

# **Report on the Survey of East Asian Language Programs**

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## **Description of the project**

The goal of the Survey of East Asian Language Programs was to compile the perception, attitudes, and programmatic practices of individuals engaged in teaching Chinese, Japanese, and Korean. Although the main focus was on higher education in the United States, a very small number of responses from individuals engaged in K-12 language training and from individuals teaching Chinese, Japanese, and Korean as foreign or second languages in other countries are included here.

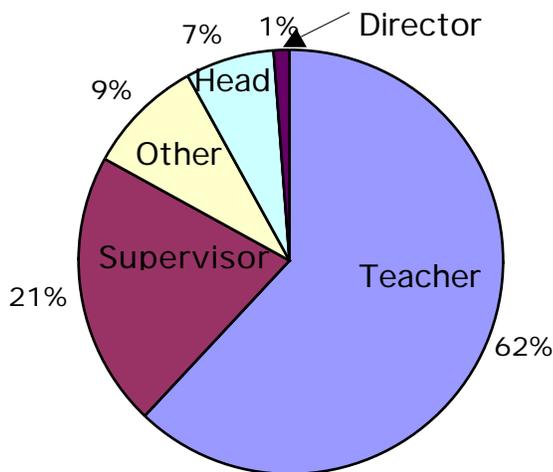
This survey was launched on the Internet on November 20, 2001, and concluded on February 5, 2002, a period of 78 days. Before establishing the web site, we sent invitations to participate to approximately 1500 individual and organizational e-mail addresses. There were inevitable duplications that caused some individuals to receive duplicate invitations. During the 78 days, 452 visitors visited our survey website, 302 of them (2/3 of the total) completed the survey. The 302 participants are from 173 institutions worldwide. Among them, 90% are from the United States, while 10% are from 13 other countries: including Australia, Canada, China, Japan, Malaysia, New Zealand, Norway, Singapore, South Korea, Switzerland, Taiwan, The Netherlands, and the United Kingdom.

The number of respondents represents a small portion of the total number of individuals teaching in or administrating East Asian Language programs, but it represents numerical equivalence of those who subscribe to field journals and participate in conferences and organizations devoted to promoting and developing the study of these languages. Thus, we believe that the respondents represent the ideas of those active in East Asian language fields who are most likely to influence

future directions in the study of these languages.

### Who responded to the survey

62% (185) identify themselves as language teachers, 21% (63) as supervisors of a language program, 7% (22) as either chairs or heads of a department, and 1% (3) as directors of a National Resource Center. A sizable portion did not find our categories suitable and so 9% (28) identified their role as an advisor of a language program, former chair of department, associate director of an area studies center, administrator, linguist, instructional material developer, assistant director of a language program, and publisher.



*Figure 1. Academic Roles*

### Academic titles

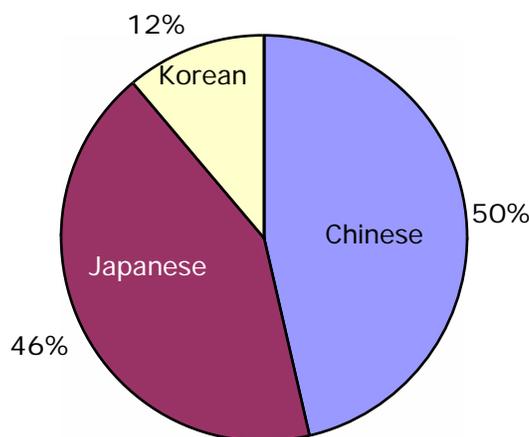
When asked to identify themselves in terms of academic roles, the largest portion of respondents (46%) identified themselves as tenure track professors. Even though we made special attempts to involve individuals at the earlier stages of their careers, the data predominately reflect the opinions of the more established members of these fields.

Professors, Associate Professors, Assistant Professors	46% (138)
Lecturers	18% (54)
Instructors	13% (39)
Graduate Assistants	9% (26)
Program Supervisor/Directors	6% (19)
Adjunct Professors	1% (3)
Other self-designations	7% (22)

**Figure 2. Academic Titles**

### Languages

As for the languages of respondents, 50% (152) were involved in Chinese, 46% (140) in Japanese, and 12% (36) in Korean. The sum of the percentages exceeds 100% because some of our respondents are involved in more than one East Asian language.

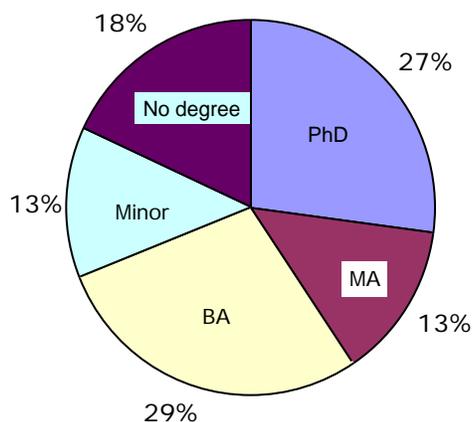


**Figure 3. Languages**

Native speakers and non-native speakers of the languages being taught are both represented in the survey: 52% (156) of the participants are native speakers of the language they are teaching, while 45% (134) are non-native speakers. The remaining 3% (11) are teachers of more than one East Asian language: native speakers of one, and non-native speakers of the other.

### **Institutional profiles**

The 302 respondents represent a fairly evenly distributed set of 173 institutions in terms the highest academic levels offered in the three languages. Of the 300 respondents to the survey, 27% (88) are from institutions that offer doctoral degrees, 13% (41) from institutions offer Masters’ degrees, and 29% (90) represent institutions that offer Bachelors degrees in the language(s) fields represented in the survey. This means that 69% of the respondents reflect the practices of institutions that grant degrees in Chinese, Japanese, and Korean. The remaining 31% are from the institutions that do not grant degrees in the above languages.



*Figure 4. Institutes*

### **Looking at the future**

When preparing the survey, we undertook preliminary investigations into the possible range of expectations of the individuals in our fields. The expectations we elicited were presented in three categories:

- 1) Enrollments in East Asian languages;
- 2) Qualitative changes in the teaching and learning East Asian languages;
- 3) The main factors bringing changes in East Asian languages.

## **Changes in enrollments**

The respondents are cautiously optimistic about the number of Americans studying these languages over the next five years. Among 302 responses, 46% (138) expect a gradual increase in enrollments, 39% (117) expect to remain pretty much the same, 13% (39) predict a great increase, and only 2% (6) see a decrease in enrollments.

A breakdown of respondents' opinions according to their roles in providing instruction in East Asian languages is worth noting. Although the number of NRC directors is too small to draw a conclusion, the three who responded were most optimistic: one predicts a great increase and two a gradual increase. Chairs or heads of a department are generally positive about future enrollments: great increase—9% (4), gradual increase – 50% (11), the same – 36% (8), and reduction – 5% (1). Supervisors of language programs are also positive: 6% (4) anticipate a great increase, 55% (34) a gradual increase, 39% (24) predict that the enrollment will neither increase, nor decrease, and no one anticipates a reduction.

Teachers largely share the perspective of their administrators: 14% (26) foresee that there will be a great increase, 43% (80) a gradual increase, 40% (74) predict it will remain much the same, and only 2% (4) forecast a reduction in the number of students. When we classify the responses by languages, a slightly different picture appears:

- 1) Chinese language teachers are the most optimistic: 25% of them (38) foresee a great increase, 54% (81) predict a gradual increase, 21% (31) see the numbers staying the same, and only 1% (1) predicts a reduction.
- 2) Korean teachers are also generally optimistic: 3% (1) expect a great increase, 61% (22) see a gradual increase, 36% (13) believe it will remain the same, and no one predicts a decline.
- 3) The Japanese language field is somewhat more cautious: 1% (2) foresee a great increase, while 35% (48) observe a gradual increase. More than half, 59% (82) predict the enrollments will keep much the same, and 4% (10) anticipate a reduction.

	Great Increase	Gradual Increase	Remain the same	Decline
Chinese	25%	54%	21%	1%
Japanese	1%	35%	59%	4%
Korean	3%	61%	36%	0%

*Figure 5. Comparison of Chinese, Japanese and Korean in the Expectation of Enrollment*

### **Improvements in the study of East Asian languages**

Expectations about changes in the quality of language study were presented in the following four options:

- 1) The language will be learned faster and more thoroughly by our students;
- 2) There will be significant improvements in particular aspects of learning the language;
- 3) Things will remain pretty much the same;
- 4) There will be a decline in the effectiveness of our instruction.

The responses were optimistic, with most respondents seeing improvement as the general trend: 10% (31) expect the languages to be learned faster and more thoroughly and 59% (179) anticipate significant improvements in particular aspects of language learning. A minority 30% (90) see a static situation, with only one person seeing a decline in the effectiveness of instruction.

The three directors of East Asian NRC's unanimously selected the second option, seeing a significant improvement in the particular aspects of learning languages in the next ten years. 64% (14) of the department heads anticipate improvements, but a significant 36% (8) see no change.

The good news is that individuals closer to the actual instruction, the program supervisors and teachers, are more optimistic. Both categories have individuals who feel that the learning of these languages will be faster and more thorough: 10% (6) of the supervisors and 12% (22) of the teachers reflect this optimistic prediction. The majority of our front-line educators expect to see significant improvements in particular aspects of language study, that is 61% (38) of the supervisors and 57% (105) of the teachers. Approximately the same percentages do not anticipate significant change: Supervisors 29% (18) and teachers 31% (57), on the other hand, do not anticipate significant change, thus reflecting a less optimistic viewpoint.

Differences reflected in the opinions of educators in the different languages reveal that those involved in Korean are relatively optimistic, while those involved in Chinese expect more dramatic developments.

	Faster/more thorough	Significant improvement	About the same	Less effective
Chinese	13% (19)	62% (94)	26% (39)	
Japanese	8% (11)	54% (74)	38% (52)	
Korean	6% (2)	81% (29)	14% (5)	

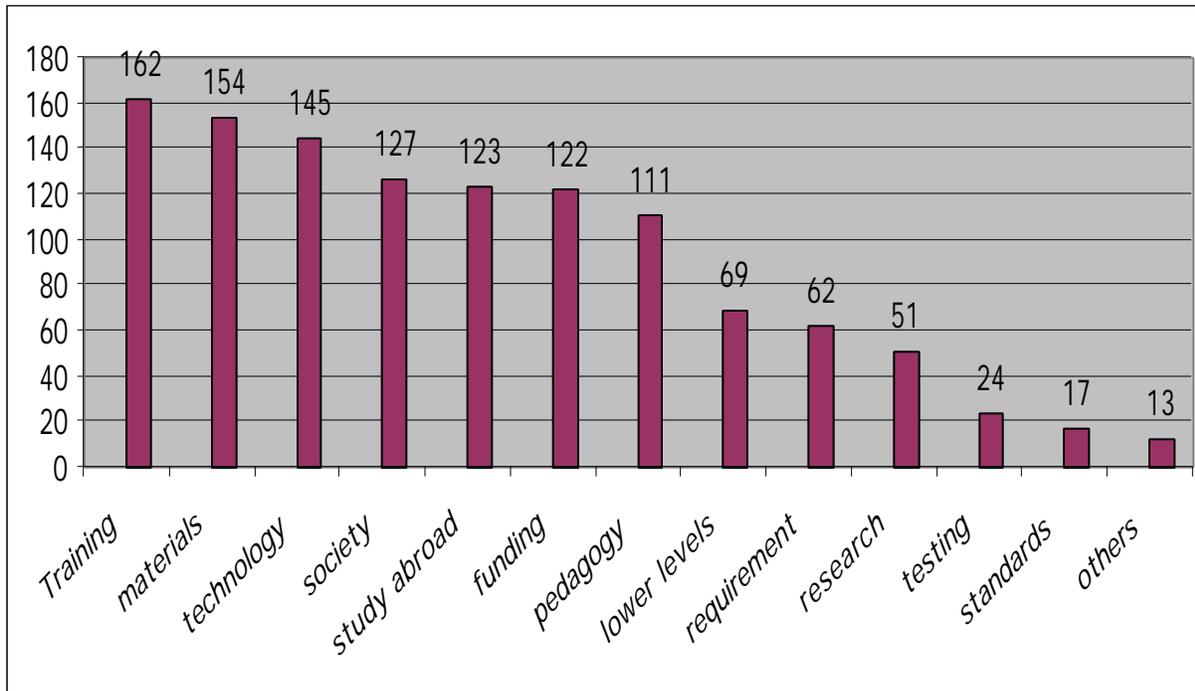
*Figure 6. Comparison of Chinese, Japanese and Korean in the Expectation of Improvement*

### **Influence of field activities on the teaching of East Asian languages**

We asked our respondents to indicate what areas of activity they expect to be most influential in changing the landscape of East Asian language study in the next ten years. They were given the following twelve choices and the opportunity to add to the list themselves. The choices were extracted from journals, conference catalogs, popular press, and consultations with colleagues in East Asian language study. We asked the respondents to choose four of the twelve options and to rank them (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>) according to their influence on instruction and learning. In terms of the total number of mentions, the activities ranked as follows from most to fewest. The number in parentheses is the number of times the activity was selected as one of four choices in this survey item. The following chart represents the perceived relative importance of field activities based on these results:

1. Teacher training (162)
2. Improved materials (154)
3. Instructional technology (145)
4. More value placed on foreign language skills by society (127)
5. Increased study abroad (123)
6. Increased funding for foreign language programs (122)
7. Developments in pedagogy and methodology (111)
8. Students trained in the language at lower levels (69)
9. Raised language requirements in our schools (62)

- 10. Research in second language acquisition (51)
- 11. Improved testing (24)
- 12. Wider understanding of national standards (17)
- 13. Other (13)



**Figure 7. Relative Importance of Field Activities**

Among the 12 activities given on the survey, our respondents' choices suggest three sets of activities in terms of their perceived impact on the study of East Asian languages:

1. **Most important:** teacher training, improved materials, instructional technology, more value placed on foreign language skills by society, increased study abroad, increased funding for foreign language programs, developments in pedagogy and methodology
2. **Less important:** students trained in the language at lower levels, raised language requirements in our schools, research in second language acquisition
3. **Least important:** improved testing, wider understanding of national standards

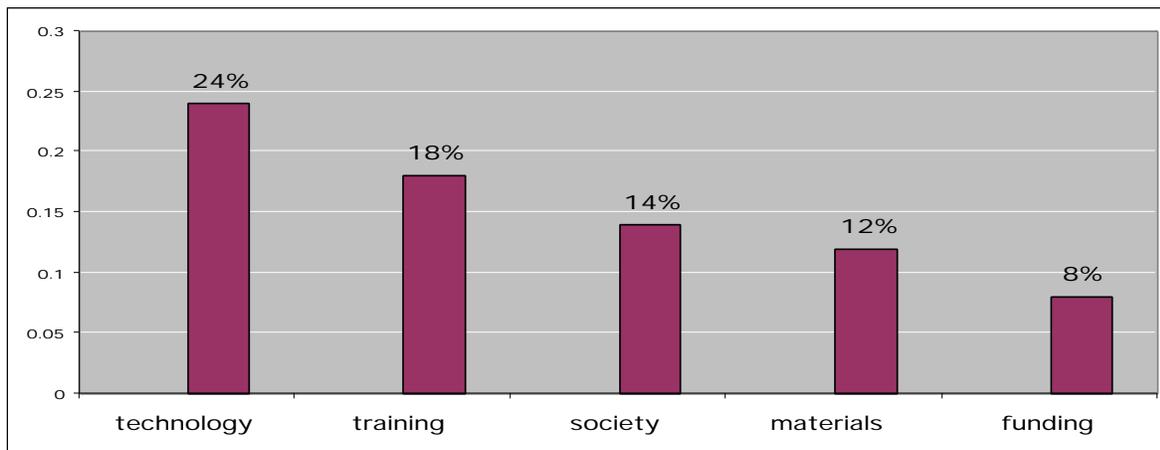
We will report the most important and the least important as reflected by the responses in the survey.

### The most important activities for improving the study of East Asian languages

All twelve activities received recognition were ranked first by at least one respondent with the exception of “improved testing.” In terms of the number of times an activity was ranked in the number one position, five accounted for 76% (260) of all the choices:

*Activities ranked as having the number one impact*

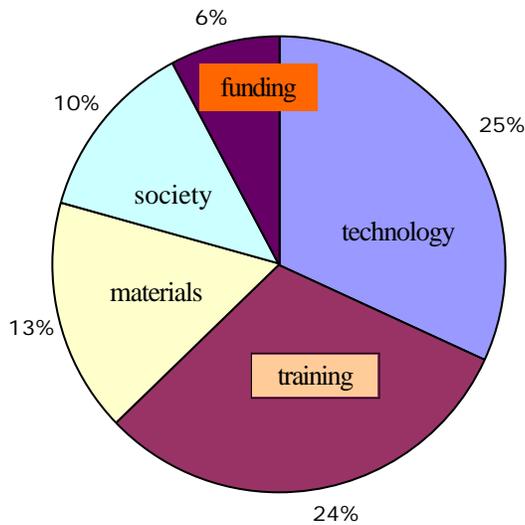
- 1) Instructional technology, 24% (73)
- 2) Teacher training, 18% (55)
- 3) More value placed on foreign language skills by society, 14% (43)
- 4) Improved materials, 12% (35)
- 5) Increased funding for foreign language programs, 8% (24)



**Figure 8. Biggest Impact**

Supervisors of language programs ranked the following as their top priority:

1. instructional technology - 25% (16)
2. teacher training - 24% (15)
3. improved materials - 13% (8)
4. more value placed on foreign language skills by society - 10% (6)
5. increased funding – 6% (4)



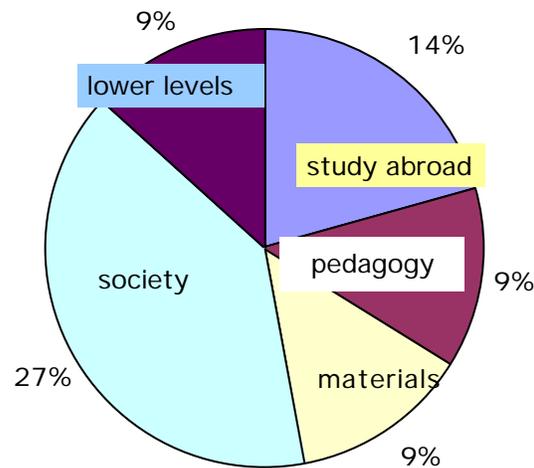
**Figure 9. Supervisors' Choices**

Like the supervisors, teachers place the operational aspects in the forefront of their perspectives.

1. instructional technology - 24% (44)
2. teacher training - 18% (33)
3. improved materials - 12% (23)
4. more value placed on foreign language skills by society - 12% (23)
5. increased funding - 9% (17)

Chairs or heads of departments seemed to focus their first choices on social incentives and opportunities to experience languages in their natural settings, but they also kept the operational aspects in sight.

1. more value placed on foreign language skills by society - 27% (6)
2. increased study abroad - 14% (3)
3. improved materials - 9% (2) each
4. developments in pedagogy and methodology – 9% (2)
5. students trained in the language at lower levels – 9% (2)



**Figure 10. Department Heads' Choices**

Directors of National Resource Centers show yet another pattern of first choices that focus on institutional options.

1. instructional technology - 67% (2)
2. increased funding 33% (1)

**The least important activities for improving the study of East Asian languages**

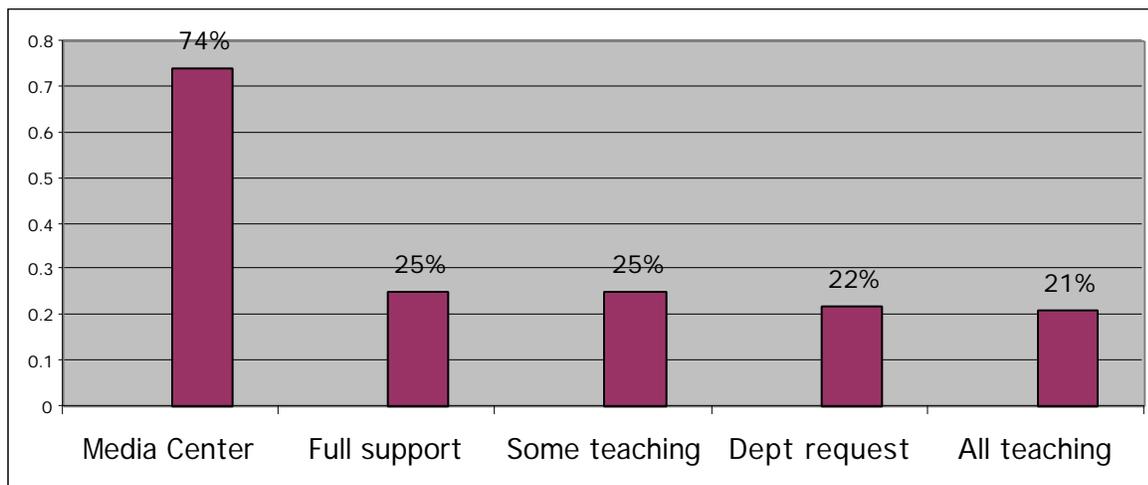
Although testing and standards have been at the forefront of the national professional debate in foreign language education, this survey reveals that these activities have not reached an appreciable level of influence in the fields of East Asian language study. Further inquiry and analysis will help determine whether this is the consequence of the relative isolation of East Asian languages (and less commonly taught languages) from the larger field of foreign language education, or whether most people in East Asian languages have considered the priorities of the larger field of foreign language study and decided these activities are not relevant to their concerns.

**Improved testing:** Eleven percent of Korean respondents chose improved testing, followed by Chinese and Japanese at 7% and 6%, respectively. Supervisors were most likely to choose testing at 13%, with teachers and department heads making this choice 6% and 4% of the item, respectively. Directors did not choose this item.

**Wider understanding of national standards:** Japanese respondents were slightly more inclined to make this choice at 7%, with Chinese respondents making this selection 5% of the item. Korean respondent did not select this item at all. Teachers were less likely to choose this activity at 6%, with supervisors and department heads both making the choice 9% of the item. Directors did not choose this item.

### Language centers

A significant portion of our respondents -- 44% (131 of 295) -- reported that there is a language resource center in their institutions. When we asked them to characterize the function of such a center, the majority (74%, that is 97 of 131) reported that the language resource center functioned as a media center. 25% (35 of 131) told us the center evaluates, supervises and supports all language teaching, while 22% (29 of 131) reported that the center does all these jobs at the request of the department. According to almost one fourth of the respondents - 25% (33 of 131), the center provides some language teaching on campus. 21% (28 of 131) respondents reported that the language Center provides all language teachings.

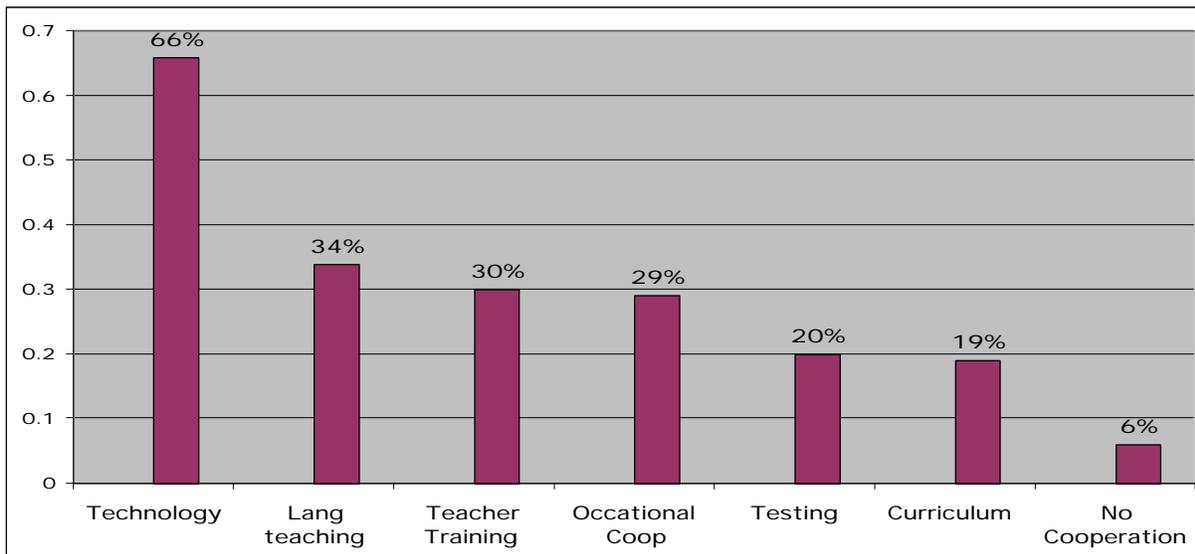


*Figure 11. Functions of a Language Center*

## Language centers support to the department

The results of the survey indicate that language centers cooperate closely with departments. The following list indicates the areas in which they cooperate (143):

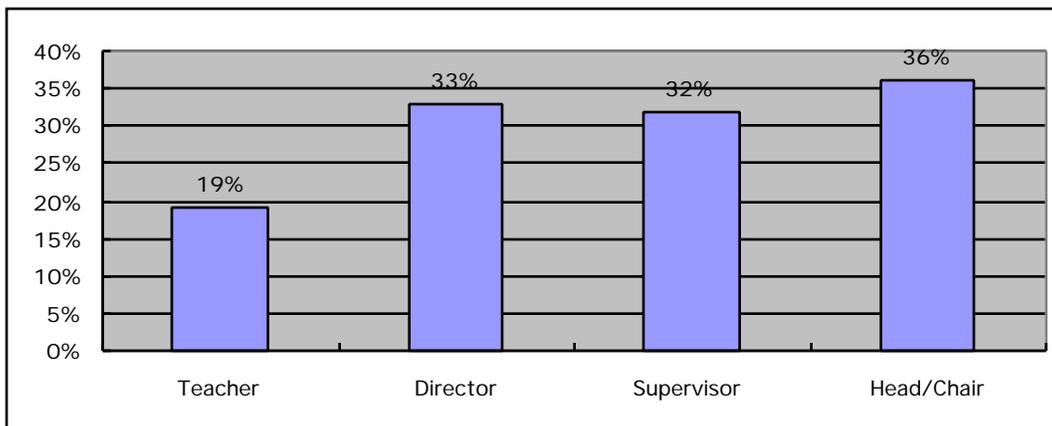
- 1) technical support to the department - 66% (95 of 143);
- 2) all aspects of delivering language instruction - 34% (48 of 143);
- 3) teacher training - 30% (43 of 143);
- 4) occasional cooperation - 29% (42 of 143);
- 5) assists departments in testing - 20% (28 of 143);
- 6) curriculum development - 19% (27 of 143);
- 7) no substantial cooperation – 6% (9 of 143).



*Figure 12. Language center activities*

## Standardized testing

Despite a recognition of various standardized tests in Chinese and Japanese, the survey shows the percentage of programs using them for assessment and/or placement is low - 27% (79 of 296). Perhaps most significant was the striking difference between the responses of teachers and administrators. Only 19% of the teachers reported that they used standardized examinations in the placement tests. On the other hand, 33% of the directors, 32% of the supervisors, and 36% of the head/chairs of a department, answered that their institutes are using standardized examinations.



**Figure 13. Use of Standardized Examinations**

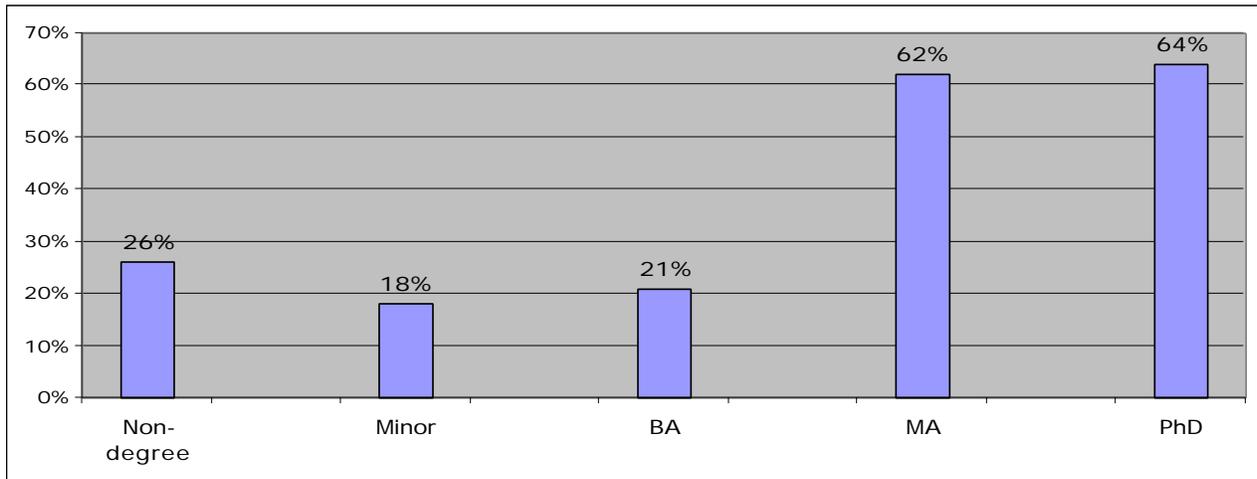
The following is a list of the standardized examinations provided by our respondents. Noticeably, no Korean standardized examinations were listed here:

- ACTFL-OPI for speaking/ACTFL guideline for writing
- CATRC (Chinese Adaptive Reading Test)
- CCALT (Chinese Computer Adaptive Listening Test)
- DELTA, DALF
- DLPT (Defense Language Proficiency Test)
- FSI Proficiency Test
- HKCEE (Hong Kong)
- HSK (Hanyu Shuiping Kaoshi)
- JSKIT (Japanese Skills Test)
- Japanese Language Proficiency Test
- Nihongo nouryoku shaken
- PAT
- PALs
- SAT II
- STAMP (Standards-based Measurement of Proficiency)
- University of Wisconsin College-Level Placement Test

### **Teacher training**

Most of the respondents (64%, 186 of 292) are from institutions that do not offer teacher training. A little over one-third of the respondents - 36% (106 of 292) - reported courses for training teachers of Chinese, Japanese, or Korean at their institutions. Breaking down the figure by institutions, 24% ( of the respondents from the institutions offering non-degree programs report they offer teacher training courses. 18% of the respondents from those offering minors,

21% from those offering BA, 62% of the respondents from those offering MA degrees, and 64% from those offering the PhD, answered this question positively. The chart below shows that those universities offering doctoral degrees offer more teacher training courses than other types of institutions.



**Figure 14. Teacher training courses in institutions offering EA language programs**

We asked about the number of courses devoted to teacher training. We received the following perceptions of the extensiveness of the training programs:

1-3 courses were reported by 24% (70 of 292) the respondents at schools with training programs.

4-6 courses were reported 5% (16 of 292) of the time.

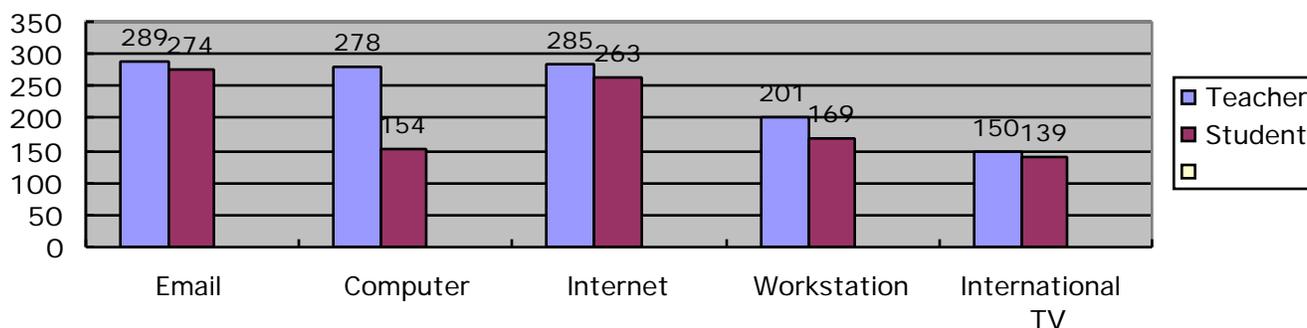
6-10 courses were reported 4% (12 of 292) of the time

10 + courses were reported 3% (8 of 292) of the time. Noticeably, 7 out of these 8 respondents are from the field of Japanese language teaching.

### **Access to instructional technology**

Access to support technology does not seem to be a problem in these fields--both teachers and students reported having ready access to technology. Of the 302 respondents, 289 have email, and 274 reported that their students also have email. 278 respondents reported their departments provide them with personal computers, and 154 reported that their students also have personal computers to use. 285 respondents have access to the Internet, and 263 respondents reported that their students also have access to the Internet.

Fewer respondents have access to multimedia workstations. 201 respondents reported that faculty have access to multimedia workstations, while 169 reported that their students have access to multimedia workstations. The number using international television is lower. Only 150 respondents reported that they are provided with international broadcasting, while 139 reported that their students have this service.



*Figure 15. Comparison of teachers and students accessing to technology*

The respondents reported that technology is widely employed in the learning and instruction of the languages. The following chart shows the application in descending order.

practice outside class	75% (223 of 297)
classroom teaching	62% (185 of 296)
testing and placement	23% (65 of 281)
distance learning	20% (58 of 290)

*Figure 16. Application of instructional technology*

### **Language lab (electronic resources centers, or media center on campus)**

East Asian language programs see themselves as major consumers of electronic resources on their campuses. 71% (210 of 295) report that their department is one of the main users of a language lab or other electronic resources. Chinese and Japanese instruction offer similar results: Chinese – 76% (111 of 147), and Japanese – 72% (98 of 136). The percentage of Korean using electronic media is lower: 47% (17 of 36) reported that their department frequently uses such a resource.

Most of those involved with East Asian languages place high value on these centers: all 3 NRC directors gave positive answers to the question of using electronic resources. 67% (121 of 181) of the teachers, 67% (49 of 62) program supervisors, and 80% (16 of 26) department heads reported frequent use of these resources.

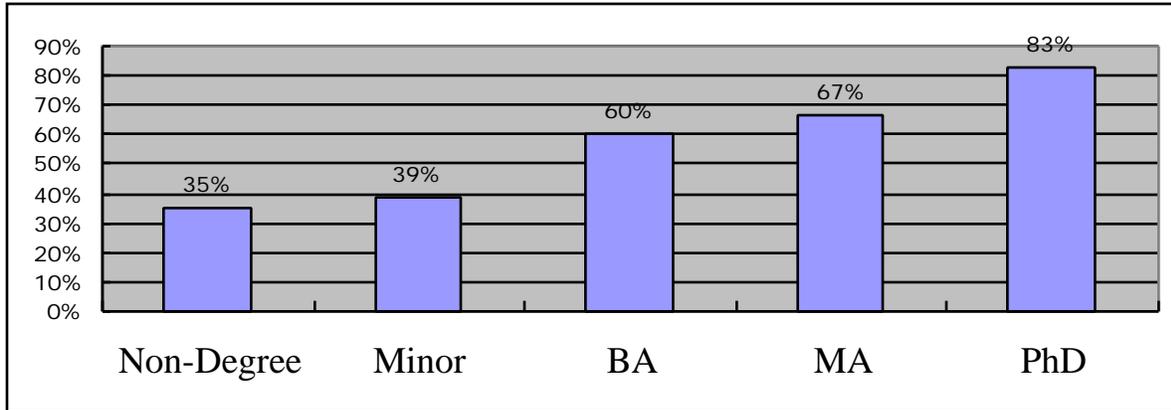
## **Student opportunities for learning East Asian languages**

The survey listed 10 common opportunities that might be provided to students either on campus or through other institutes in the home country of the respondents. We rearranged the items on the original list in descending order according to the percentage of the positive responses:

1. Intensive courses - 60% (172 of 287)
2. Individualized instruction - 52% (143 of 276)
3. Immersion programs -26% (69 of 265)
4. Language houses - 23% (59 of 258)
5. Distance instruction - 23% (59 of 258)
6. Internships in a local target language community - 17% (45 of 258)
7. Service program in a local target language community - 12% (30 of 255)
8. Pre-semester programs - 7% (18 of 256)
9. Winter-break programs - 7% (18 of 256)
10. Weekend programs - 5% (12 of 252)

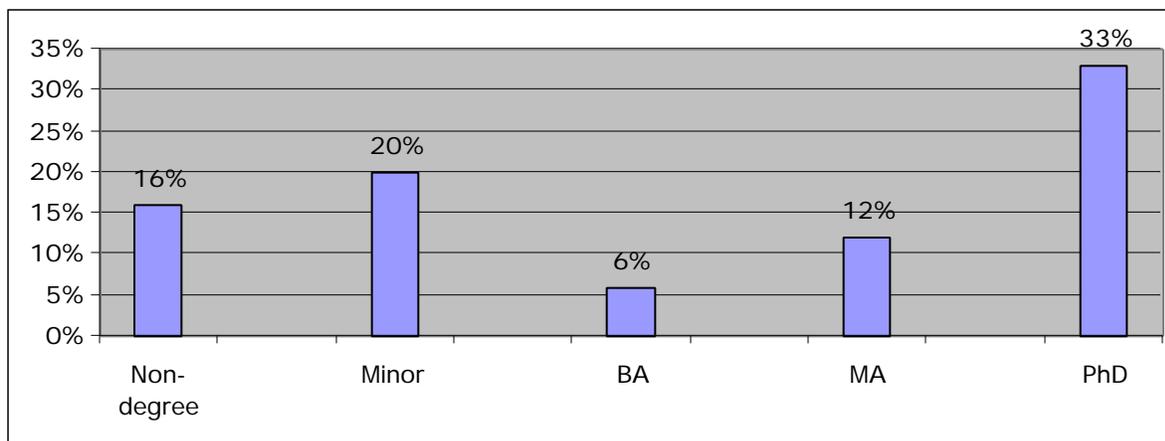
The following information about the top six items on the list provides further details about the frequency of these opportunities:

1. 60% (172 of 287) of the respondents reported intensive courses offered by their departments. Among the three languages, Korean has the highest percentage – 77% (27 of 35), Chinese the second – 61% (86 of 140), and Japanese the third – 55% (75 of 136). The higher the academic degree an institution offers, the higher the percentage of the respondents reporting the availability of intensive courses. The chart below shows the pattern:



**Figure 17. Intensive Courses**

2. 52% (143 of 276) of the respondents report the availability of individualized instruction. Interestingly, in terms of the types of institution, the data do not show the same pattern as the previous chart. The figures are quite close among different types of institutions: Institutions awarding no degrees – 61% (31 of 51), offering certificate or minor – 51% (21 of 41), BA – 51% (44 of 86), MA – 41% (7 of 17), and PhD – 49% (39 of 79).
3. 26% (69 of 265) report the availability of immersion programs. Among the three languages, the percentage of positive answers in the field of Korean is the significantly higher – 42% (14 of 33), Chinese the second – 29% (37 of 128), and Japanese the third – 20% (26 of 127).
4. Language houses: 23% (59 of 258) of the respondents reported the availability of language houses. The rate of Chinese is – 26% (32 of 124), Japanese second – 20% (25 of 125), and Korean is lowest – 13% (4 of 32).
5. 19% (48 of 258) of the respondents reported the availability of distance instruction. The percentage of the positive responses from institutions with BA programs is the lowest - only 6% (5 of 79). Respondents from institutions that offer PhD degrees report the highest percentage of positive responses for distance instruction.



**Figure 18. Distance Instruction**

6. 17% (45 of 258) report the availability of internships in local target language communities.

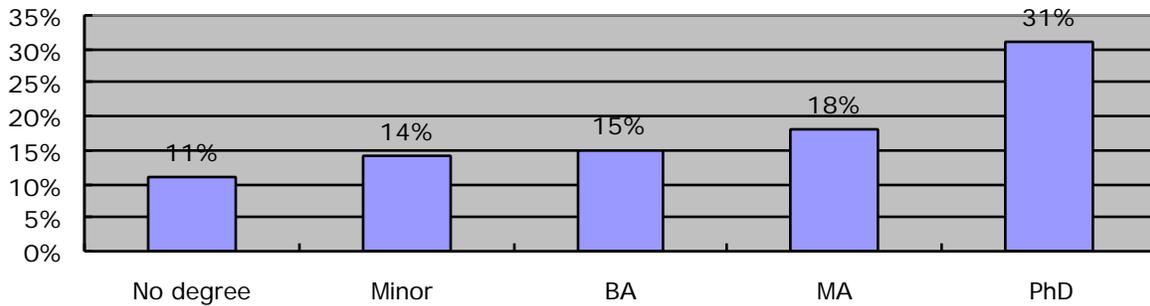
Among the three languages, Korean is the lowest – 13% (4 of 32), Chinese the second – 16% (19 of 122), and Japanese is the highest – 23% (29 of 127).

### **Crossing institutional barriers**

Language across the curriculum courses were reported by 31% (86 of 276) of the respondents. Chinese is the highest – 38% (51 of 136), Japanese the second – 25% (32 of 130) and Korean the lowest – 24% (8 of 33). The percentages of responses from teachers, program supervisors and department heads are very close: 31% (51 of 166), 29% (17 of 58), and 33% (11 of 25), respectively, while none of the center directors answered this question positively.

Cooperation with professional schools was reported by 19% (51 of 267) of the respondents.

Comparisons between the languages show the Chinese respondents reporting the highest incidence of this cooperation– 25% (33 of 131); Japanese and Korean are close to each other, with 16% (20 of 127) and 15% (5 of 33), respectively. Comparison according to the type of institutions is as follows: those offering non-degrees – 11% (5 of 46), those offering certificates or minors – 14% (5 of 37), BA – 15% (12 of 81), MA – 18% (4 of 22), and PhD – 31% (25 of 80). These results are shown in the following chart:



*Figure 19. Cooperation with professional schools*

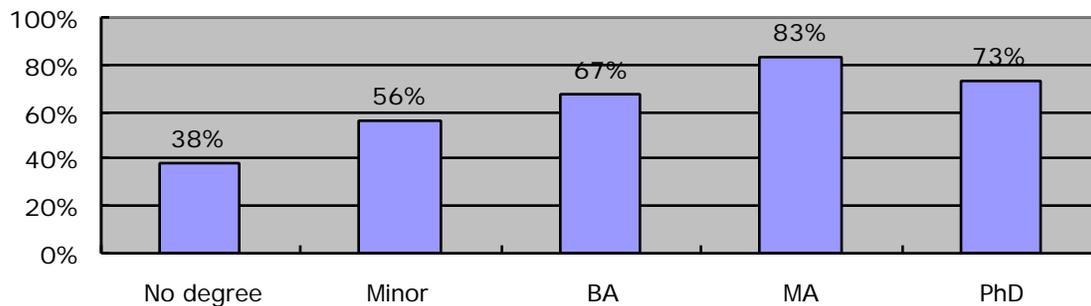
## Study abroad

The survey lists three opportunities for study abroad. The respondents were asked to answer either “Yes” or “No” to each item:

1. Exchange programs
2. Internship abroad
3. Service programs abroad

1) 64% (180 of 283) of the respondents reported that there are exchange programs at their departments or institutes. Among the three languages, Japanese is the highest - 75% (101 of 134), Chinese the second - 57% (78 of 138), and Korean the third - 40% (14 of 35).

The data show that the exchange programs are mostly provided by the institutes that offer BA degrees and up: BA – 67% (58 of 86), MA – 83% (20 of 24), and Ph.D. – 73% (61 of 84). The percentage of the institutes offering non-degrees and minors is quite low: 38% (18 of 48), and 56% (22 of 39), respectively, as the chart below indicates:



**Figure 20. Exchange programs**

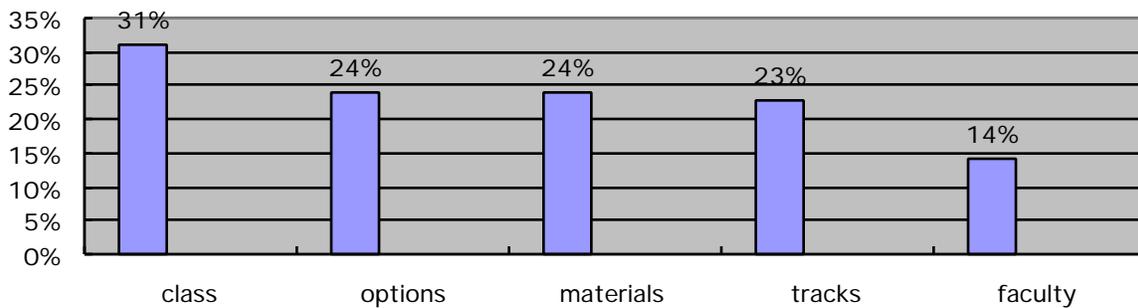
2) 35% (94 of 272) responses reported their institutes provide opportunities for internship abroad. In terms of the three languages, Japanese provides the largest number – 40% (51 of 129), Chinese is second - 34% (44 of 130), and Korean is third - 19% (6 of 32). PhD programs offer more internships– 46% (37 of 81), MA programs second – 35% (8 of 23), BA-granting institutions third – 33% (27 of 82), those offering minors only fourth - 39% (15 of 38), and non-degree institutions the lowest – 15% (7 of 46).

3) “Service programs abroad” opportunities have a lower frequency– 18% (47 of 265). This figure is evenly distributed between Chinese – 18% (23 of 125) and Japanese – 17% (21 of 127). Korean is a lower – 9% (3 of 32).

## Heritage learners

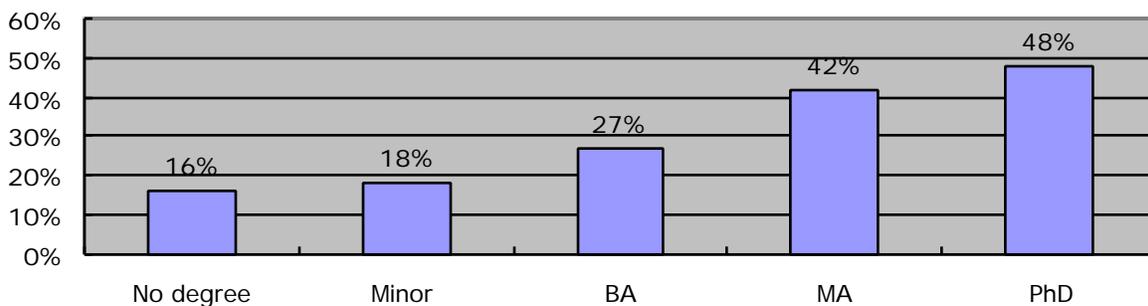
The survey lists five opportunities for the heritage learners. Less than 1/3 report adapting instructional resources for these students:

1. Specially designed classes – 31% (91 of 289)
2. Non-classroom instructional options - 24% (68 of 286)
3. Specially designed materials - 24% (69 of 283)
4. Separate tracks - 23% (65 of 281)
5. Special preparation for faculty members - 14% (40 of 280)



**Figure 21. Options for heritage students**

1) 31% (91 of 289) reported that there are specially designed classes for the undergraduate heritage learners. This figure is distributed among the three languages as follows: Chinese – 40% (57 of 143), Korean – 31% (11 of 36) and Japanese – 24% (32 of 134). In terms of postsecondary institutions, those offering PhD degrees have the highest percentage – 48% (42 of 87). The remaining can be placed in descending order: MA – 42% (10 of 24), BA – 27% (24 of 88), Minors – 18% (7 of 39), and Non-degrees – 16% (8 of 50).



**Figure 22. Specially designed classes for heritage students**

2) 24% (68 of 286) reported “Non-classroom instructional options” for heritage learners. There is little difference among the three languages: Chinese – 27% (38 of 141), Japanese – 23% (31 of 134), and Korean – 26% (9 of 35). In terms of institutions, the same pattern as that on the previous page appears here: the institutions offering PhD degree are the highest – 36% (31 of 87). Those offering MA degrees are second – 32% (7 of 22), then BA – 22% (19 of

87), minors – 13% (5 of 39), and non-degrees – 12% (6 of 50).

- 3) 24% (69 of 283) reported that their departments offer specially designed materials for the heritage learners. There are 28% (38 of 138) positive responses from the Chinese, 23% (30 of 133) from the Japanese, and 26% (9 of 35) from the Korean.
- 4) 23% (65 of 281) respondents reported arranging separate instructional tracks for heritage learners. Among the three languages, Chinese has the highest percentage – 31% (43 of 137), Korean the second – 24% (9 of 34), and Japanese the third – 14% (18 of 132). In terms of institutions, those with Ph.D. have the highest percentage – 39% (33 of 85), MA the second – 33% (5 of 22). Those with BA and minors are very similar in this aspect: 18% (16 of 87) and 19% (7 of 37) respectively. Those institutes with non- degrees are the lowest – 6% (3 of 48).
- 5) “Special preparation for faculty members” is the least reported option among the five opportunities - 14% (40 of 280). The three languages share almost the same percentage: Chinese – 14% (19 of 137), Japanese – 14% (19 of 132), and Korean – 20% (7 of 35). However, the data classified by institutions show a different picture. The percentage of positive responses from the institutes offering degrees are significantly higher than those with minors and non-degrees: Ph.D. – 20% (17 of 85), MA – 22% (5 of 23), BA – 17% (15 of 23), minors – 3% (1 of 37), and non-degrees – 4% (2 of 47), as the following chart illustrates:

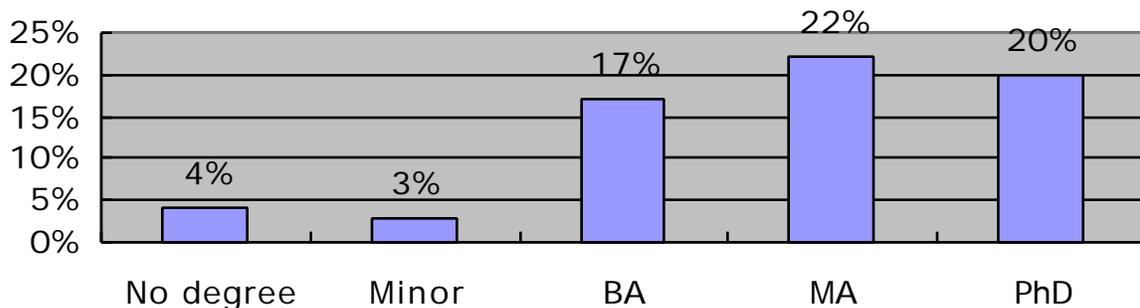


Figure 23. Special preparation for heritage learners on the part of faculty

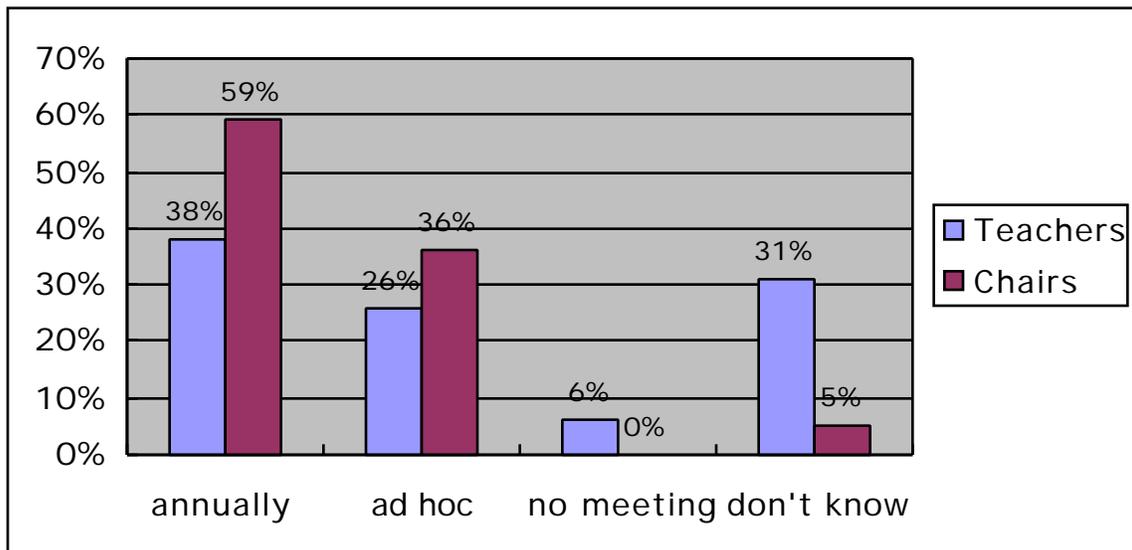
## Program development

### 1) Mission statement

58% (169 of 291) of the respondents reported the existence of a mission statement on language teaching in their departments or programs. Among them, only 36% (70 of 193) of the respondents reported that their departments review or discuss the mission statement annually or every few years. 30% (57 of 193) are on ad hoc basis, 5% (10 of 193) haven't had faculty meeting to discuss the mission in the past five years, and 29% (56 of 193) answered that they don't know.

### 2) Discussion of educational objectives

42% (124 of 294) respondents reported annual meetings or meetings every few years to discuss educational objectives. 32% (94 of 294) said their discussions are on ad hoc basis. 5% (14 of 294) haven't had faculty meeting to discuss the objectives in the past five years, and 21% (62 of 294) said they don't know. Among 62 respondents who answered "don't know" to this question, 56 were teachers. Among 14 respondents who reported there were no faculty meetings, 10 were teachers. It is interesting to compare teachers' responses with that of the department chairs/heads to this question in the following chart:

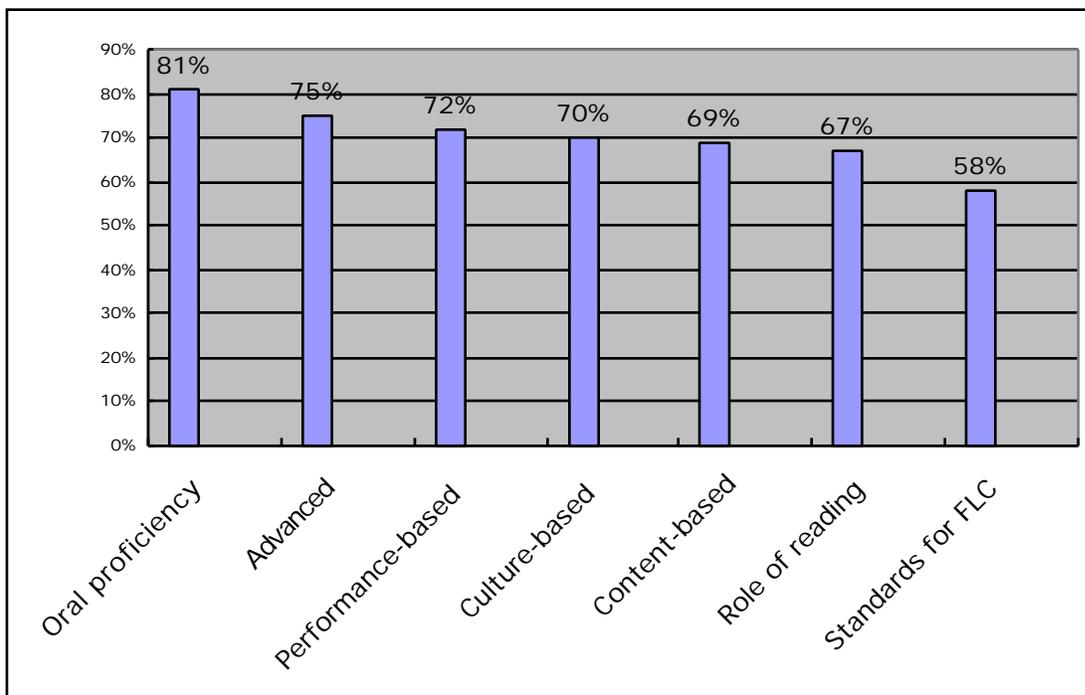


*Figure 24. Comparison of teachers and chairs views of meetings on educational objectives*

## Methodology and objectives

49% (140 of 288) respondents reported that discussions of language instruction in their department involves all or most of the faculty. Concerning these discussions of methodology and objectives in the department, the survey lists the following seven topics, with the respondents answering “Yes” or “No” to each of them. The following lists these possibilities and the percentage of the positive responses:

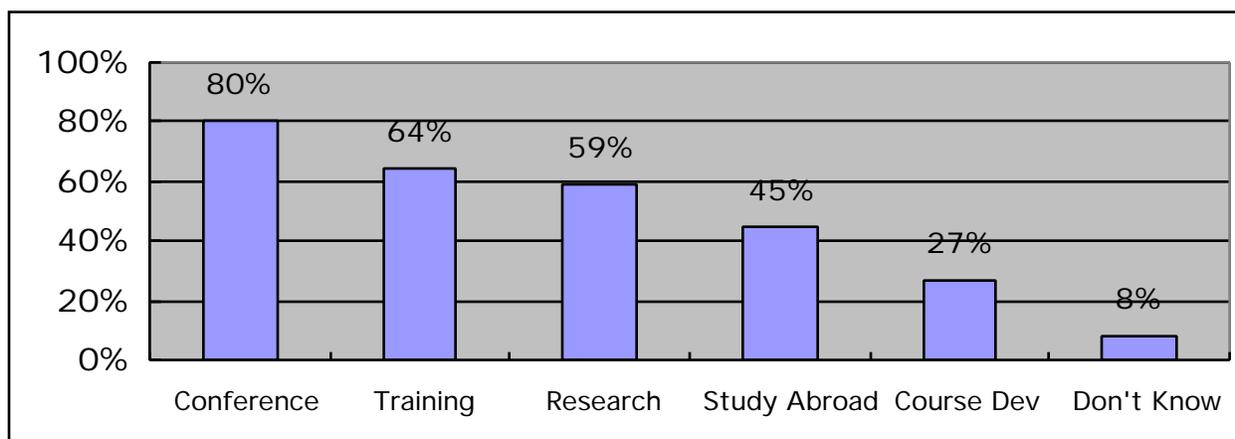
- 1) Oral proficiency 81% (231 of 284)
- 2) Advanced 75% (207 of 275)
- 3) performance-based instruction 72% (205 of 284)
- 4) Culture-based 70% (190 of 271)
- 5) Content-based 69% (198 of 286)
- 6) Role of reading 67% (180 of 270)
- 7) Standards 58% (159 of 273)



*Figure 25. Issues of methodology and objectives*

### Support for language teachers

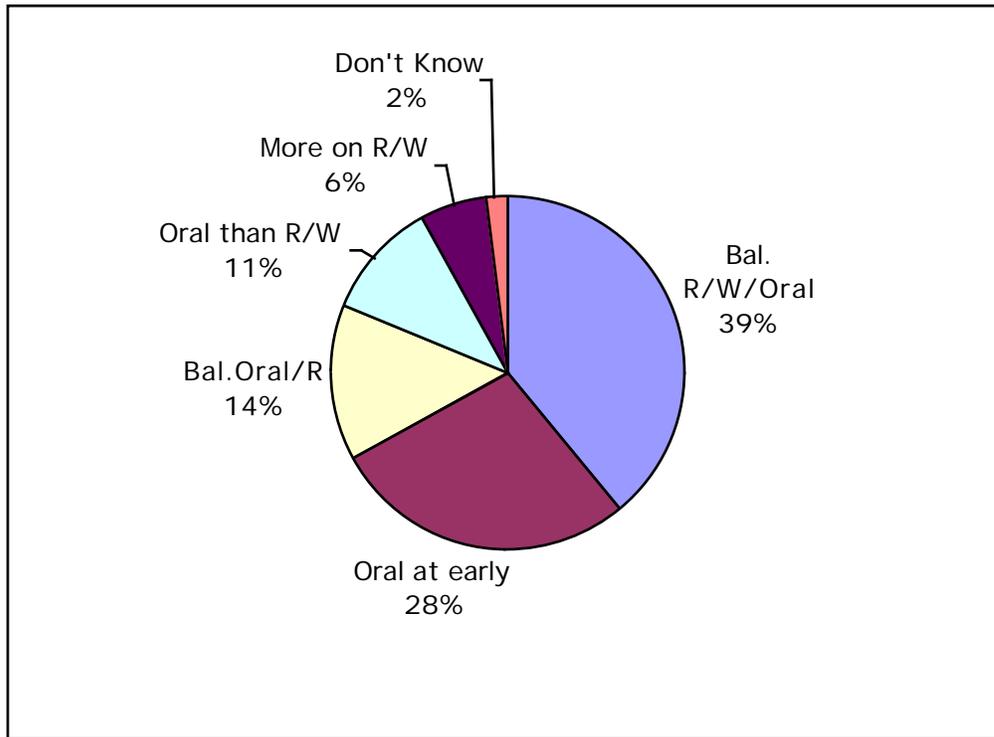
80% (232 of 289) of the respondents reported that their departments support faculty participation in professional conferences. 64% (184 of 289) reported that their departments support training to work with technology. 59% (171) reported that their research and scholarship received support from their departments as well. 45% (131) reported that their departments support study abroad for faculty and only 27% (79) said that their department provided released time for course development.



*Figure 26. Department support for language teachers*

### Balancing reading, writing and oral skills

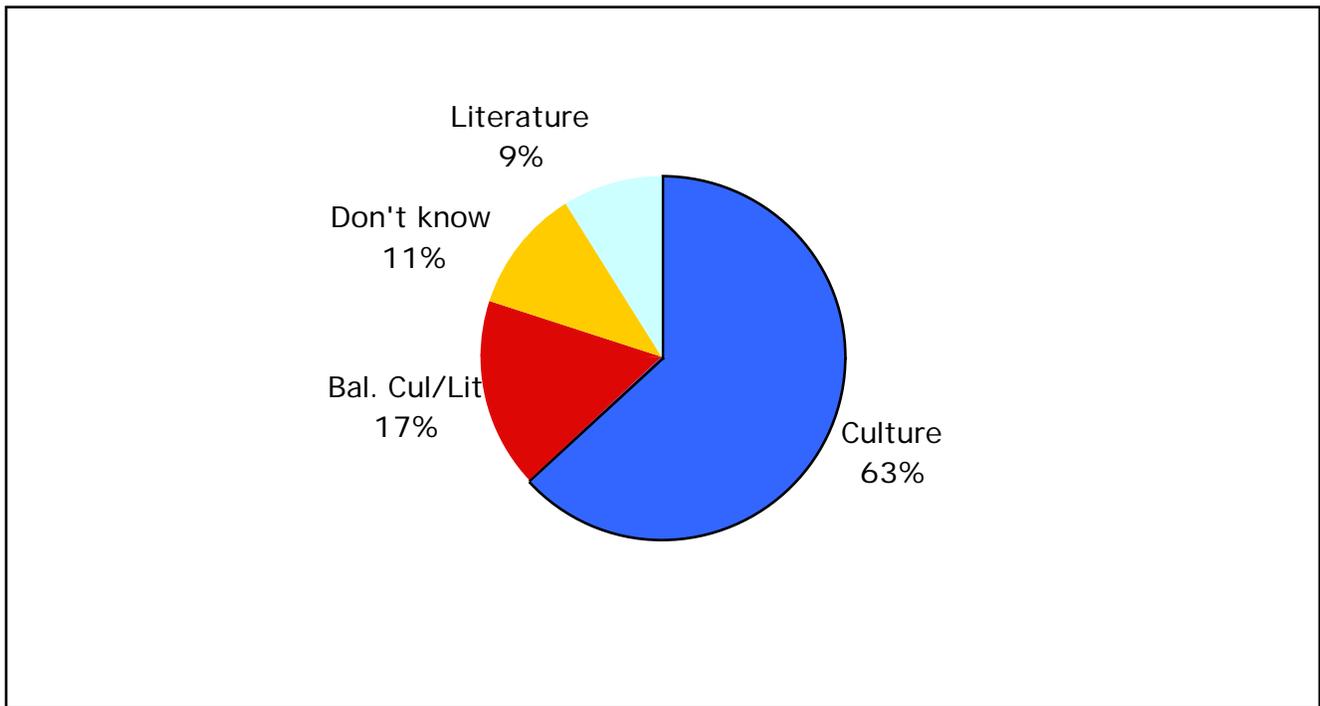
39% (113 of 288) reported that their language programs give equal emphasis to reading, writing and oral skills. 28% (82) reported that they place more emphasis on oral communication in the early stages and written communication in the later stages. 14% (40) said their programs balance reading and writing with oral communication according to the preference of the instructor. 11% reported that their programs emphasize oral communication over reading and writing.



*Figure 27. Balancing reading, writing and speaking skills*

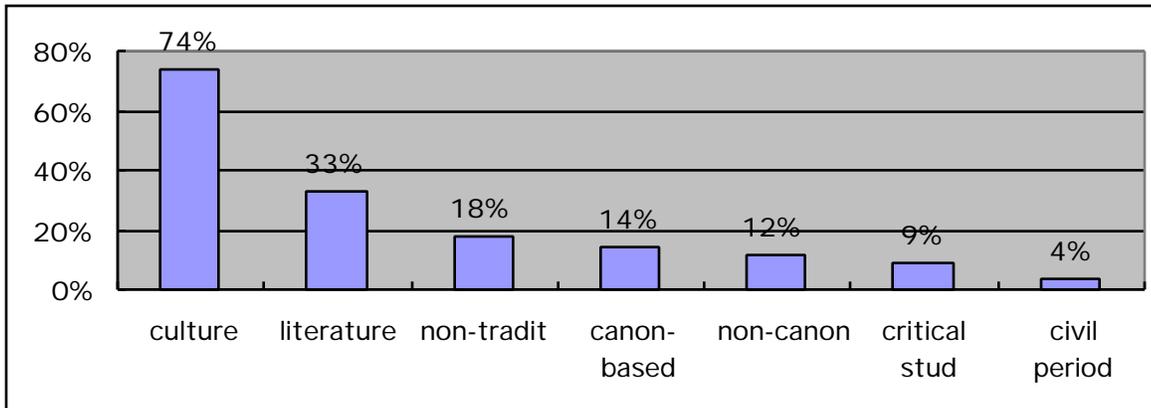
### **More emphasis on culture than literature in language teaching**

When asked whether their program place more emphasis on culture than on literature in their language teaching, 63% (185 of 290) answered affirmatively. In comparison 9% (25) of the respondents answered that their programs focus more on literature than culture. 17% (48) reported that their programs give equal weight to literature and culture, while 11% (32) said they don't know.



**Figure 28. Culture and literature in the language program**

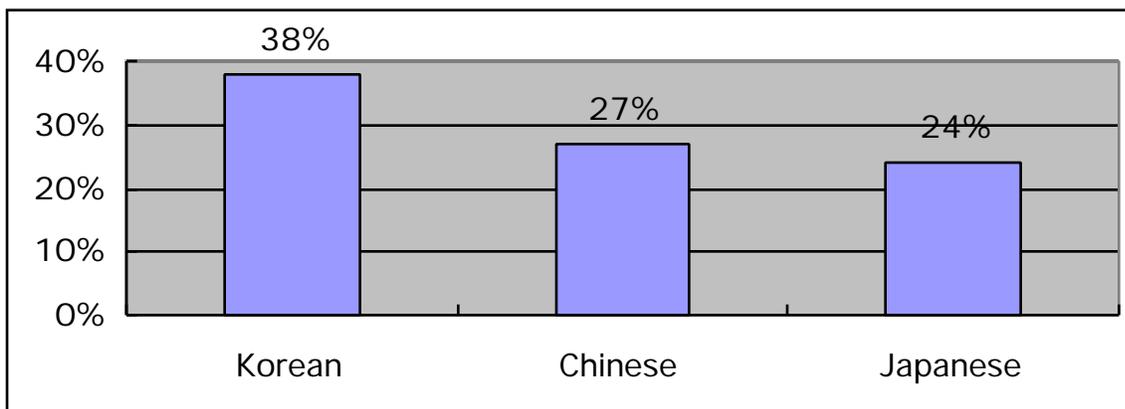
In terms of advanced undergraduate curriculum, 74% (206 of 279) reported that their programs focus on modern culture and interactive communication. 33% (33) replied that their programs focus on literature. 18% (49) said there are non-traditional curricula emphasizing language for business or other special purposes. 14% (38) reported the canonical-literature based organized by periods, authors, and /or genres are emphasized in their language programs. 12% (34) reported that their curricula focus primarily on non-canonical literature. 9% (24) said their curricula focus on critical studies, and only 4% (10) said their curricula are based primarily upon surveys of civilization by period.



*Figure 29. Advanced undergraduate curricular foci*

### Structure of instructional units

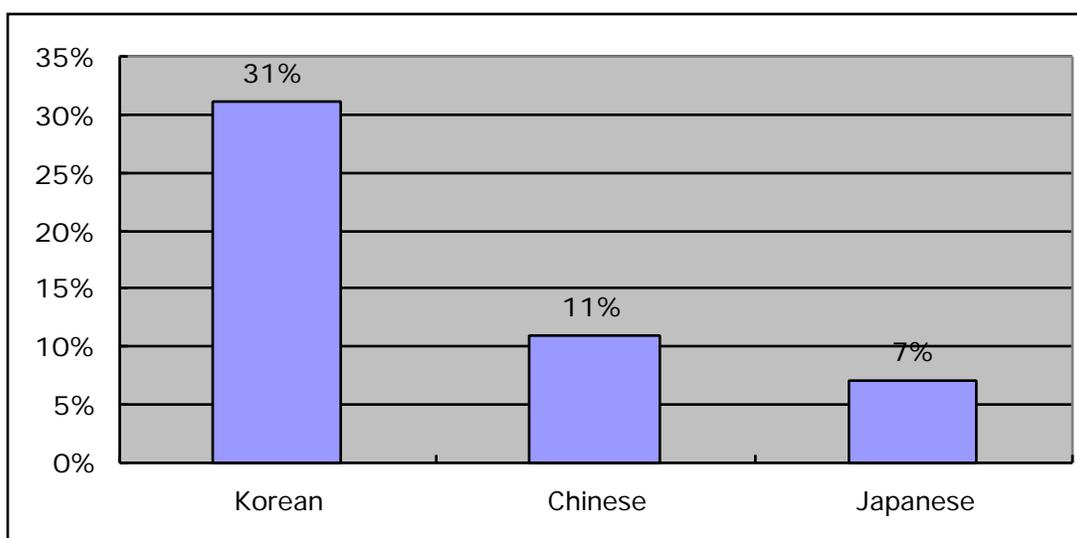
When asked if their instructional unit (department, center, etc.) has recently experienced change, the responses show that the basic unit structure of Chinese, Japanese and Korean is stable. More than 60 percent of these units have not had fundamental changes. However, there are still some differences among the three languages. Korean programs experienced more changes than Chinese and Japanese, as the following chart shows.



*Figure 30. Change From a single to a multi-language department*

Changing from a single program to a multi-language department, 38% (12 of 32) respondents in the field of Korean reported their units had such a change, higher than that of Chinese – 27% (37 of 135), and Japanese - 24% (31 of 128), respectively.

Noticeably, there are more Korean language programs which experienced changes from multi-language units (or department) to a single language units (or departments). 31% (10 of 32) respondents of Korean language reported such a change, while only 11% in Chinese and 7% in Japanese were reported.



*Figure 31. Creating a Single Language Unit*

## Summary

In this summary we will look at the data in this survey as it pertains to the major categories of the respondents. First we will point out that this survey reveals a basic optimism about the future of East Asian languages. Most of the respondents think the numbers of their students will increase and the learning and teaching of these languages will improve over the next decade.

As for what activities will lead to these changes, there is a clear disconnect between the field of East Asian languages and the field concerns of professional foreign language organizations such as the American Council of Teachers of Foreign Languages (ACTFL). The major emphasis of ACTFL for the past two decades has been placed on standardized testing (e.g., proficiency) and national standards. Among the responses to this survey, establishing standards and improving testing are considered the least influential on a long list of activities that will lead to the

anticipated improvements in Chinese, Japanese, and Korean language study. East Asian language practitioners place their hopes on teacher training, improved teaching materials, and developing instructional technology. Closely following these activities on their list of priorities are the following: more value placed on foreign language skills by society, increased opportunities for study abroad, increased funding, and development of better pedagogy and methodologies. Other activities that appear low in the priorities of East Asian language practitioners and rather high in the considerations of foreign language professional organizations are research in second language acquisition, raising language requirements, and increasing the number of students trained in these languages at lower levels of the academic ladder. It seems that the professional organizations are more focused on outcomes while the East Asian practitioners are basically concerned with input into the foreign language learning experience.

*NRC Directors (1% of the respondents)*

The largest disappointment in the operation of this survey was the small participation of NRC Directors. Although we contacted them at least three times, only three of the then nineteen East Asian NRC Directors completed the survey. When we consider the purported importance on language training in the Title VI programs, this is dismal no matter how we interpret it: either these directors did not feel they know enough about their language programs to respond or they did not think the issues important enough to invest twenty to thirty minutes in filling out the survey. The three directors who did respond all share the general optimistic view of the future of language study, stating that instructional technology and increased funding for languages will have the largest impact on improving the effectiveness of language instruction. The three respondents did not mention testing and standard and only one of them reported the use of standardized tests in their East Asian language programs.

*Department Heads (7% of the respondents)*

The majority of department (or other academic unit) heads and chairs reveal the general optimism of the East Asian language field. However they identify increased value placed on foreign language skills and increased study abroad as the main factors in this anticipated improvement. Nearly all the chairs or heads report regular reviews of educational goals for their

language programs and about a third of them report the regular use of standardized test. Both of these activities are reported at a considerably lower rate by the teachers of these languages.

*Supervisors (21% of the respondents)*

A majority of those who identify themselves as supervisors or managers of language programs reveal the basic optimism of the East Asian language field. They anticipate both increased numbers of students and improved learning and teaching of these languages, thinking that developing instructional technology and increasing teacher training will be most important in bringing about these improvements. Also important in their considerations are improving instructional materials and society placing more value on foreign language skills. A third of the supervisors report the regular use of standardized tests in their programs and a slightly smaller number of them report the existence of language across the curriculum courses.

*Teachers (62% of the respondents)*

A slight majority of the responding teachers are native speakers of the language they teach. A majority of the teachers of these three languages anticipate increased numbers of students and improvements in language teaching and learning in the coming decade. They agree with the supervisors that these ameliorations will be achieved through developing instructional technology, teacher training, improving instructional materials, and society placing more value on foreign language skills. Teachers differ from the chairs by reporting a significantly lower frequency of consultations on educational goals and a smaller use of standardized tests in their language programs.

*Chinese-language-oriented respondents*

Educators involved in Chinese language study are the most optimistic of the three languages surveyed. Nearly eighty percent of them expect increased numbers of students and seventy-five percent of them see improved teaching and learning of Chinese. According to the Chinese language respondents, Chinese programs are heavy users of electronic media and media centers on their campuses and provide access to intensive courses and exchange programs. Chinese language students are served by the largest amount of language across the curriculum courses

and the highest cooperation between language programs and professional schools. Chinese programs have the highest level of special programs and materials for heritage students.

*Japanese-language-oriented respondents*

Japanese language educators are the least optimistic. The majority of them see their enrollment numbers remaining the same over the next decade while just over sixty percent of them predict improvements in language teaching and learning. Their programs are heavy users of media centers and they report the highest level of accessibility to exchange programs and internships. Of the three languages, Japanese programs have the lowest level of accommodation for heritage learners and the lowest level of availability to intensive and immersion courses.

*Korean-language-oriented respondents*

Those involved in Korean language study are confident that their numbers will increase and are most optimistic about improving the learning and teaching of Korean. Eighty-seven percent expect the study of Korean to become more effective in the coming decade. Korean programs are the least likely to utilize electronic media and the media centers on their campuses, but report the highest availability of intensive and immersion courses. Perhaps reflecting the less established situation for Korean language instruction in this country, Korean language educators report the highest level of recent change in the institutional arrangements for their programs: thirty-eight percent report changing from a single language program to a multi-language unit and thirty-one percent report change from multi-language to a single language unit.