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Why Foreign Languages Should Be Taught in Elementary

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Abstract

In this paper, I will be discussing the importance learning a foreign language during Elementary. Learning a foreign language is not only beneficial for a student's job career and opportunities, but it also helps the brain. Research has shown that learning a foreign language at a younger age is actually easier for students, versus waiting until high school to introduce a foreign language. I will be addressing issues such as why schools wait until high school, the harm in waiting till high school, why this is a problem, oppositions of this topic, and more. Specifically, this paper will discuss why it is important to start at an early age, the benefits included, and facts based on previous research. This paper will include stories of other schools who have installed a foreign language program and their successes. This will serve as great examples of why other school districts should implement a foreign language program.

Keywords: foreign language, elementary, school, high school

According to the article "*Spanish-Speaking Preschoolers' Early Literacy Development: A Longitudinal Experimental Comparison of Predominantly English and Transitional Bilingual Education*" almost 1 out of every 4 children enrolled in Head Start are from Spanish-speaking households. In this article, an experiment was conducted where 31 Spanish-speaking preschoolers were assigned to either an English-only (EO) preschool or an experimental preschool. The location of the experiment was in rural Minnesota where the Latino population has expanded by 166% in the last ten years. Only 10 out of 62 families that participated in the experiment claimed they had received their high school degree or their GED. The majority of the families were of Mexican origin, while one family was from Guatemala, and another from El Salvador. The experimental preschool lasted for two years, and during the first year, the only language that was spoken was Spanish. In the second year, they slowly began emerging English into instruction. In the EO preschool, the teachers also began to slowly incorporate Spanish into the classroom.

After studying both groups for two years, the results concluded that the experimental group had increased their Spanish-language and literacy in vocabulary and letter word recognition. To their surprise there here were no improvements in the preschool that was an English Only environment. Through this experiment, the results concluded that bilingual instruction can be a foundation for growth in English Phonological Awareness skills for all types of students, regardless of their ethnicity. They also found that students who were in the experimental preschool had higher scores on the WMLS-R letter word identification test, and continued to receive higher scores resulting

in outperforming the English-Only preschool. These results have led the students in the experimental preschool to have stronger reading and English skills from preschool all the way to third grade. Both preschools were given the MAP test at the end of the year, and once again, the experimental preschool received outstanding scores. 46% of the students scored above the proficient level, while only 1% of the English-Only preschool group scored above the proficient level. (Duran et al 2013)

In Gildersleeve-Neumann's et al.'s article, she states that in the United States alone, 18% of U.S households speak another language besides English. Spanish, being the second most spoken language in the United States has 28 million people who speak it in their homes, making them 10% out of the 18-percentage given earlier. She also indicates that 10 to 15% of monolingual preschool children may showcase some type of speech disorder. (Gildersleeve-Neumann et al 2008)

In the article "*Associations between preschool language and first grade reading outcome in bilingual children*", the authors state that researchers such as Comeau, Cormier, Grandmaison, and Lacroix (1999) found that English-French children's phonological awareness in French has been helpful in their reading skills when reading in English. Because of their dual language abilities, they are able to recognize some cognitive words, and make that transition easier for them. Not only have studies found that out to be true for French speaking children, but also for Spanish speaking children as well. Because English comes from Latin origins, Spanish –speaking children are able to make that connection with cognitive words, and it is proven to be valuable for their reading skills and comprehension. A study was done by Hammer, Lawrence, and Miccio

(2007) which studied preschoolers from bilingual families and studied their development of language from preschool to kindergarten. The results concluded that there was growth in English oral comprehension and also in Spanish oral comprehension. These children were able to distinguish words and letter recognition in both Spanish and English.

Another study which was conducted by Hammer (2007) wanted to see if these bilingual students would continue to have success in the first grade. 81 bilingual preschool aged children were chosen at random to participate in this experiment. Of course, all families met the requirements for low income for Head start and must be from bilingual homes. Most families came from Puerto Rican descent and lived in an urban area in Pennsylvania.

In the experiment, the children were separated into two groups. The first group was for children who learned both languages starting from birth and before entering the school system. There were 22 boys and 26 girls that were in the first group. The second group was for children who had been around Spanish from the time they were born, but did not speak English until they started school. In that group, there were 10 boys and 23 girls.

After the experiment was completed, the results showed that there was growth in both English and Spanish in passage comprehension and letter word identification. Not only were their successes in the children's English reading skills, but their growth in Spanish was also noted in their oral comprehension and letter-word recognition. At the end of the two-year study, they found that the children's English and Spanish receptive vocabulary and oral comprehension abilities had majorly increased. The children who

were in separated into the second group resulted in higher Spanish skills, and the children who were separated into the first group had higher English skills. (Davidson, Hammer, Lawrence et al. 2011)

In Gessler, E et al. (1953) *Foreign Languages in the Elementary Schools* talks about a project that was conducted by a high school that wanted to collaborate with an elementary school and teach a foreign language to third, fourth, fifth, and sixth graders. The high school teachers would meet twice a week each time for 20 minutes with the children. The high school teachers introduced two foreign languages; Spanish and French. Both languages were split up into two sections for all of the fourth graders, with the hopes of continuing the instruction until they reached Middle school, giving them a total of 3 years of learning that specific language. According to the article, the parents of these children were most excited and were requesting for their children to be in the experiment, because they had been waiting for something like this for a while now.

In this experiment, the foreign language teachers started out by greeting them in French greeting, and demonstrated how to ask and respond in French. They had the class repeat the greetings in unison until everyone was familiar with the greetings. They also sang Frere Jacques, which most students already knew, so it was easy for them to make that connection. The teacher left notes to the elementary teacher saying that each lesson should be fun and exciting. Not to drag the lesson out, and to include conversation segments, songs, and games. The next lessons, they began to incorporate numbers and counting, then they added colors and body parts. Not only did the students enjoy the

foreign language classes, but their teachers and parents also enjoyed the classes and saw improvements in the students regarding the ability to learn a new language and also improvements in the regular classroom. The students learned a new language and were able to new about a new culture as well. (Gessler, E et al. 1953)

In Colman, C et al. (1953) *Foreign Languages in Elementary Schools* the author discusses how a mother wanted to start a French class for 1st and 2nd graders. The school was reluctant because they were sure that hardly anyone would sign up considering they live in Nebraska, but decided they would find a teacher if the mother could gather at least 10 children to sign up for thee class. To their surprise, she had succeeded and a small tuition fee of \$3 was applied for the hour-long class. The teacher focused on teaching everyday phrases, small vocabulary, and a few folk songs.

Through word of mouth, the class had quickly grown from 10 to 25 students in a short time. Through their success, they decided to offer four classes in French and two classes in Spanish. Those classes also quickly grew, and by the end of the Fall semester they had a total of seven classes in French with 75 students registered and four classes in Spanish with 40 students registered. The majority of these students registered in these classes were under 6 years old, with the exception of one junior high level. Because of high accolades, interest in their project had flourished and they began adding German and accepting new reservations for the upcoming year.

The mothers of the students who were in this program thought the next step would be for Elementary schools to start implementing a foreign language as part of their curriculum. The Superintendent was approached and agreed that foreign language classes

would be a great idea, but had his reservations about the classes as well. Because of his reservations, a conference was held, and the end result was the superintendent of Lincoln Nebraska schools agreed to introduce foreign languages in Elementary schools as soon as they could find a teacher who would be willing and was knowledgeable in the subject.

The teachers have incorporated little to minimal English in their classrooms and the children focus on subjects such as pets, clothing, colors, fruits, toys, basically anything that is appealing to them. The older children are more engaged when a prize is involved and they are determined to win that prize, so it holds their attention span.

The findings of the teachers who began to incorporate a foreign language received impressive results, and were highly impressed with the younger children's performance. The teachers of this program feel very passionate about this program because of the exceptional results that have come out of it and urge all schools to follow example and introduce a foreign language to their elementary schools. According to the article, Drake University and the University of Colorado are in the makings of conducting a similar experiment. (Colman et al. 1953)

In Pandey's et al. article the introduction starts with the very sad story of the Zulu-speakers, and some children who were gunned down in Soweto, South Africa on June 16, 1972. The reason being was they had gathered together to form a peaceably protest to fight for their right to learn in their home language instead of Afrikaans. These people were killed for fighting for their right to speak, read and write in their own language, which is very sad. This just shows how important and influential it can be for

people to speak and learn in their own language as much as they can and how we should do everything we can to help them achieve that goal. (Pandey et al.)

In Ellert's et al. (1954) "*Languages in the Elementary Schools*" the article is based in the year 1953 and talks about a teacher in Holland, Michigan that goes around volunteering their services in teaching students from elementary school to college a foreign language which in this case is German. The teacher goes on to talk about the different techniques they used to teach the children with methods such as using songs, games, and poems giving the children large extent of the vocabulary being used in the unit. The idea is also brought up that college professors and teachers are afraid of implementing classes that teach elementary school students a different language, out of fear by the time they get to college, they will not take that class. This logic is absurd because students throughout their years in school also take subjects such as mathematics, English, and history all of which our subjects students still take when they are attending college.

By the end of the article, the teacher talks about just making a start to this idea. In their words, "We have the lion by the tail." In other words, we have the ability to help children prosper in their future at a quicker pace. Being able to have the ability to use many languages is something America needs especially with our growing population of diversity. (Ellert et al., 1954)

In Justman, J., and Nass, M. (1956) *The High School Achievement of Pupils Who Were and Were Not Introduced to a Foreign Language in Elementary School*. The article starts off by stating that there are 33 states, including the District of Colombia, who offer

elementary schools the chance of learning a foreign language. The article states that teaching a foreign language in elementary is very popular and says that 33 states provide this, but I wish they would have included the states that do offer this, to see if it is only in specific areas of the USA or scattered across the states. I believe this would have answered some questions as to why only 33 states provide this learning experience, and not all 50 states.

M. Padve conducted a study in the state of New York, which observed eighth grade students who had studied a foreign language for two years and wanted to test their knowledge thus far. According to the article, the 31 students scored a 75% on the Regents examination, which is usually given to tenth graders at the end of their sophomore year. It is noted that these 31 students were intellectually gifted and were placed in a special group. This study shows how learning a foreign language has benefited those students because they are giving themselves a head start compare to other students who are just learning in high school. (Justman, J., & Nass, M. 1956)

In Huebener, T et al. (1939) *Foreign Languages in the Elementary Schools* talks about a study they did in one of the New York schools. Some of the elementary schools had already implemented a foreign language program teaching French, Spanish, and Latin. A high school Spanish teacher came to the elementary school and started teaching the students Spanish. Well at the end of the course, she decided to give the elementary students the same exam as the high school students. As a result, the elementary students scored higher than the high school students did. (Huebener, T. 1939)

In Girard, D., and Smith, H et al. (1995) *Foreign Language in the Elementary School?* The authors outstanding points as to why foreign languages should be taught as early as elementary schools. First, they state that in order for a person to learn the language adequately, they must start in lower grade levels. Also, it is imperative that we as Americans be able to communicate with others abroad especially those in working fields such as diplomats, technicians, business men, soldiers, students, and teachers. The authors also state that when foreign languages are taught, students are able to understand its culture and appreciate their belief systems and customs. It doesn't become strange or silly to them, because they have built an understanding for it, and are less likely to mock the language because are more welcoming and open to it.

Girard states that teaching a foreign language in elementary school is nothing new. In 1921, 20 schools in Cleveland began teaching foreign languages to students from first grade to sixth grade. Furthermore, German was also taught to lower grades for many years in Cincinnati, Milwaukee, and in St. Louis. The author claims that there is no reason why more elementary schools shouldn't jump on board with teaching a foreign language. The materials to teach these classes are readily available to them, new and different teaching methods are in continuous effort to expand and develop different strategies to make this more appealing and intriguing. By giving students an early opportunity to further their educational needs and give them advantages, this will jumpstart their high school requirements, giving them possibly 6 to 8 years of experience in a foreign language and equip them for numerous opportunities in the workforce. (Girard, D. 1955)

In Hoppock, A et al. (1957) *Foreign Language in the Elementary School – How Effective?* She informs the readers that children in elementary are indeed capable of learning a foreign language. Members of the Foreign Language in the Elementary School (FLES) have emphasized the need for a foreign language curriculum to be implemented. The FLES argue that research has shown that elementary school aged children is the right place for students to begin learning a foreign language.

The author states that there are many adults who only took a foreign language in high school for two years have forgotten it and hardly remember anything that was taught to them. They have forfeited their skill because they chose not to continue and practice the language. Just like in anything a person does, if a skill is not put into use or practice, one can start to forgot it. Hoppock informs the readers of a story from a young Puerto Rican girl who did not speak any English. Her teacher and classmates formulated a plan to help her learn English rapidly. In addition, Carman began teaching her classmates Spanish while they taught her English. The students became familiar with Carman's culture and customs and were eager to learn more about her. This experience was so enlightening, that the students shared their story with the rest of the school, and they too were able to see how Carman learned English, and her classmates were able to learn Spanish. (Hoppock, A 1957)

In Valdes, G. et al. (1990) *The Foreign Language in Elementary School Program in the State of Florida* he discusses how The Foreign Language in Elementary Schools program is flourishing with multiple elementary schools who have incorporated a foreign language and the huge successes they are having. According to the article, twenty-seven

school districts out of sixty-seven school districts have engaged in a FLES program. Two of the school districts are teaching French, one district is teaching German and Latin, and the rest are teaching Spanish. In addition, there are 47,000 students who are involved in FLES and 215 teachers who are currently teaching FLES.

In the FLES Program, it is specifically designed to teach English speaking students a foreign language. The instruction is conveyed by certified teachers who have a bountiful knowledge of the language and are proficient in the language. The FLES program in Florida looks like it will continue to succeed and grow due to its immense enrollment and continuous desire from parents, students, and the community. More and more school districts are wanting to develop a curriculum for their elementary schools and use this resource as a way to advance their students and help better prepare them for the future. (Valdes, G 1990)

In Brown, C. et al (1994) *Elementary School Foreign Language Programs in the United States* Brown states that many proponents for early language programs claim there is a cultural need for this in America. They say that the United States is filled with different religions, cultures, ethnicity's, languages, and dialects, that is it imperative we teach our children to welcome diversity and learn about others to help unify the country more so. According to the article, the state of Connecticut conducted an education test and tested the largest number of 26,000 students. The results stated that the children who started studying a foreign language in fourth grade did astonishing better in reading, writing, speaking, and listening skills, then the students who began studying in seventh grade or later.

The author suggests that the reason a foreign language is not integrated in elementary schools is because art and music have filled that position. Although back in the 1800s, music was only incorporated in the school system so that the children would learn how to sing better in church. And art was introduced so that American would have better architects and engineers. Today, these electives are not really used for those specific reasons, but more for children to be creative and have fun. Whereas a foreign language could also be fun to learn, but would also implement knowledge and insight. Brown adds that learning a new language minimizes the chances of racism, prejudice, and injustice. This opens a whole new world for students to learn, comprehend, and value different cultures and customs.

Furthermore, Brown implies that the reason America is so slow to incorporate foreign languages into elementary curriculum is because for the longest time in the early years, many people were concerned that immigrants would use their language and gain power and rule over them. For the Native American's it was a hard road for them as well. Many of the Native Americans were taken from their homes and children were taken to boarding schools. At the boarding schools, the children were not allowed to speak in their native tongue, but were to only speak in English.

In contrast, when the Germans and other Europeans began immigrating to the United States in the 1800's, many of the children's parents believed it was essential they continue to speak in their native tongue, because they were fearful they would forget the language and their history and cultural.

In the late 1800's, the National Education Association established a committee that was comprised of ten standards that the schools needed to follow for their foreign language programs. One of them was that four years of a foreign language was to be taught in elementary school. If not in elementary school, then it needed to be taught for all four years of high school. Unfortunately, these standards were not fulfilled due to World War I. Native speakers of other languages were banned from speaking their own language and newspapers, and foreign language programs were phased out. In an attempt to bring nationalism, unity, and peace; the United States commanded that English be the only language spoken and anyone who could not speak English was refused citizenship. During this time, several states began to ban foreign language books, newspapers, periodicals, and foreign language classes were dissolved. President Roosevelt said "We have room but for one language here, and that is the English language."

Fast forward to World War 2, Americans found themselves in a hole, because they were at a disadvantage when it came to speaking a foreign language. Many of the enemies were knowledgeable in more than one language, and they were not. Luckily, the Army Language Method was designed for soldiers who were desperate to learn a foreign language and be able to communicate abroad. The National Defense Education Act was created to help students learn a foreign language in schools and in colleges. They stated that the only way for a student to be well rounded and be fully experienced was if the student began to learn over a period of seven to nine years. Thankfully, the National Defense Education Act was what started elementary schools to begin executing a foreign language program in their school systems during the 1960s.

Brown discusses programs that have been beneficial for students learning a foreign language. One example is language immersion. Although not one of the most popular options with less than 5% of schools participating in this kind of program, students study a small section of their subjects in a language besides English, and that's how they slowly get acclimated with another language besides their native language. Another example are dual-language immersion programs. These programs are designed more for states with a larger minority population such as New York, California, and Massachusetts. Native and nonnative speakers are placed together, so that native speakers are able to understand and learn a new language with the assistance of nonnative speakers and vice versa.

Since the article was published, 25 states and the District of Colombia are now offering immersion programs. Also, one hundred and thirty-nine schools in fifty-five school districts are offering one-way immersion programs and in seventeen states, one hundred and fifty-six schools are offering dual language programs.

In conclusion, Brown informs the readers that in order for a foreign language to be successful in elementary schools, they must follow a set of standards and goals they want to achieve. Early language programs need to be relevant to their elementary curriculum, will native speakers have the ability to expand or maintain their knowledge of a foreign language, and how will these students be assessed? Further research and strategies must continue to exist so that these programs can be victorious and students can reach achievement. Moreover, not only will early language programs need to be important in elementary schools, but they are also vital in middle and high. This will keep

the flow of the curriculum harmonious and will provide a smooth transition for the students. (Brown, C. 1994)

In Hennessey, B. and Irvin, J. (1999) *What Research Says About Middle School Foreign Language Programs* explains how researchers found that access to early language programs were linked to surpassing opportunities for students to obtain functional proficiency in a foreign language. Two researchers, Branaman and Rennie surveyed four different types of foreign language program in elementary and in middle school. They interviewed teachers and directors from the Foreign Language in Elementary School (FLES), Foreign Language exploratory/experience (FLEX) Immersion Programs and two-way immersion programs. They found that each program had been very successful overtime because throughout the years, they continued to grow, expand, and strategize improvements for the programs. Also, they stuck with the programs and never gave up. Another reason these programs had been very prosperous was because of the impact the parents had on the programs, and their willing support and involvement was key to their success.

Met (1994) did a survey where professionals were asked to explain their foreign language programs that were offered to middle schoolers. When the survey was conducted, only five states Arizona, Kentucky, Louisiana, New York, and Oklahoma required middle schoolers to participate in a foreign language. Some of the foreign language supervisors felt it was a necessity for long term goals, and this was hurting the students' chances of becoming more successful. Some of the middle school

administrators felt their students should begin to engage in foreign language all three years they are in middle school, while others felt it wasn't such a need.

Moreover, middle school foreign language curriculum is currently being developed from the National Goals Panel and the National Standards in Foreign Language Education Project. They are seeking to find a curriculum that is suitable for their age group and something that is not mistaken for elementary or high school.

Thankfully, middle school foreign language curriculum is making its way in the agendas for all schools to follow suit. School administrators are seeking foreign language curriculum with interest, concern, and confusion. Their goal is for students to be equipped to fully understand how to speak, read, write, and listen in the foreign language programs. (Hennessey, B. and Irvin, J. 1999)

In Olmedo, I. et al (1993) *An exploratory foreign language/culture for the middle school student*, Olmedo discusses how many educators feel the need to expose their middle schoolers to a foreign language to help them expand their developmental needs. But these educators are cautious of the backlash they could possibly face, if they do integrate a foreign language program. Some students may think that learning a new language can be fun, but will require no work from them, or that they will be able to reach fluency in one year, or that one specific language is easier than another. There are many misunderstandings when it comes to learning a foreign language, and the teachers and administrators just want to be prepared for what they could potentially face.

Olmedo has outlined a specific language component that would be very beneficial for teachers to engage their students in learning a new language.

1. Teacher should begin by introducing greetings and leave takings.
2. Introduce expressions of courtesy.
3. Precede with foreign names. 4.
4. Use common classroom vocabulary.
5. Pave the way for numbers, colors, days, months, seasons, body parts, etc.
6. Lead into family members.
7. Then introduce occupations and professions.
8. Advance to foods
9. And lastly, lead off with shopping.

Middle school aged students reciprocate well with any type of hands on activity such as songs, games, and demonstrations that get them involved and participating. What also engages them into learning is doing group or partner activities, and also making learning lessons complete. Another fun way to incorporate a different learning technique is to bring a native speaker, or a dancer, or a craftsman that can demonstrate something right in front of their eyes, and see it from the perspective of a native speaker. This gives them an opportunity to appreciate a guest speaker and see firsthand of a cultural component. The main objective of this element is for students to understand what learning a foreign language is like, how to appreciate different cultures, customs, and ethnicity's.

Another component to add would be the career awareness component. This component allows students to do their own research and see what kinds of jobs require or recommended some type of knowledge in foreign languages. They can do various

activities such as find newspaper clippings of ads wanting bilingual people, or them looking up their own career choice and see what kinds of qualifications employers are looking when they hire. This will help students see just how beneficial learning a second language can be when they combine learning a new language, their career, and money in one sentence. Teachers can also be resourceful and share that the more languages a person knows, the more chances they have at finding an excellent job. Also, sharing information such as translators and interpreters can make very good incomes.

Olmedo concludes by stating that foreign languages are not only designed to learn a foreign language, but to also educate students on its history, cultural, customs, arts, career exploration and study skills. And lastly, that middle school children are a captive audience to begin teaching a foreign language and will seize the opportunity if given. They are creative, intelligent, and willing to learn if given the chance. (Olmedo, I. 1994)

In Kissau, S. and Adams, M. and Algozzine, B. et al (2015) *Middle School Foreign Language Instruction: A Missed Opportunity?* The authors start off by stating that in 1997, about 75% of middle schools were offering foreign languages in their curriculum. Sadly, only 58% of middle schools offered foreign language programs in 2008. Research showed that at some middle schools, a foreign language was offered, but only 36% of students took advantage of that opportunity. Many question why America has such a delay on learning foreign languages. Some question the American educational system and compare it to other countries around the world. For example, only about 9% of American adults can speak more than one language fluently. But in many European countries, that is not the case at all. Many adults can speak up to four to five different

languages. Research was conducted in 19 different countries, and the results were that students who were successful in learning a new language began studying way before entering high school.

In Thailand, students begin to learn English in the first grade. Furthermore, in the country Luxembourg, first grade students are required to learn German. Whereas in America, students, do not begin to learn a foreign language until they reach high school. Research has also shown, that when students get older, there is a negative connotation to learning a new language versus when the student is younger, they are more eager and willing to learn a new language, because it is exciting for them to do something out of the ordinary.

The authors argue that students who engage in a foreign language sooner are better equipped for more college opportunities and admission for American universities. Also, they will develop higher proficiency levels than those who begin to study it in high school. In addition, middle school students could be more motivated to continue learning a foreign language, because they have had early access to the language and will be more prepared. This would hopefully lead them to continue in high school and perhaps even in college.

The article states the phrase of "the earlier the better" is a common idea, that if a person starts on something the earlier, regardless of what it may, the better they will have mastered the skill. Well when it comes to immigrant children who only speak their native language first, and then learn to speak English when they enter school is true. If they only spoke in their native language up until they were adults, they would face a greater

challenge in learning English. But in school, they are around their peers daily and are assimilated into the American cultural.

This is also true for people in Canada. In Canada, they conducted a study where they did an early and late start student immersion programs in French, and the results came back stating that having students start early in French immersion programs was more fitting. When they compared students, who had begun learning French in Kindergarten they found that they were stronger in oral communication, and listening comprehension versus students who began learning French in seventh grade. Although the late starters were able to catch up, they still did not demonstrate high proficiency levels. Foster et al. (2014) conducted a study where students in Poland and in the United Kingdom began teaching English as a second language and found that they were able to recognize patterns and expressions more than the students who had begun second language immersion at a later age.

In a study conducted by Bolster et al. (2004) compared the language Spanish with sixth graders who had begun their learning since kindergarten, and with students who did not start learning the language until the fifth grade. Bolster found that the students who had early access to Spanish, surpassed the students on oral communication then those who were late start. Furthermore, none of the late start students were able to receive a score higher than novice. In addition, the early start students also achieved great success in listening comprehension skills, and greater confidence in all four categories, versus the students who were late start.

Another study was conducted by Larson-Hall (2008) involving 200 Japanese students who were learning English. 61 of those students had begun learning English before they entered middle school. The 61 students performed extremely well in higher phonological and grammatical abilities.

A research study was conducted to see if the younger students who started the earlier the better or if in fact it had to deal more with the amount of years was put in effort to learning the foreign language. There were 117 students who participated in this study. Sixty-six students were studying Spanish, twenty-five were studying Mandarin, nineteen were studying French, and seven were studying German. None of the students who participated claimed to be native speakers of any of the languages they were studying. 61% of the students said they had complete level 1 of their chosen language in middle school, while the rest had completed it in high school.

Many assessments were given to the students, and finally they concluded that the student who had started learning a foreign language sooner had received excellent scores. Half of the students who began instruction in middle school received a 5 (Intermediate Low) or scored above. Meanwhile, only 26% of the students who started in high school received roughly the same scores as their peers. And only 2 out of the 46 students were able to showcase high levels of proficiency.

Many concluded that students who had an early opportunity for learning a foreign language were at a great advantage versus those who chose to wait until high school. One student was quoted saying "I feel like, if I would've gotten the basics when I was younger, I would've been a little more proficient at this age." Another student who was a

late starter, said "In general, I think I would be better at German, if I would have started a few years earlier." Students who also started in middle school claimed to have reported notably high for motivational intensity. Which means that they admitted to trying harder in middle school and the late starters admitted to putting in less effort in high school. The middle schoolers also noted that learning a foreign language would benefit them in the long run especially in their careers. They also stated that learning a new language was fun and "cool."

The early starters also reported in being more confident when taking the assessments. Whereas the late starters were less confident and dealt with anxiety when it came to taking the tests. In addition, early starters felt they were self-sufficient in their chosen language and felt like they would be able to get by if they needed. Kevin, an early starter stated "I think that I am good at French and that I can communicate well." Whereas Maggie, a late starter said she felt anxious and was nervous when asked to have a conversation. She says " Like interpersonal speaking, it just kind of makes me nervous. I don't know what to say." Maggie also continued to say " I am the only sophomore in my class, and a lot of my friends that are in my grade are in Spanish IV, and so I wish I would have started earlier." One of the early starters, John, who started studying Spanish in seventh grade reports that Spanish classes have made him "want to continue with it and become fluent."

At the end of the study, researchers came to the conclusion that students who were enrolled in a foreign language program in middle school performed more than those who waited till high school to learn a foreign language. Also, the majority of those who

were late starters regretted waiting so long to learn a new language. They believe that they would have been better equipped and more fluent if they had started sooner. And not surprisingly, those who were early starters were happy they decided to start early, because they were able to see their hard work pay off and understand their future goals and endless opportunities they will have if they continue on that path. (Kissau, S. and Adams, M. and Algozzine, B. 2015)

In Engel, E. et al (1932) *Why Do Not College Students Continue the Foreign Languages Begun in High School?* Conducted a study from multiple college students at the University of Kansas, Baker University, and the Emporia State Teachers' College in order to find some answers. He wanted to figure out why so many high school students chose not to continue learning the foreign language they had been taught in high school. He surveyed 666 students from Kansas University, 164 at Baker University, and 133 at Emporia Teachers' College. The majority of the students' stated that they chose not to continue with the foreign language because of poor high school preparation. Others stated that after only learning two years of it, and trying to pick it back up in college was difficult. Because of the long gaps, it was challenging for them to remember the language since they had not put it into practice in such a long time.

Out of those numbers, 76% of those students had taken Spanish in high school and decided to change their language to something else. 58% had taken French in high school and they also changed languages once they entered college. Only 20% had taken

German in school, and they also changed languages once enrolled in college. In addition, another study showed that 169 freshman entered college with one year of foreign language and that sadly, only 26% of those students continued on from their high school foreign language. The study concluded by stating that as long colleges and universities continue to require minimal achievement for foreign languages in high school students, the majority of students will continue to reach the two-year maximum and forget it once they go to college. (Engel, E. 1932)

In Halff, N. and Frisbie, D. (1977) College Foreign Language Study Related to High School Foreign Language Study wanted to conduct a study to see if high school students were being correctly placed in a foreign language once they entered college. The study was conducted at the University of Illinois at Urbana-Champaign and was made up of students who had received no training in a foreign language in high school or had up to three years of training in high school. The idea was to figure out if the colleges were “backplacing” these students.

According to the study conducted, in 1974, 397 students who had taken two high school years of French were placed in French 101 after they completed the College Entrance Examination Board Test. Also, 205 students who had three years of French in high school were also placed in French 101. Those who took the College Entrance Examination scored poorly, only answering 8 correctly out of 93. The conclusion was that students who had little to none training French were equivalent to those who had three years of experience. The question was then formed as to why these students who

had three years of experience in French scored the same as the students who had little to none experience French. Possible answers, could be there wasn't enough adequate teaching in high school. Students are only required a minimum of two years in a foreign language and most likely do not put enough effort, and only want to pass the class. They are not retaining the information, and do not put into practice what they studied. Or, that the gap from the first two years of high school when they took the foreign language has been prolonged that when it came time to enroll in a foreign language class, they had already forgotten the material. (Halff, N. and Frisbie, D. 1977)

In Vovolo, J et al (1967) *The Effect of Foreign Language Study in the Elementary School upon Achievement in the Same Foreign Language in the High School* an analysis was formed to see if students who had Foreign Language in the Elementary School (FLES) had little or significant effect on them once they entered high school. Or were they in the same playing field as the students who started a foreign language in high school. The students were comprised of FLES students who began learning French in fifth grade and those who just started learning French in the ninth grade. They chose students who were equally experienced in the FLES and those who were in intermediate French. They had an equal number of boys and girls in both groups. Three teachers were chosen to work with both groups an equally amount of time each day of the week. The MLA-Cooperative French test was administered to measure the students' achievement in listening, speaking, reading, and writing skills.

In the Reading section of the test, the students were to complete sentences in French to showcase their knowledge of vocabulary and comprehension. In the FLES group, the boys average a score of 36, the girls averaged a score of 39, with the median score being 38.1. In the non FLES group, the boys scored an average of 31, the girls scored an average of 38, totaling in 35.1 for the Non FLES group. Surprisingly, the FLES group did not have a significant higher score than those who were in the Non FLES group.

In the Writing test section, the students were to test their knowledge by fill in the blanks to test their grammar and vocabulary. The instructors also made the students rewrite the sentences using past and present tense, word order, person, and number. Lastly, they had them write out a dialogue according to a prompt he gave them.

The mean scores for the FLES group was the boys scored a 57, the girls scored a 67.9, and all together they averaged a 63.5. In the Non FLES group, the boys scored a 42.7, the girls scored a 56, and all together they scored a 50.2. Here, the scores definitely showed that the students who were involved in a FLES program had received higher scores and had better knowledge in the writing compartment. Also, it is noted that the girls in both groups did significantly better than the boys in both groups.

In the Listening test, the students were to listen to French dialogue and pick out conversations, questions, and utterances. They listened to a recording on a tape player and had to fill in the correct answers on a multiple-choice sheet. This was to insure the students were able to listen and identify words in French without the visual aid of printed vocabulary words.

The average score for the boys in the FLES group was a 29.7. The girls scored 30.8, and all together they scored 30.6. The boys in the Non FLES program scored 24.3. The girls scored 27.7, and all together they scored 26.2. The results were not surprising to the researchers, because the FLES program is expected to have higher scores. This time, the FLES boys were not too far behind from the girls in the FLES group. The girls in the Non FLES program were also ahead of the boys by almost 4 points.

Lastly, in the Speaking portion, the students were to hear instructions and questions that were given to them on a recording, and they were to respond speaking aloud. Some of the specifications that the instructor was looking for was proper pronunciations, reading short statements, reading aloud from a script, being able to converse back and forth with the instructor, looking at different pictures and being able to tell a story from the picture, and being able to follow instructions such as drawing a simple line, or being able to describe something in French.

The boys in the FLES program scored a mean of 53.3. The girls scored an average of 53.7, and all together they averaged a 53.5. The boys in the non FLES group scored a mean of 39.6. The girls scored a mean of 46.4, and all together they averaged a 43. The results demonstrated that both the girls and boys in the FLES program scored way above than those who were in the Non FLES program. The FLES group average 10 more points than the Non FLES group.

The data from the MLA French Test concluded that all of the students who participated in FLES Programs obtained high scores in all four sections of the tests, then

those who had started learning a foreign language in high school. This research was conducted to demonstrate the impact Foreign Language in Elementary Schools has on students, and how the programs really do make a difference in the student's educational needs. (Vocolo, J. 1967)

In Reinsch, F. et al (1942) *Foreign Languages in High School* the author states that America is in desperate need of people who are fully furnished to communicate with different countries, such as China, Russia, India, and so on. Reinsch claims, that in order for the United States to be strong in working together with different nations, we must be able to understand the people we are working with. Now is the time for schools to start introducing foreign languages such as Japanese, Chinese, Russian, and Portuguese. He argues that it is utterly ridiculous for on to think that a student can fully master a foreign language in high school, versus a student who has started learning a foreign language when they are a child. He also adds that schools need to be more focused on students being able to read, write, speak, and listen thoroughly, and less focus on students earning credits, and graduating just to graduate.

A professor named B.Q Morgan of Stanford University argued that there needs to be a greater emphasis on foreign language in the school system. He tells of a research that was done by Henry Clay Lindgren who collected 400 foreignisms from newspapers and discovered that out of those 400 foreignisms, 38% of them were not listed in the English dictionary. Out of those 400 words, 41% of those words were borrowed from the French language, 22% came from German origins, and 10% was borrowed from the Spanish language.

Professor Morgan came up with a suggested list for teachers in the MLA departments to help engage students and to help them better understand what it means to learn a foreign language. Some of his list is as follows

1. Invite all students to bring all foreignisms found in reading, heard from the radio, or picked up in conversation.
2. Have all teachers who work in foreign languages work together to consult natives on proper pronunciation and authentic information.
3. Have students write out foreignism around the school and also write the definition for other students who see them, can know where they come from.
4. Have language teachers give night classes clearly addressing correct pronunciation and meaning of foreignisms, sort of as a form of adult education.

Follow educators briefly discussed how foreign language teachers have collaborated with other teachers to incorporate some type of foreign language in different subjects.

For example, Miss Gladys Metcalf from Lowell High School in San Francisco said that she uses different holidays to associate in different subjects. For Halloween, they discuss the origin and compare it to the Spanish holiday of “Dia de los Muertos.” For Valentine’s Day, the students like to translate the Valentine’s candy hearts into different languages and see how they are pronounced and spelled. For Christmas, the teacher uses that holiday to demonstrate different songs using various languages.

(Reinsch, F. 1942)

In Shedivy, S. et al (2003) *Factors that lead some students to continue the study of foreign language past the usual 2 years in high school* the author states that the purpose of this study is to see what motivates the very few students to continue to learn a foreign language. Shedivy claims that many students will take the required two years of a foreign language and then exit the program without even fully grasping the language.

Dornyei (2000) argue that there some motivational theories that lie behind why a student decides to continue to learn a foreign language past the required two years in high school. The student has a choice for a particular action, and how long they are willing to participate in that sort of activity. Many students continue to learn foreign language, because of the pride and sense of accomplishment they feel when they receive good grades and can understand something else besides their native language. One student commented stating “I remember in seventh grade we did some human geography, and I was really enchanted by studying Latin America. It always sounded so pristine and untouched, and I remember really wanting to go to Costa Rica because they had no army and it was an ecological paradise. It just sounded so neat and I remember deciding at that time that I wanted to travel. The longer I stuck with it, the more opportunities I had to become involved.”

Another student named Christy said that it was her college professor that would make them go to Mexican restaurants for class and the students would have to converse with native speakers in Spanish for practice. Today, Christy is finishing up her degree in Spanish, and once she graduates she plans on working for the FBI with her degree.

Craig, who was also studying Spanish said that it was when his teacher suggested he study in Mexico. Craig hadn't even considered studying in Mexico an option. He did enjoy learning Spanish, but wanted to become a political science teacher. He says "After I went to Mexico, I began to see that there's different cultures, different people, and different lifestyles. In a country like the United States, there's 2000 different languages spoken in this country, but it also happens to be one of the many that are spoken in this country." Craig is now a high school Spanish teacher with a Master's degree which he earned in four consecutive summers in Spanish speaking universities around the world.

Beth decided she wanted to study Spanish when her older brother came back from studying abroad in Costa Rica. He told her all about his journey and it inspired her to study Spanish on her own. She was so experienced in Spanish, that she was able to skip her first year of high school Spanish. She lived in Ecuador for one semester with another student and is currently looking for her dream job.

Mateo had the opportunity to stay two weeks in Mexico with a host family when he was 16 years old. This encouraged him to continue to learn Spanish in high school and in college. He says "we sat in on classes with the kids that we stayed with. I remember the first time with Jaime, the student from my host family. He came up to me and just started speaking full-blown Spanish – I didn't understand. That was after only three years of Spanish – I was only 16- and I didn't know much. I mean, it was scary at first, but I was more excited than anything else." He spent a summer in Spain and was able to play soccer in the community with some young guys and there he learned how to speak slang

and cuss because he wanted to fit in. He says that the reason he is so well rounded in Spanish is because he had some great teachers in middle school and in high school.

Christy wanted to blend in during her time in Spain, so joined the Rugby team and fully immersed herself in the culture. She states that it was such a fun and exciting time for her because she got to meet people from different cultures who ended up being one of her closest friends. She says, "It's one thing to study it in a school, but it's quite another to get to now someone from another country."

Craig specifically went abroad for his Spanish educational needs, because he wanted to branch out and not relate to any English speakers. He wanted to open his horizons and not fall into the trend where American students hang out with fellow American because they share a commonality. He says, "I wanted not to know anyone so I could get immersed in the culture without speaking English, otherwise, it's just like a clique. All the La Crosse people, they all know each other, and I didn't know any of them. There were a lot of them who hardly spoke any better when they came back because the only time they used Spanish was when they were in class. Other than that, they just sat around in their rooms together and just spoke English." When Craig was earning his Masters, he said he felt comfortable travelling to different parts of Mexico and see what types of people he would meet along the way. He says, "I would go to the smaller villages and be the only gringo there. I would always initiate conversation to let them know, "I want to learn about Mexico, I love your culture. That's why I'm down here.""

Mateo did not feel like he needed to blend in to learn more about the cultural or to feel a part of the cultural. He said that he felt like he need to be more proficient in order to assimilate to a specific cultural. And he had no idea of where he wanted to travel next. He said he was an open book, and where ever a map leads him, that's where he would go.

In conclusion, Shedivy states that the reasons students continue to learn a foreign language is because of pride, self-recognition, and the desire to learn more, and elevate one's education. To be better, to evolve, and branch out from the ordinary into the extraordinary. (Shedivy, 2003)

In Olsen, L. et al (1988) *Crossing the Schoolhouse Border: Immigrant Children in California* the author tells a story where a young Cambodian girl busted out in tears in her classroom in San Francisco, California. The teacher was playing hangman with the students, when all of a sudden, the young girl started crying. The girl new very few words in English and was unable to communicate with the teacher. Thankfully, there was a student who was able to translate for the teacher and found out that the young girl had witnessed her father being hanged in Cambodia. The next day the teacher had done some research ad was shocked to see that there were no Cambodian speaking counselors in the district and was also unable to find some type of counseling in the area for people who have suffered from trauma in war fronts.

In Los Angeles, an elementary school teacher finds exciting ways to integrate the huge influx of migrant students into the curriculum so they will not feel left out. But

towards the end of the year, the migrant families move back to Mexico and usually don't come back to the states until February, and usually move to different areas, which means different schools for the students.

According to the article, one of every four children enrolled in public schools in California come from a home in which English is not the native language. Also, California is being hit with a huge wave of immigrants coming from different countries such as China, Japan, Korea, etc. Over 70 different languages and groups are fleeing to California and Californians are not prepared to communicate with and the schools are not equipped for this. They do not have enough educators who are knowledgeable in these types of foreign languages and have no ESL or ELL programs for them. There is not enough support from school systems for these students, and the students are the one who suffer in the end.

The article states that while children from different countries learn how to speak English and accept it, the majority of immigrants still receive a lot of harsh and negative comments, and are told to only speak in English. Teachers make the students learn everything in English, but consequently, the students are the ones who suffer because they are not able to understand the problems, and they also start to lose the ability to speak fluently in their native language. The author argues that there is a double standard between the schools and the workforce. In schools, the teachers try to make the students learn only English and are told to speak English in class so they can assimilate to American culture. But in the workforce, they are telling students that in order to have

more opportunities for jobs, they must have more education than the rest, they need to stand out and be different. It can get confusing when in order to be accepted into a university, one of the requirements is two years of a foreign language. Employers are looking for something that they can offer, that no one else can. A lot of the times, that something different is a language that they can speak, and not many people can. A teenager named Dean immigrated to San Francisco and was fluent in Chow -Chow, which is a Chinese dialect. He was in a Chinese and English bilingual classroom, and became fluent in Cantonese and English, but lost his native tongue of chow-chow. When he applied for colleges in high school, he had to take French because Cantonese and English did not fulfill the foreign language requirements to get in.

These types of wishy washy requirements sends a clear message to immigrants saying that the school system does not value the impact and importance of their native languages. Not only is it hard for immigrant students to come to a foreign land, learn a new language and be surrounded with people who do not speak their language, but it is also a struggle for them because they have to deal with racism and prejudice. Many students feel that they are a big target because they look differ, dress different, eat differently, and so one.

Schools and teachers must learn how to make this transition for immigrant children easier and comfortable. Olsen states that teachers must be skilled with different strategies and techniques to ease the transition and make students feel welcome. They must also teacher the rest of their student's tolerance and acceptance. If teachers were to teach about different cultures and make it enjoyable for students to learn, then they are

less likely to see race and color because they are familiar with it and it can be seen as an excellent opportunity for the immigrant to talk about their county, cultural, language, and customs. (Olsen, L. 1988)

In Olivia-Olsen, C. Estrada, M. and Edyburn, K. et al (2017) *Preparing California's Early Care and Education Workforce to Teach Young Dual Language Learners* the authors states that nearly of the population of children in the United States under 5 years old are comprised of ethnic minorities, where English is not spoken in the home. According to the Census of Bureau, that number is expected to grow, where Spanish speaking students will represent the fastest and growing population in America. And about 1.4 million of these students reside in California.

The authors argue that there needs to be better preparation for dual learners in the state of California, especially since they receive some of the highest numbers of immigrants with Mexico being so close, and other sounding countries. There needs to be more research conducted for Dual Learners, and find out what are their exact needs, and how can the school system meet their needs. The majority of preschoolers in California come from a foreign language home, and generally parents want their child to speak their native language first, and once they enter school they can learn English. It is the school's responsibility to provide the students with resources that will help them learn English not only for the students, but for the parents as well. Most of the time, parents can only speak their native language and have older siblings translate. But if schools had the proper tools, it would make communicating with parents and teachers much easier, and in return

the parents will have gained insight on learning English. (Olivia-Olsen, C. Estrada, M. and Edyburn, K. 2017)

In Pastor, A. et al (2008) *Competing Language Ideologies in a Bilingual/Bicultural After- School Program in Southern California* found that studies have shown that students who were enrolled in programs like Mi Clase Magica (MCM) suggested they were “processing competing language framework and reveling emergent language ideologies in their daily interactions with peers and adults”.

Students who participate in MCM is made up of 16 children who are five years old and meet twice a week and an hour and a half after school classes are through. During MCM they use computer games where they are introduced to using technology and literacy activities. The games of structured so the student can identify colors, shapes, numbers, and body parts.

The article was formed to show how dual programs can help a child’s developmental growth and can incorporate different languages into their regular classroom setting. Not only on bilingual students benefiting from this type of education setting, but students who are monolingual are also benefiting from this type of setting. Monolingual students are being introduced to a different cultural, different language, and different atmospheres at an early age. This helps them to appreciate diversity at such an early age. They are able to recognize different cultural and their values and at the same time appreciate their own cultural and language. (Pastor, A. 2008)

In Farruggio, P. et al (2010) *Latino Immigrant Parents' Views of Bilingual Education as a Vehicle for Heritage Preservation* the author states that many Latino families want to preserve their native language and desire for their kids to do the same. Parents prefer that Spanish be spoken in the home, and when they are at school or with their friends, they can learn English. This is due to the second generation of Latin American children who start to lose their Native tongue. Many stop associating themselves around Latino's and forget the language. Others, are embarrassed of their cultural, because they are trying so desperately to "fit in" and be like their American friends.

Also, in today's society, many Latin American parents are only speaking to the children in English out of habit, which is causing them to forget. Often times, Spanish is spoken in the home, but children are not able to fully speak it, but they can comprehend more than they can speak. Others, have a hard time pronouncing words because they are not use to speaking in Spanish and have broken Spanish. This is causing a major decline in Latino American children, because they are losing their native tongue, and when they begin to have children, they will not be able to pass on the language because they are not able to speak it. This can happen often when people marry out of their race, and one partner speaks Spanish, but the other doesn't, so English is mostly spoken in the home, and that is how they grow up to only speak English. That is also one of the fears, Latinos have when their children grow up and marry someone from out of their race. They are afraid that they will forget their cultural, language, and where they come from, and their children will not appreciate their history. (Farruggio, P. 2010).

In the article, "*Why aren't we teaching a second language in Public Elementary Schools?*" The author states that in most European countries students start to learn a foreign language at the early ages of 6-9 years old because it is mandated by the law. The author claims that research has shown that the brain increases its cognitive abilities, in reading. Learning a foreign language creates better concentration and attention. It increases the levels of creativity in students, provides better listening skills, and advanced working memory. It has also shown to provide high scores on standardized tests in reading, math, and vocabulary. It also shows better mental flexibility and increased social skills.

The author discusses a research study that was conducted in Utah where they integrated a dual-immersion program to the school. At Arrowhead Elementary, half of the kindergarteners, first graders, and second graders, spend half of the day being taught in Mandarin Chinese. The teachers are associated with a partnership through the Chinese government. According to the research, test results from students scored higher than those who were not in the immersion classes. Now the same program is being used in 118 different schools, with other languages being taught such as Spanish, French, Portuguese, and German.

In 2015 the state of New Jersey, there was a mandated law that required all elementary children to start learning a foreign language was cut because of insufficient funds. The author recalls a story where she was usually speaking a different language to students throughout the day. Sometimes it can be through games such as Simon Says in

French, or counting tables in Chinese, and so on. Well one day she was counting numbers in Hindi and she had a parent come up to her in tears because she was so happy. The teacher was confused, but the parent assured her they were happy tears. Once the parent explained that for the longest time her children were not wanting to speak to her in Hindi. She would call out to them, and they would respond in English. She would get so frustrated, because she felt like they were forgetting their culture or were embarrassed by it. Well when the teacher called out the numbers in Hindi, the children were so excited they ran home and told their mom that their teacher also spoke in Hindi. From that day on, the mother had no trouble getting her children to speak to her in Hindi. Those little gestures really made a difference in the kids' lives, but also had a huge impact on the mother.

In Gaudin, L. et al (1951) *Foreign Languages and Job opportunities*, the author states many reasons as to why students drop a foreign language class. Some include, that languages are horribly taught in the United States and Americans never are given the opportunity to use their foreign language skills. Others included close minded statements such as Americans do not need to learn another language, they only need to speak in English. The authors want to inform the readers that the reasoning behind learning a foreign language is for students to access a whole new world that is ahead of them, and to grow and learn as educated humans.

Gaudin points out that there are multiple job advances when it comes to learning a foreign language. There are many opportunities in teaching, library work, government services, translators, and interpreters. According to the article, the author states that a

major in Spanish will not get a job as a mining engineer in South America, but a mining engineer will be more highly paid if he speaks Spanish. And, the employer is likely increase their pay if they are fluent in Spanish and in Portuguese.

During the month of October, the author states that there were 581 jobs that were offered in different fields that were specifically designed for people who are fluent in more than one language. Only one ad was for an English-speaking person, and in the ad, it stated that a person must have “good English.” There was also a posting for a 177 jobs overseas. 77 of those were for radio station experts who had a background in German. Another ad called for Spanish speaking registered nurses, several for engineers with a knowledge of French, Portuguese, or Spanish. In New York, it has some of the largest foreign trade centers, so many jobs as for works who are skilled in Spanish, French, German, and Italian. (Gaudin, L. et al 1951)

In Clifford, R. and Fisher, D. et al (1990) *Foreign Language Needs in the U.S Government* the author states that there are multiple jobs in the federal government that require special skills such as background in a foreign language. There are numerous jobs in the government, that cab be divided into two different categories. The first are jobs that include professional preparation and skills, such as engineering or international relations. The second group of jobs can be categorized as teaching jobs, translation needs, and interpretation services. Currently, the highest demand in both categories are for people who can speak Russian and any other Slavic languages. Next, are middle eastern languages and Asian languages. Also, African languages and dialects will service as a great need in the future.

Some of the major places of employment within the federal government are the Department of Defense, the Department of State, the Central Intelligence Agency, the National Security Agency, the Federal Bureau of Investigation, the Peace Corps, and many more.

The Central Intelligence Agency (CIA) have specific requirements in order to be hired. For example, they require a person be professional-level like level 3 and must demonstrate high proficiency levels in reading, listening, and speaking. The CIA will also pay their employees to learn or maintain the usage of languages so they are familiar with the language, and keep it in practice.

The Drug Enforcement Administration (DEA) uses almost every language worldwide in their daily operations. The main focus of the DEA is to stop the smuggle of illegal drugs, and they are able to find leads by using different languages. Much emphasis is placed on areas like South and Central America, so the government is looking for people who qualify and can speak Spanish and many of the dialects that are associated in those regions.

The Federal Bureau of Investigation (FBI) has three categories where foreign languages are concerned, Special agent linguists, language specialists, and translators. The FBI's duty is to protect the United States from terrorism, and also to detect any type of counterfeiting or hacking from foreigners. The FBI has many incentives to keep their employees well familiar with a foreign language. For example, employees who have used their expertise in a foreign language situation will be awarded with a big payment from 3-11 percent of their base salary on an annual payment or one type thing payment. Also, for

employers who raise their proficiency levels also receive a big chunk of change as an added incentive. Furthermore, employees who learn a new language and bring their learning skills to a level 4 will earn a bonus of up to \$14, 500.

In conclusion, the author states that times have changed and rapid advances are being made daily. America needs to jump on board and start embracing new ideas and needs to focus on what we can do as a country to further educate ourselves. One way to step in that right direction is to teach different languages to school children and help prepare them for the everchanging workforce. (Clifford, R. and Fischer, D. 1990)

According to the article "What is the future of Spanish in the United States, it states that more than 37 million Spanish Speakers in the United States, and it is one of the fastest and growing languages today. By the year 2020, it is projected that roughly 40 million people will be fluent in Spanish. These staggering numbers are due to the great immigrant population America is receiving. The majority of the Spanish speakers are natives, which is another reason it is imperative that schools begin to incorporate a foreign language program in elementary schools.

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