation.

Alignment with World Languages Departmental Goals:

- *Communicate in Languages Other Than English;*
- *Gain Knowledge and Understanding of Other Cultures;*
- *Connect with Other Disciplines and Acquire Information;*
- *Develop Insight Into the Nature of Language and Culture; and*
- *Participate in Multilingual communities at Home and Around the World.*

Will the new language accomplish department goals, which are derived from national world language objectives, for this group of students? Four of the five bullet points will more easily be accomplished, but the goal to “connect with other disciplines and acquire information” may be somewhat problematic with the new languages studied in this report. The difficulty centers around the issue of population size and prevalence of its language speakers throughout the world. Language teachers must continually locate engaging and age-appropriate authentic materials to connect the target language with other disciplines such as history, art, economics, etc. Authentic materials that teachers must access for this purpose include: media sources (film, television, advertisements, etc.), literature, workplace documentations, job searches/want ads, and the like. The four new world languages under review here are more difficult to support in this way because of their comparatively low populations of language speakers and their relatively low levels of influence in the world as a whole.

Concluding Thoughts:

Adding a new course to the catalogue of offerings is never an easy decision for any department when resources are limited. The world languages departments at North and South, which are sometimes considered one of the five core academic areas, must operate in reality like an elective department, ever cognizant of their delicate dance to attract and retain student enrollment to sustain endangered low enrollment courses. The work of this committee has shed light on some very real issues about their potential for future growth and change. Change involves weighing the cost and pain of making the change, in this case the addition of a new course, against the need and vision for the change and the ability to support and sustain it long term. At this time, current findings from this committee would suggest that it is very difficult to embrace the addition of any one of these four new world language courses without harmful effects to the existing curriculum.

Appendix A

Current Course Offerings and Enrollment - 2008-2009

Enrollment snapshot: February 1, 2009

Course	GBN				GBS				District				Grand Total
	9	10	11	12	9	10	11	12	9	10	11	12	
Amer Sign Lang				2	9	10	14	9	9	10	14	11	44
French	85	65	42	5	71	79	51	11	156	144	93	16	409
German	8	21	4	15	15	6	19	22	23	27	23	37	110
Japanese					30	13	26	20	30	13	26	20	89
Latin	15	34	37	15			1		15	34	38	15	102
Mnd Chinese			14		12	7	24	7	12	7	38	7	64
Russian	12	6	16	11	13	11	6	8	25	17	22	19	83
Span	299	331	271	91	370	400	297	162	669	731	568	253	2221
Grand Total	419	457	384	139	520	526	438	239	939	983	822	378	3122

Appendix B: Lower-Enrollment World Languages in Contiguous Districts 2008-2009

Appendix C

The Survey Questions

World Languages in The Glenbrooks

1. Please take this survey!

Your opinion is important to us! Please take a few minutes to take a short survey that will provide valuable information for the world languages departments at both high schools as they plan for the future.

World Languages in The Glenbrooks

2. Information about you!

* 1. Your student id# is....

Student ID number

2. Your primary home base school is or will be...

Glenbrook North

Glenbrook South

3. Your grade in school during school year 2009-2010 will be...

9th grade

10th grade

11th grade

12th grade

4. What language other than English is spoken in your home? SELECT ONE OR MORE RESPONSES.

English only

Arabic

French

German

Hebrew

Italian

Japanese

Korean

Mandarin Chinese

Polish

Russian

Spanish

Language not listed

Other (please specify other language)

World Languages in The Glenbrooks

5. Which of these languages is the PRIMARY language spoken at HOME with your parents? SELECT THE ONE BEST RESPONSE.

- English
- Arabic
- French
- German
- Hebrew
- Italian
- Japanese
- Korean
- Mandarin Chinese
- Polish
- Russian
- Spanish
- Language not listed

Other (please specify languages not listed above)

6. If a language other than English is spoken at home, please rate yourself in EACH of the following skill areas (1 is low and 7 is high.) PLEASE RATE YOURSELF IN EACH OF THE FOUR SKILLS AREAS.

	1 Not at All	2	3	4 Somewhat fluent	5	6	7 Native ability	8 NOT APPLICABLE
Understand spoken language	<input type="checkbox"/>							
Can verbally communicate in language	<input type="checkbox"/>							
Can read in language	<input type="checkbox"/>							
Can write in language	<input type="checkbox"/>							

7. The following languages are offered at GLENBROOK NORTH: French, German, Latin, Russian, Spanish

The following languages are offered at GLENBROOK SOUTH: American Sign Language, French, German, Japanese, Mandarin Chinese, Russian, Spanish

If you have studied another language not offered at the Glenbrooks, please indicate what that language is.

World Languages in The Glenbrooks

8. If you studied another language outside of Glenbrook, please indicate how many years you have studied this other language. SELECT ONE BEST RESPONSE.

I have not yet studied this other language.

1 year

2 years

3 years

4 years

5 years

6 years or more

9. Please select ONE OR MORE answers from the following list to indicate where you have FORMALLY studied one or more other languages outside of Glenbrook?

summer school program outside of district

community college course

church or synagogue program

private day school

personal tutor

Other (please specify any other ways)

World Languages in The Glenbrooks

10. Why are you taking a world language in high school? Please select ONE OR MORE answers below.

- Career goals
- Travel opportunities
- Meet college entrance requirements
- Advice from teacher or counselor
- Support advanced college study (major or minor in language)
- Increase global cultural awareness
- Facilitate communication with family members
- Advice from parents
- Expand knowledge of heritage culture and/or religion
- Continue study of language studied in middle school
- Enhance cognitive abilities

Other (please specify other reasons)

11. Of the languages CURRENTLY offered, which language do you plan to take in high school? You may select one or more answers.

- American Sign Language(GBS only)
- French
- German
- Japanese (GBS only)
- Latin (GBN only)
- Mandarin Chinese
- Russian
- Spanish

World Languages in The Glenbrooks

12. The following languages are NOT CURRENTLY available at one or both high schools. Please indicate which language, IF OFFERED, would be the language you would COMMIT to study. SELECT ONE.

American Sign Language (currently only at GBS)

Arabic

Farsi

Hebrew

Italian

Japanese (currently offered only at GBS)

Korean

Latin (currently offered only at GBN)

Polish

None of these. I'd prefer to stay enrolled in currently offered languages (French, German, etc.)

Other (please specify other desired language)

13. Would you take this other language not currently offered even if no honors level was available?

No

Yes

14. Would you take this other language not currently offered even if no advanced placement level was available?

No

Yes

World Languages in The Glenbrooks

15. If you have already begun the study of this other language elsewhere, which of the following reasons would motivate you to study the other language at one of the Glenbrooks instead of at an alternative setting? Select ONE OR MORE responses from the list below.

- Convenience
- Need high school credit
- Want opportunity for honors level credit
- Desire quality instruction
- Cost
- None of the above; not interested in taking this other language

Other (please specify other reasons)

16. How many years of world language do you plan to take in high school? CHOOSE ONE BEST ANSWER.

- Zero
- One
- Two
- Three
- Four

17. Do you plan to take more than one world language in high school?

- No
- Yes

World Languages in The Glenbrooks

3. Thank you for your participation in this survey!

Appendix D: Focused Analysis of Survey Data for Four New World Languages

One way to make a decision on the addition of a new language is to look at what students say they wish/commit to take. The survey clearly asked students to identify a language they would be willing to commit to if it were offered. The four top languages students were willing to commit to (in order) are: Italian, Hebrew, Polish, and Korean. Survey data was disaggregated for each of these groups of “language committers” to better understand their profile and the impact that this shift in choice might have on the existing curriculum.

Language Commit To Take: ITALIAN

Number of students who state they would commit to this language: 331

Student Demographics:

Glenbrook North: 135

Glenbrook South: 196

9th grade: 98

10th grade: 119

11th grade: 111

Top Languages other than English spoken at home: (number in parenthesis reflects students for whom the language is the primary language spoken at home)

English only: 231 and Language not listed: 23

Spanish: 27 (16)

Russian: 13 (7)

Polish: 12 (7)

Korean: 12 (11)

Italian: 7 (0)

French: 6 (1)

German: 3 (1)

Hebrew: 1 (1)

Studied another language outside of Glenbrook (may or may not be this commitment language)

Years studied this other language:

One year: 22

Two years: 16

Three years: 51

Four years: 15

Five years: 9

Six years or more: 21

Location where studied this other language:

Church or synagogue: 27 (40.3%)

Private Day School: 16 (23.9%)

Summer School program outside of district: 15 (22.4%)

Personal tutor 11 (16.4%)

Reasons for taking a world language in high school (could select more than one)

World Languages Department Review Committee Report –June 8, 2009

Meet college entrance requirements: 223 (70.8%)
Travel opportunities: 159 (50.5%)
Continue study of language studied in middle school: 138 (43.8%)
Career Goals 126 (40%)
Expand knowledge of heritage, culture, and/or religion: 96 (30.5%)
Advice from parents: 85 (27%)
Increase global cultural awareness: 81 (25.7%)
Support advanced college study (major/minor): 39 (12.4%)

Plans to take currently offered language:

Spanish: 231 (71.5%)
French: 65 (20.1%)
Latin (GBN only): 25 (7.7%)
German: 20 (6.2%)
Russian: 12 (3.7%)
American Sign Language (GBS only): 7 (2.2%)
Mandarin: 8 (2.5%)
Japanese (GBS only): 8 (2.5%)

Would commit to take this language – ITALIAN—even if no honors level available?

Yes: 77.1% (252)
No: 22.9% (75)

Would commit to take this language – ITALIAN—even if no advanced placement level available?

Yes: 77.7% (254)
No: 22.3% (73)

Reasons (one or more) for taking this language—ITALIAN-- at the Glenbrooks instead of at an alternative setting

Need high school credit: 98 (37.8%)
Convenience: 91 (35.1%)
Desire quality instruction: 46 (17.8%)
Want opportunity for honors level: 44 (17%)
Cost: 20 (7.7%)

Number of years of world language planning to take in high school:

One year: 12 (3.6%)
Two years: 52 (15.8%)
Three years: 90 (27.3%)
Four years: 170 (51.5%)

Planning to take more than one world language in high school:

Yes: 71 (21.6%)
No: 257 (78.4%)

Language Commit To Take: HEBREW

Number of students who state they would commit to this language: 163

Student Demographics:

Glenbrook North: 98

Glenbrook South: 65

9th grade: 42

10th grade: 61

11th grade: 57

Top Languages other than English spoken at home: (number in parenthesis reflects students for whom the language is the primary language spoken at home)

English only: 118 and Language not listed: 0

Spanish: 9 (3)

Russian: 15 (8)

Polish: 1 (0)

Korean: 4 (1)

Italian: 0 (0)

French: 1 (0)

German: 2(1)

Hebrew: 19 (4)

Arabic: 1 (0)

Studied another language outside of Glenbrook (may or may not be this commitment language)

Years studied this other language:

One year: 17 (12.2%)

Two years: 9 (6.5%)

Three years: 27 (19.4%)

Four years: 16 (11.5%)

Five years: 9 (6.5%)

Six years or more: 29 (20.9%)

Location where studied this other language:

Church or synagogue: 74 (77.9%)

Private Day School: 16 (16.8%)

Summer School program outside of district: 8 (8.4%)

Personal tutor: 6 (6.3%)

Reasons for taking a world language in high school (could select more than one)

Meet college entrance requirements: 108 (67.9%)

Travel opportunities: 67 (42.1%)

Career Goals: 47 (29.6%)

Continue study of language studied in middle school: 62(39%)

Expand knowledge of heritage, culture, and/or religion: 53 (33.3%)

Advice from parents: 44 (27%)

Increase global cultural awareness: 40 (25.2%)

Support advanced college study (major/minor): 13 (8.2%)

Facilitate communication with family members: 11 (6.9%)

Plans to take currently offered language:

Spanish: 114 (72.2%)

French: 22 (13.9%)

Latin (GBN only): 25 (7.7%)

German: 7 (4.4%)

Russian: 13 (8.2%)

American Sign Language (GBS only): 9 (5.7%)

Mandarin: 3 (1.9%)

Japanese (GBS only): 3 (1.9%)

Would commit to take this language – HEBREW—even if no honors level available?

Yes: 78.3% (123)

No: 21.7% (34)

Would commit to take this language – HEBREW —even if no advanced placement level available?

Yes: 81.3% (130)

No: 18.8% (30)

Reasons (one or more) for taking this language— HEBREW -- at the Glenbrooks instead of at an alternative setting

Need high school credit: 50 (35.2%)

Convenience: 72 (50.7%)

Want opportunity for honors level: 36 (25.4%)

Desire quality instruction: 37 (26.1%)

Cost: 9 (6.3%)

Number of years of world language planning to take in high school:

One year: 3(1.8%)

Two years: 18(11%)

Three years: 45 (27.6%)

Four years: 94 (57.7%)

Planning to take more than one world language in high school:

Yes: 41 (25.2%)

No: 122 (74.8%)

Language Commit To Take: POLISH

Number of students who state they would commit to this language: 136

Student Demographics:

Glenbrook North: 32

Glenbrook South: 104

9th grade: 45

10th grade: 45

11th grade: 45

Top Languages other than English spoken at home: (number in parenthesis reflects students for whom the language is the primary language spoken at home)

English only: 52 and Language not listed: 8

Spanish: 8 (6)

Russian: 4 (1)

Polish: 63 (38)

Korean: 6 (5)

Italian: 0 (0)

French: 0(0)

German: 1(0)

Hebrew: 0 (0)

Arabic: 0(0)

Studied another language outside of Glenbrook (may or may not be this commitment language)

Years studied this other language:

One year: 10 (8.5%)

Two years: 8 (6.8%)

Three years: 11 (9.4%)

Four years: 8 (6.8%)

Five years: 2(1.7%)

Six years or more: 37 (31.6%)

Location where studied this other language:

Church or synagogue: 10 (22.7%)

Private Day School: 25 (56.8%)

Summer School program outside of district: 4 (9.1%)

Personal tutor: 9 (20.5%)

Reasons for taking a world language in high school (could select more than one)

Meet college entrance requirements: 90(68.7%)

Travel opportunities: 81 (61.8%)

Career Goals: 66 (50.4%)

Continue study of language studied in middle school: 58(44.3%)

Expand knowledge of heritage, culture, and/or religion: 51 (38.9%)

Advice from parents: 41 (31.3%)

Increase global cultural awareness: 36 (27.5%)

Support advanced college study (major/minor): 19 (14.5%)

Facilitate communication with family members: 6 (4.6%)

Plans to take currently offered language:

Spanish: 86 (66%)
French: 20 (15.5%)
Latin (GBN only): 2 (1.6%)
German: 19(14.7%)
Russian: 13 (10.1%)
American Sign Language (GBS only): 8(6.2%)
Mandarin: 0 (0%)
Japanese (GBS only): 7 (5.4%)

Would commit to take this language – POLISH—even if no honors level available?

Yes: 73.1% (98)
No: 26.9% (36)

Would commit to take this language – POLISH —even if no advanced placement level available?

Yes: 74.2% (98)
No: 25.8% (34)

Reasons (one or more) for taking this language— POLISH -- at the Glenbrooks instead of at an alternative setting

Need high school credit: 44 (38.6%)
Convenience: 53(46.5%)
Want opportunity for honors level: 41 (36%)
Desire quality instruction: 26 (22.8%)
Cost: 14(12.3%)

Number of years of world language planning to take in high school:

One year: 12(8.9%)
Two years: 18(13.3%)
Three years: 30 (22.2%)
Four years: 72 (53.3%)

Planning to take more than one world language in high school:

Yes: 36 (26.9%)
No: 98(73.1%)

Language Commit To Take: KOREAN

Number of students who state they would commit to this language: 121

Student Demographics:

Glenbrook North: 42

Glenbrook South: 79

9th grade: 37

10th grade: 45

11th grade: 39

Top Languages other than English spoken at home: (number in parenthesis reflects students for whom the language is the primary language spoken at home)

English only: 35 and Language not listed: 6

Spanish: 5 (2)

Russian: 2(1)

Polish: 2 (1)

Korean: 73(57)

Japanese: 2 (0)

Italian: 7 (0)

French: 0 (0)

German: 0 (0)

Hebrew: 0 (0)

Studied another language outside of Glenbrook(may or may not be commitment language)

Years studied this other language:

One year: 11

Two years: 11

Three years: 12

Four years: 8

Five years: 3

Six years or more: 22

Location where studied this other language:

Church or synagogue: 27 (52.9%)

Private Day School: 9 (17.6%)

Summer School program outside of district 6 (11.8%)

Personal tutor 12 (23.5%)

Reasons for taking a world language in high school (could select more than one)

Meet college entrance requirements: 80 (70.8%)

Travel opportunities: 48 (42.5%)

Career Goals 55 (48.7%)

Continue study of language studied in middle school: 47 (41.6%)

Expand knowledge of heritage, culture, and/or religion: 30 (26.5%)

Advice from parents: 32 (28.3%)

Increase global cultural awareness: 26(23%)

Support advanced college study (major/minor): 22 (19.5%)

Plans to take currently offered language:

Spanish: 70 (60.3%)
French: 16 (13.8%)
Latin (GBN only): 9 (7.8%)
German: 5 (4.3%)
Russian: 4(3.4%)
American Sign Language (GBS only): 5 (4.3%)
Mandarin: 12(10.3%)
Japanese (GBS only): 25 (21.6%)

Would commit to take this language – KOREAN—even if no honors level available?

Yes: 7675% (81)
No: 32.5% (39)

Would commit to take this language – KOREAN —even if no advanced placement level available?

Yes: 69.2% (83)
No: 30.8% (37)

Reasons (one or more) for taking this language— KOREAN at the Glenbrooks instead of at an alternative setting

Need high school credit: 39 (36.8%)
Convenience: 47 (44.3%)
Want opportunity for honors level: 39 (36.8%)
Desire quality instruction: 24 (22.6%)
Cost: 7 (6.6%)

Number of years of world language planning to take in high school:

One year: 5 (4.1%)
Two years: 22(18.2%)
Three years: 24 (19.8%)
Four years: 66 (54.5%)

Planning to take more than one world language in high school:

Yes: 39(32.2%)
No: 82 (67.8%)