



preparing a citizenry for the global age:

the report  
of the  
west virginia  
commission  
on international  
education

# Dedication

**In Memoriam  
Juergen Schlunk  
Scholar, Teacher, Mentor, Friend**

*Die erste und letzte Sache, die vom Genie erfordert wird, ist die Liebe der Wahrheit.*

The first and last thing required of genius is the love of truth.

*—Johann Wolfgang von Goethe*

# Members of the West Virginia Commission on International Education

## Ex Officio

**Kay Goodwin**, Cabinet Secretary of Education and the Arts (Chairman)  
**J. Michael Mullen**, Chancellor of the Higher Education Policy Commission  
**David Stewart**, State Superintendent of Schools  
**Steve Spence**, Director, International Division, Development Office  
**Debbie Harki**, Coordinator, Foreign Languages, Department of Education  
**Amelia Courts**, Director, West Virginia International School and English as a Second Language

## Appointed

**Ede Ashworth**, Foreign Language Educator, Brooke High School  
**Charles Balasko**, Foreign Language Educator, Greenbrier East High School  
**Troy Body**, Deputy Commissioner of Culture and History  
**Garrett Carskadon**, Principal, Burlington Elementary School  
**Jay Cole**, Deputy Secretary of Education and the Arts (Chairman's designee)  
**H. Thomas Collins**, Director (retired), Project LINKS, George Washington University  
**Clark Egnor**, Executive Director, Center for International Program, Marshall University  
**Richard Ferrin**, President, Salem International University  
**Jackie Fischer-Murray**, Director, 21<sup>st</sup> Century Community Learning Centers, Morgan County  
**Don Gallion**, President and Chief Executive Officer, FCX Systems, Inc.  
**William Haden**, President, West Virginia Wesleyan College  
**Jack Hammersmith**, Director, FACDIS, and Professor, West Virginia University  
**Robert Harrison, Jr.**, Chairperson, Education Department, West Virginia State College  
**Paul Hill**, Director, West Virginia EPSCoR  
**Sudhakar Jamkhandi**, Director, Center for International Understanding, Bluefield State College  
**Lowell Johnson**, Member, West Virginia Board of Education  
**Trish Kleckner**, Foreign Language Educator, Midland Elementary School  
**Karen Larry**, Executive Assistant to the State Superintendent, Department of Education  
**Alex Macia**, Chief of Staff to the Governor  
**David Marlow**, Foreign Language Educator, Parkersburg High School  
**Stan Maynard**, Director, June Harless Center, Marshall University  
**James Natsis**, Director, Office of International Affairs, West Virginia State College  
**Deborah Nicholson**, Foreign Language Educator, Bridgeport High School  
**The Honorable Mary Poling**, Member, West Virginia House of Delegates

# Letter of Transmittal

The Honorable Bob Wise  
Governor of West Virginia  
State Capitol  
Charleston, WV 25305

Dear Governor Wise:

It is my pleasure to share with you the official report of the West Virginia Commission on International Education. Created by Executive Order 11-03 in May 2003, this Commission has worked very hard during the last ten months to fulfill the charge you gave to them: to report on the status of international education in West Virginia and to make recommendations for its improvement. I believe the Commission's hard work, thoughtfulness, creativity, and enthusiasm are reflected in the pages of this document.

The Commission met four times, and in keeping with your order to allow for greater geographical access and participation, the meetings were held in Charleston, Morgantown, Elkins, and Huntington. The Commission began its work by receiving reports from state officials and compiling an inventory of international education resources at all grade levels. Once the Commission had an accurate and thorough sense of the current status of international education in West Virginia, it moved decisively to a robust discussion on a series of strategic recommendations to expand and improve international education opportunities throughout the state. This report is the synthesis of those discussions.

As the Commission membership roster suggests, this process included a representative cross-section of West Virginia. K-12 education, postsecondary education, state government, private business, and community interests all had a voice in the Commission's discussions, and the report is much stronger because of the active participation by diverse stakeholders. In the end, every West Virginian is a stakeholder in the issue of international education. On many levels, West Virginia is interconnected with the larger world beyond our state and national borders. As a state, we must be ready to seize the opportunities and overcome the challenges posed by that interconnectedness.

Governor Wise, thank you very much for your leadership and vision in creating this Commission and recognizing the importance of international education. If we are able to translate the practical recommendations of this report into meaningful policy innovation and change, West Virginia will benefit for generations to come.

Sincerely,



Kay Goodwin  
Cabinet Secretary of Education and the Arts

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# Executive Summary

This report is divided into two sections. The first section makes the case for taking action to promote and improve international education opportunities in West Virginia. Based on economic, cultural, and security arguments, this section emphasizes the urgency of increasing the international competence of our citizens so they can live and work in a world where the rapid pace of change has made earlier educational norms obsolete.

This first section also outlines the current status of international education in West Virginia, highlighting our successes and identifying where we have room for improvement. While West Virginia has taken significant steps in recent years to bolster international education, much work remains to be done to enable West Virginia to compete and collaborate in a global marketplace and society.

Based on the case outlined in the first section, the report's second section offers a series of recommendations to improve international education in West Virginia.

These recommendations are grouped into four categories:

- **Increasing Academic, Citizen, and Community-Based International Awareness and Exchanges**
- **Promoting Greater Use of Technology to Share Information**
- **Strengthening Foreign Language, Cultural/Area Studies, and International Business Expertise**
- **Enhancing Institutional Linkages**

These recommendations represent broad action items that emerged during the Commission's deliberations, and they are designed to stimulate further thinking, discussion, and priority-setting (since not all recommendations can be pursued simultaneously). Further planning is necessary to operationalize some of the recommendations.

# The Importance of International Education to West Virginia

**W**est Virginia's students and citizens need to understand diverse cultural issues and learn critical world languages in order to be more competitive in the global economy that exists today. The world will only get smaller and more interconnected in their lifetimes, and West Virginians' ability to accept and adjust to these changes will impact their ability to succeed in the work place as well as in everyday life. The education that previous generations received is no longer adequate to prepare future generations for the changes they will encounter. The already rapid rates of change and globalization are accelerating daily. Our children need an education that will give them the knowledge and skills to thrive in this changing environment.

In pursuit of this goal, the Commission has been charged to determine the present state of international education in West Virginia schools. Based on this information, the Commission will develop a strategic plan for how we can most effectively use West Virginia's current resources to increase international awareness among all sectors, and the Commission will also

present recommendations for further promoting international education throughout the state. The Commission hopes that this report will serve as a resource to clarify the challenge our schools are facing, and to encourage action to meet that challenge.

West Virginia as a whole has fallen behind during every major economic change that has occurred throughout U.S. history. We cannot afford to be left behind again. The only way to prevent being left behind is to be sure West Virginia's children are prepared. And the only way to prepare West Virginia's children is to help them to develop their international competence—their ability to comprehend international issues and interact across national, cultural, and linguistic boundaries. The study of foreign languages is an essential part of this competence, and serves as the springboard for further cultural study. But achieving proficiency or fluency in a foreign language is not an end in itself; it is a primary means to the greater end of international competence.

In what year was your mother or father at the age you are now? Imagine what life was like for your parents when they were as old as you are now. What can you do now that they could not even dream of?

The purpose of this "thought" experiment is to demonstrate the accelerating pace of change in the world during the last few generations, and why we need international education to keep up with these changes.

# The Importance of International Education to West Virginia

**A**ccording to Harry Harding, Dean of the Elliott School of International Affairs at George Washington University, there are at least four broad reasons for the importance of international education: economic interdependence, social and cultural integration, national security, and human security (non-military dimensions of security such as transnational pollution and communicable diseases). All of these reasons are directly relevant to West Virginia, and any one of these reasons would be sufficient cause to study international issues; collectively, they present an irresistible case for promoting greater international understanding among West Virginia's students, educators, and citizens.

**Economic Interdependence.** To be competitive in the global marketplace, West Virginia must educate students and workers who understand these international connections and have the skills to establish new ones. Simply put, international education is good business for West Virginia. In 2001, West Virginia reported \$2.2 billion in foreign trade, to countries as geographically and culturally diverse as Brazil, China, Italy, and Japan. International investment in West Virginia, representing more than 75 different



companies, is currently responsible for more than 30,000 jobs. West Virginia operates trade offices in Japan and Germany, and sponsors approximately six trade missions each year to long-time trading partners and to new and emerging markets.

**Social and Cultural Integration.** The world is coming to West Virginia, and we must be ready to embrace visitors and immigrants alike. More than 2,000 international students come to West Virginia each year to study in our colleges and universities. More than 500 West Virginia students and dozens of educators participate in study abroad and research programs countries around the world each year. There is a growing migrant population in some regions of West Virginia, particularly the eastern panhandle. West Virginia churches and community-based organizations have created numerous international linkages through their outreach efforts. U.S. Secretary of State Colin Powell calls these exchanges and interactions "person-to-person diplomacy," and many West Virginians engage in this important work every day. The Center for International Understanding (CIU) at Bluefield State College provides an excellent example of "person-

*ABOVE: Aerial view of Hong Kong, a major center of international economic activity*



# The Importance of International Education to West Virginia

to-person diplomacy". Started by 2002 Cyrus R. Vance winner Dr. Sudhakar Jamkhandi, the CIU exposes representatives of developing markets to models of democratic institutions and the rule of law by introducing them to members of their counterpart classes in West Virginia. These interactions help foster new trade relations and enhance understanding and acceptance. Learning to speak foreign languages and to understand foreign cultures are keys to successful diplomacy and to building new relationships between people and nations.

**National Security.** Today, national security depends not only on military force and technology, but also on linguistic and cultural knowledge. In fact, such knowledge of other countries and their cultures may help to prevent or minimize conflict in the future. West Virginia is a very patriotic state, with a deeply rooted belief in service to the nation, particularly in times of war. In World War II, Korea, and Vietnam, West Virginia had one of the highest participation rates among all 50 states. Nearly 7,000 West Virginians have given their lives in military service. Cyrus R. Vance, Secretary of State during the Carter Administration, is an extraordinary example of a West Virginian who believed



in service to his country, and who exercised his knowledge of international issues to make the world a more secure and peaceful place.

**Human security.** As a member of the international community, West Virginia must do its part to protect human security and fight the spread of threats to that security, such as pollution and disease. Education is a powerful tool and strategy in that fight. Pollution and disease do not recognize national borders. Greenhouse gases do not need a passport to enter a country, and AIDS does not need a visa. Whatever their causes, these problems are truly global in scope, and even in their beautiful "home among the hills," West Virginians are not immune from their effects.

*ABOVE: Clarksburg native Cyrus R. Vance, Secretary of State during the Carter Administration--an extraordinary example of a West Virginian who believed in service to his country, and who exercised his knowledge of international issues to make the world a more secure and peaceful place.*

# The Current Context for International Education in West Virginia

**Melodie O’Hanlon, an English teacher at Berkeley Springs High School,** crystallizes the issue well when she says, *“Knowing that we live in a global society, we must educate our children to become global citizens. Unfortunately, the human tendency is to fear that which is different, and all too often those with differing cultures are feared and hated and even used as scapegoats. This leads only to an imperfect understanding of the issues at work in our society and, therefore, a paradigm in which solutions are doomed to fail because of misunderstood variables. Understanding the true economic, social, and political forces at work in the world - not fallaciously attacking people and cultures - is essential in solving problems on a local and global level. If we do not engage in multicultural education in a variety of ways, at risk is, first, our ability to educate all children, as students who are different (in any way) are harassed and intimidated; and, second, our ability as a nation to contribute to the world in a positive way.”*

In general, West Virginia has not placed a high priority on international education, and the historic lack of attention to this important aspect of education policy places West Virginia in a difficult position for the future. There are, however, specific steps the state has taken to address this issue. The following section provides an overview of the current environment for international education within West Virginia.

**Demographics.** West Virginia faces significant challenges in the area of international education. According to 2000 U.S. Census data, only 1.1% of our population is foreign born and only 2.7% speak a language other than English at home. These statistics reflect the relative homogeneity of our state, and the lack of a strong demographic impetus for international language and cultural study. This homogeneity places West Virginia at a comparative disadvantage in an increasingly global economy, where cultural and linguistic fluency are important predictors of economic growth.

**World Cultures Education.** The study of world cultures encompasses the study of languages, history, politics, economics, and geography. World cultures is the curriculum area where students are most likely to learn about other cultures and societies. Currently, Policy 2510 requires students to have three credits of social studies in order

# The Current Context for International Education in West Virginia

to graduate from high school. Of these three credits, one must be World Studies to 1900 and another must be a course on the 20<sup>th</sup> and 21<sup>st</sup> Centuries. Beginning in the 2004-2005 academic year, students must have four credits of social studies (including one credit in World Studies to 1900 and another from a course on the 20<sup>th</sup> and 21<sup>st</sup> Centuries) in order to graduate.

In 2001, the West Virginia State Board of Education also revised its instructional goals and objectives (now known as content standards). These content standards stipulate what must be taught in each core subject area at each grade level. The introduction to Policy 2520, which outlines all new instructional goals and objectives, states: “[Social studies] investigates where people live and how they participate as citizens. It manifests how they change, prosper, and live in an increasingly culturally diverse, interconnected world.”

**Foreign Language Education.** According to data from the West Virginia Department of Education, enrollment of high school students in foreign languages is trending downward. During the 1996-97 academic year, 30.4% of students in grades 9-12 were enrolled in a foreign language course. That

percentage has dropped each year since, reaching 28.0% in the 2001-02 academic year. This compares very unfavorably with the national foreign language enrollment average for high school students, which stood at 51.9% in 2001-02.



In Ohio County, which has the state’s highest percentage of its students in grades 9-12 enrolled in foreign languages, the number is only 41.6%, well below half of the total high school student population, and a full ten percent below the national

average. Among West Virginia counties, McDowell County ranked last with only 9.8% of its high school students enrolled in foreign language courses. Much of the foreign language instruction available in McDowell County is made possible by the innovative use of distance learning programs through the June Harless Center at Marshall University. Clearly, the use of technology is crucial to meeting the international education needs of students throughout West Virginia.

West Virginia State Board of Education policy on foreign language education is included as part of Policy 2510. Effective in fall 2002, Policy 2510 requires that foreign languages must be offered in grades 7 and 8. Beginning in July 2004, this policy also

*ABOVE: McDowell County in southern West Virginia, where the use of technology is crucial to meeting international education needs.*

# The Current Context for International Education in West Virginia

requires at least two years of foreign languages—and at least three years of one language—must be offered in grades 9-12. Policy 2510 also encourages, but does not mandate, the study of foreign languages in grades K-6. In terms of West Virginia high school graduation requirements, students in grades 9-12 who are in the “professional pathway” will be required to complete two years of one foreign language beginning in July 2004. Students in other “pathways” will be “encouraged” to take two years of the same foreign language.

**Higher Education.** At West Virginia’s colleges and universities, enrollment and course offerings in foreign languages are problematic. According to data from the West Virginia Higher Education Policy Commission, during the 2001-02 academic year there were a total of 7,125 students enrolled in 359 foreign language courses at West Virginia’s public institutions of higher education. More than half of the students and courses are at West Virginia University, with Marshall University a distant second, and even these schools are losing ground in the face of increasing budget cuts. For example, West Virginia University recently decided to cut its Russian program to only two years,



although Russian is considered one of the languages critical to national security. Dr. Marilyn Bendena, a foreign language professor at WVU, laments, “Several students currently in the first or second year of study wish to go on to the [Russian] major and are very frustrated. A few have announced that they will go elsewhere to study Russian.” Among all of West Virginia’s colleges and universities—public and private—there were only 73 foreign language degrees awarded in 2001-02.

**International Education Initiatives.** The “WV Connections” initiative is the latest effort from the West Virginia Department of Education to provide students and teachers throughout the state with quality educational resources for supporting English as a Second Language (ESL) programs, cultural exchanges, and multicultural education in West Virginia. This initiative will help bridge linguistic and cultural differences for all West Virginia students by providing access to policy, demographics, and professional development resources.

West Virginia is also home to one of the nation’s most respected higher education consortia on international studies: FACDIS,

*ABOVE: Trunk Bay, Island of St. John, U.S. Virgin Islands—a Caribbean island with a topography and economy similar to West Virginia’s. While the official language of St. John is English, in reality, natives actually speak a creole dialect, with influences from Denmark, France, and Africa.*

# The Current Context for International Education in West Virginia

or Faculty and Course Development in International Studies. Since 1980, FACDIS has been promoting international education in West Virginia's colleges and universities. Each year, FACDIS provides professional development and technical assistance to more than 400 faculty at 20 colleges and universities who wish to increase the international content in their courses.

FACDIS also conducts annual workshops and summer institutes in international studies, operates a free loan program for international-related audio-visual materials, awards faculty travel grants, and sponsors the John A. Maxwell Scholar-Diplomat Program in Washington, D.C. Honored by TIAA-CREF and the American Association of State Colleges and Universities for its quality, FACDIS was also the inaugural winner of the Cyrus R. Vance Award in West Virginia.

To raise awareness of the importance of international education, in 2001 the Office of the Secretary of Education and the Arts created the Cyrus R. Vance Award to bring



statewide recognition to a West Virginia educator or educational organization, either at the K-12 or post-secondary level, which best exemplifies Mr. Vance's dedication to international peace and best promotes student understanding of international affairs. Mr. Vance, whose distinguished career as diplomat, peacekeeper, and public servant spanned five decades, was a native of West Virginia.

As the call for nominations for the 2002 Vance Award states: "As the trend toward

globalization accelerates, and political and economic systems change accordingly, West Virginia needs to increase the international and intercultural awareness of its citizens. The Secretary of Education and the Arts recognizes the signal importance of increasing student understanding of foreign cultures, languages, and America's role in international affairs. By increasing this understanding, students will be better prepared to celebrate social diversity and to compete in a global economy."

*ABOVE: The 2003 Cyrus R Vance Award, a bent neck decanter custom-made by Blenko Glass in Milton, WV. The bent-neck decanter was originally conceived by Blenko designer Winslow Anderson in the late 1940's, and won the Museum of Modern Art's Good Design Award in 1950.*

# Commission Recommendations

**The Challenge:** The current environment for international education within West Virginia can best be summarized as “challenging.” West Virginia is a comparatively homogeneous state, with very limited international education in grades K-6, below-average high school student enrollments in foreign languages, and low foreign language enrollments in postsecondary education. However, West Virginia is also home to the innovative “WV Connections” initiative, the nationally renowned FACDIS program, and the Cyrus R. Vance Award. Most recently, the creation of the West Virginia Commission on International Education has been a major step in the right direction. Because of the urgency and complexity of the international education issue, the initial report of this Commission is only the beginning of what needs to be an ongoing, statewide conversation about the most effective and cost-efficient policies and strategies for promoting international education opportunities throughout West Virginia.

The structure of this report’s recommendations is based on two national policy reports. The first report is from NAFSA Association of International Educators and the Alliance for International Educational and Cultural Exchange. The second report is from the American Council on Education Center for Institutional and International Initiatives. Both reports make recommendations concerning what changes are necessary in international education policy to ensure that the United States properly educates a diverse pool of students who are prepared to meet the evolving domestic and international needs of the United States.

A synthesis of these two reports results in four primary strategy areas for promoting global/international competence in the state of West Virginia, and the subsequent policy recommendations are arranged according to these areas:

- Increasing Academic, Citizen, and Community-Based International Awareness and Exchanges
- Promoting Greater Use of Technology to Share Information
- Strengthening Foreign Language, Cultural/Area Studies, and International Business Expertise
- Enhancing Institutional Linkages

# Commission Recommendations

## **Recommendations for Increasing Academic, Citizen, and Community-Based International Awareness and Exchanges:**

- Implement a “West Virginians in the Global Community” Speaker Series at K-12 schools. Speakers for elementary and middle schools should place emphasis on foreign language and culture. Speakers for high schools should place emphasis on international career opportunities and issues.
- Document segments of presentations through video and digital filming and interviews for promotional film and newsletter.
- Compile data of study abroad and international student enrollment (K-12 and Higher Education) in West Virginia and compare to national or other states enrollment.
- Promote international exchange of students, teachers, educators, researchers and others through international business internships and exchanges and coordination of activities between local communities and guests from other countries.
- Establish a clearinghouse to effectively disseminate information about the international events already taking place throughout the year in West Virginia, including international/multicultural

festivals, the West Virginia International Film Festival, trade shows, and academic conferences.

## **Recommendations for Promoting the Use of Technology to Share Information:**

- A comprehensive website should be created to serve as a clearinghouse to serve the general public regarding international affairs in West Virginia. The website would be updated regularly and might include the following components: calendar of events; list of international resources in K-12 and Higher Education, by institution (e.g., the International Baccalaureate program at South Charleston High School); the text of the International Newsletter; course syllabi with international content from various schools and colleges; a directory of international businesses (e.g., FCX Systems, Inc.), government offices (e.g., West Virginia Export Council, the International Division of the Development Office), restaurants, and shops; a list of Modern Foreign Languages and International Studies departments at universities; a list of people who have international skills and interests.
- Publish a quarterly multi-sector international newsletter for statewide distribution. The newsletter would in-

# Commission Recommendations

clude the following: business opportunities, immigration issues, international courses and study abroad opportunities, international initiatives at K-12 schools, photos, calendar of events, and student and community submissions of articles on international issues. Several newsletters of international interest already exist for specific audiences, such as WV Export Council Newsletter, FACDIS Newsletter, and WV State College *Le Journal* newsletter.

- Produce a promotional film documentary, “West Virginians in the Global Community,” that would consist of interviews, events, festivals, international business opportunities, and immigrant experiences. Interviewees who speak a foreign language fluently should interview in that language with English subtitles. Two versions of the documentary may be produced: 25-minute and 60-minute versions. The documentary could be distributed to West Virginia libraries and schools, and aired on West Virginia Public Television and the West Virginia Library Commission Channel.
  - Offer outreach courses to add a foreign language endorsement for current teachers. These courses could be offered via videoconferencing, West Virginia Public Broadcasting, the West Virginia Library Commission Channel, and other distance learning outlets.
- Recommendations for Strengthening Foreign Languages, Cultural/Area Studies, and International Business Expertise:**
- Promote the study of foreign languages by establishing a K-12 curriculum that is available to all students.
  - Align the K-12 and higher education curriculum through such initiatives as enhancing the status of higher-level courses (e.g., Advanced Placement, dual credit, honors, International Baccalaureate).
  - Encourage study of less commonly taught languages (e.g., Arabic, Chinese, Japanese, Latin, Russian) and their cultures by providing financial and personal resources to implement such programs in West Virginia public schools and higher education institutions.
  - Develop programs and incentives to attract and retain high-quality teachers in foreign languages and social studies.
  - Provide timely, relevant, research-based professional development for in-service teachers to help them integrate international education into their curriculum.
  - Promote teacher exchanges to meet



# Commission Recommendations

educational demands and enhance curriculum in various subject areas.

- Review and revise West Virginia State Code and associated policies, as needed, to accomplish goals of strengthening the study of foreign languages.
- Review and revise, as necessary, content standards in social studies and other subjects to ensure international/global materials and perspectives are addressed.
- Incorporate international materials (books, magazines, videos) into other academic disciplines (e.g., mathematics, science, English).
- Develop a Masters Degree program that would integrate foreign language, area studies and international business.
- Create internships throughout state government and the business sector to provide hands-on international experience for students and educators.
- Establish a Governor's School for International Studies, modeled on the existing West Virginia Governor's schools, to provide an intensive, residential, academic enrichment summer experience that focuses on world cultures and languages for high school students.

## **Recommendations for Enhancing Institutional Linkages:**

- Create a non-profit 501(c)(3) organization to coordinate West Virginia's long-term international education and outreach activities. This organization would be separate from government, business, and academe, but in close communication with all three sectors to advance an international education agenda.
- Establish an Interagency International Coordinating Team. Each state government agency should designate an international liaison to serve as a member of this coordinating committee. This committee would meet regularly to discuss international issues and to coordinate international outreach and activities of their respective state agencies. This committee would advise and report on a regular basis to the Commission on International Education during the course of its future deliberations.
- Increase links between K-12 and higher education. All pre-service teachers in foreign languages and social studies should spend more time in the elementary and secondary classrooms during their university experience. This time should be spent observing and teaching small units as is being done in the Professional Development Schools.

# Toward an International Education Policy

As evidenced by programs such as FACDIS and the CIU, there are West Virginians striving to prepare students for a diverse and increasingly interdependent world. Yet there is still much to be done. West Virginia can do little to change the fact that we are not a demographically diverse state. The government and the people of this state can, however, determine what policies are implemented and how resources are allocated for international education. The Commission believes that the adoption of the above recommendations is the next necessary step to ensure that our schools produce students who possess “transnational competence,” a term suggested by Dr. Clark Egnor to capture the essence of the global awareness, language skills, and cultural knowledge that will define education in the 21<sup>st</sup> century. Only with a properly trained and informed population can West Virginia hope to compete and collaborate in today’s global society.



*Governor Bob Wise speaking with 2003 Cyrus R. Vance Award winner Dr. Sudhakar Jamkhandi.*



*L to R: Cabinet Secretary of Education and the Arts Kay Goodwin; Dr. Tulasi Joshi, 2004 Cyrus R. Vance Award winner and Professor of Geography at Fairmont State; and Deputy Secretary of Education and the Arts Jay Cole.*

# Appendix A

## **The Effects of Foreign Language Study on Basic Skills, Intelligence, and Achievement An Annotated Bibliography**

*Prepared by Deborah M. Harki.*

*Based on bibliography provided by Elizabeth L. Webb, West Virginia Department of Education, and the Georgia Department of Education*

Entries are listed beginning with the most recent.

**Caldas, S.J. and N. Boudreaux. (1999). Poverty, race and foreign language immersion: Predictors of math and English language arts performance. *Language Learning*, 41, 413-429;**  
**Thomas, W.P., V.P. Collier and M. Abbott. (1993). Academic achievement through Japanese, Spanish, or French, *Modern Language Journal*, 77, 170-180;**  
**Hakuta, K. (1986). *Mirror of Language*. New York: Basic Books.**

These three studies correlate bilingual proficiency with higher scores on standardized tests and tests of both verbal and nonverbal intelligence.

**Dumas, L.S. (1999). Learning a Second Language: Exposing Your Child to a New World of Words Boosts Her Brainpower, Vocabulary, and Self-Esteem. *Child*, February, 72, 74, 76-77.**

A Louisiana study showed that **third-, fourth-, and fifth- grade** students who studied French for thirty minutes per day achieved **significantly higher scores** on the 1985 Basic Skills Language Arts Test than did a similar group of non-participants (Rafferty 1986).

This study consisted of 13, 200 students. Results indicated that regardless of race, gender or academic level, students taking foreign language classes did better in the English section of the Louisiana Basic Skills Test than those who did not.

**Speaking in Tongues. (1998). *Kid's Sense*, 42. Arkansas Children's Hospital.**

This brief article emphasizes the importance of early second language learning. Advantages include improved reading and writing skills, stronger vocabulary, and an increase in mathematical and problem solving skills. Information synthesis also increased with exposure to foreign language study.

**Marcos, K.M. (1998). Learning a Second Language: What Parents Need to Know. *National PTA Magazine*, August/September, 32-33.**

In a summary of research on early second language learning, Marcos concluded that learning a second language in elementary school usually enhances a child's ability in English. Additionally, students benefited in terms of ability to communicate, cognitive development, cultural awareness and future job opportunities.

**Saunders, C.M. (1998). The Effect of the Study of a Foreign Language in the Elementary School on Scores on the Iowa Test of Basic Skills and an Analysis of Student-participant Attitudes and Abilities. Unpublished dissertation, University of Georgia.**

# Appendix A

The author compared the performance of third grade students enrolled in the Georgia Elementary School Foreign Language Model [ESFL] program with fourth grade students who had not received any foreign language instruction. The ESFL students had received four years of instruction, five days each week for thirty minutes per day. The younger, foreign language students scored significantly higher on the Math portion of the Iowa test than had the fourth graders. The ESFL students also performed better on the Reading portion, but the difference was not statistically significant.

**Armstrong, P.W. and J.D. Rogers. (1997). Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math and Language Arts. Learning Languages, Spring, 20-31.**

This carefully constructed study demonstrated that third graders who were taught Spanish for thirty minutes, three times per week showed statistically significant gains in their Metropolitan Achievement Test scores in the areas of math and language after only one semester of study. This study verifies two earlier studies that showed there is no sacrifice of basic skills when time was given to learning a new language. Instruction either had no detrimental effect on basic skills or a positive effect on students' achievement in basic skills areas. The results of this study are particularly interesting since one class of students in the experimental group had actually received one and one half fewer hours of math instruction per week, yet still outperformed the students in the control classes in math.

**Curtain, H. and C. A. B. Pesola. (1994). Languages and Children: Making the Match: Foreign Language Instruction for An Early Start Grades K-8. Longman: New York.**

Regarded as the authoritative text on early foreign language instruction, the introduction provides a broad overview of the benefits of early second language study. The authors list immediate benefits as: greater academic achievement in other areas of study including reading, social studies, and mathematics. They also summarize studies concerned with the relationship of language learning to English skills and mathematics: "The evidence is consistent: There was no sacrifice of basic skills when time was given to learning a new language" (7).

**Fitzgerald, Jill. (1994). Crossing Boundaries: What Do Second Language Learning Theories Say to Reading and Writing Teachers of English as a Second Language Learners? Reading Horizons, 34, 339-355.**

Fitzgerald's research point out that both languages [the first and second languages] share a common set of proficiencies which transfer from one language to the other.

**Robinson, D.W. (1992). The Cognitive, Academic and Attitudinal Benefits of Early Language Learning. In Met, Myriam, ed. Critical Issues in Early Language Learning. White Plains, NY: Longman.**

From the 1960s through the 1990s, approximately 12 dozen studies were conducted on the relationship between learning a second lan-

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guage early in life and cognitive ability. D.W. Robinson concluded that, “the picture that emerges is. . . a youngster whose experience with two language systems seems to have left him or her with a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities.” The studies also demonstrated that children who have studied a foreign language perform better on standardized tests and tests of basic skills in English, math and social studies.

**Garfinkel, A., and K. Tabor. (1991). Elementary school foreign languages and English reading achievement: A new view of the relationship. *Foreign Language Annals*. 24, 5.**

These authors also found that children in elementary foreign language programs outperformed their monolingual peers in acquisition of basic skills.

**Bamford, K.W. and D.T. Mizokawa. (1991). Additive-bilingual (immersion) education: Cognitive and language development. *Language Learning*, 41, 413-429.**

This study indicates that individuals who learn a second language are more creative and better at solving complex problems than those who do not.

**Davis-Wiley, Patricia. (1989). FLES AND READING: Does Exposure to a Foreign Language in the Early grades Really Make a Difference? *Echo*, Fall, 14-15.**

The study, conducted by Patricia Davis Wiley, Associate Professor of Curriculum and Instruc-

tion at University of Tennessee-Knoxville, consisted of 546 third-grade students who were in an elementary foreign language program and 905 control students chosen from 9 elementary schools with similar socio-economic status levels. Foreign language students achieved overall gains on the SAT test (Forms E and F) greater than the overall gain for the entire school district. Reading Comprehension subtests reflected the greatest growth. The FLES students “lost” 60 minutes weekly of traditional English Language Arts instruction but did not appear to be negatively affected as evidenced by SAT test scores.

**Genesee, F. (1987). *Learning Through Two Languages*, Cambridge, MA: Newbury House; Swain, M., (1981). Early French Immersion Later On, *Journal of Multicultural Development* 2 (1), 1-23; Barik, H.C. and M. Swain (1975). *Bilingual Education Project: Evaluation of the 1974-75 French Immersion Program in Grades 2-4*, Ottawa Board of Education and Carleton Board of Education, Toronto: Ontario Institute of Studies in education. ERIC Document Reproduction Service No. 121 056.**

Results from these three projects all suggest that second language study helps enhance English and other academic skills.

**Masciantonio, R. (1977). *Tangible Benefits of the Study of Latin: A Review of Research*.**

Latin instruction in the elementary grades has shown significant and dramatic gains in standardized test performance in basic-skills areas. A study, nearly 20 years later, in Kansas City’s

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Martin Luther King Middle School reaffirmed Masciantonio's earlier findings. King Middle School' test scores on the Iowa Test of Basic Skills and on the Missouri Mastery and Achievement Test showed dramatic increases.

**Lipton, G. (1969). To Read or Not To Read: An Experiment on the FLES Level, Foreign Language Annals 3, 241-46:**  
**Masciantonio, R. (1977) [previously cited]:**  
**McCraig, R. (1988). The Effect of the Elementary Foreign Language Program on Aspects of Elementary Education: A Longitudinal Study, Ferndale Michigan, Ferndale Michigan Public Schools:**  
**Raferty, E. ((1986). Second Language Study and Basic Skills in Louisiana, Baton Rouge, LA, Louisiana Department of Education.**

Research from the four authors listed above concur that children who have studied a foreign language in elementary school achieve expected gains and even have higher scores on standardized achievement tests in reading, language arts, and mathematics than those who have not.

**Foster, K. and C. Reeves (1989). FLES Improves Cognitive Skills, FLESNEWS, 4, 5:**  
**Landry, R. (1974). A Comparison of Second Language Learners and Monolinguals on Divergent Thinking Tasks at the Elementary School Level. Modern Language Journal 58, 10-15:**  
**Rafferty, E. [previously cited] (1986).**



The studies of Foster and Reeves, Landry, and Rafferty indicate that children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills.

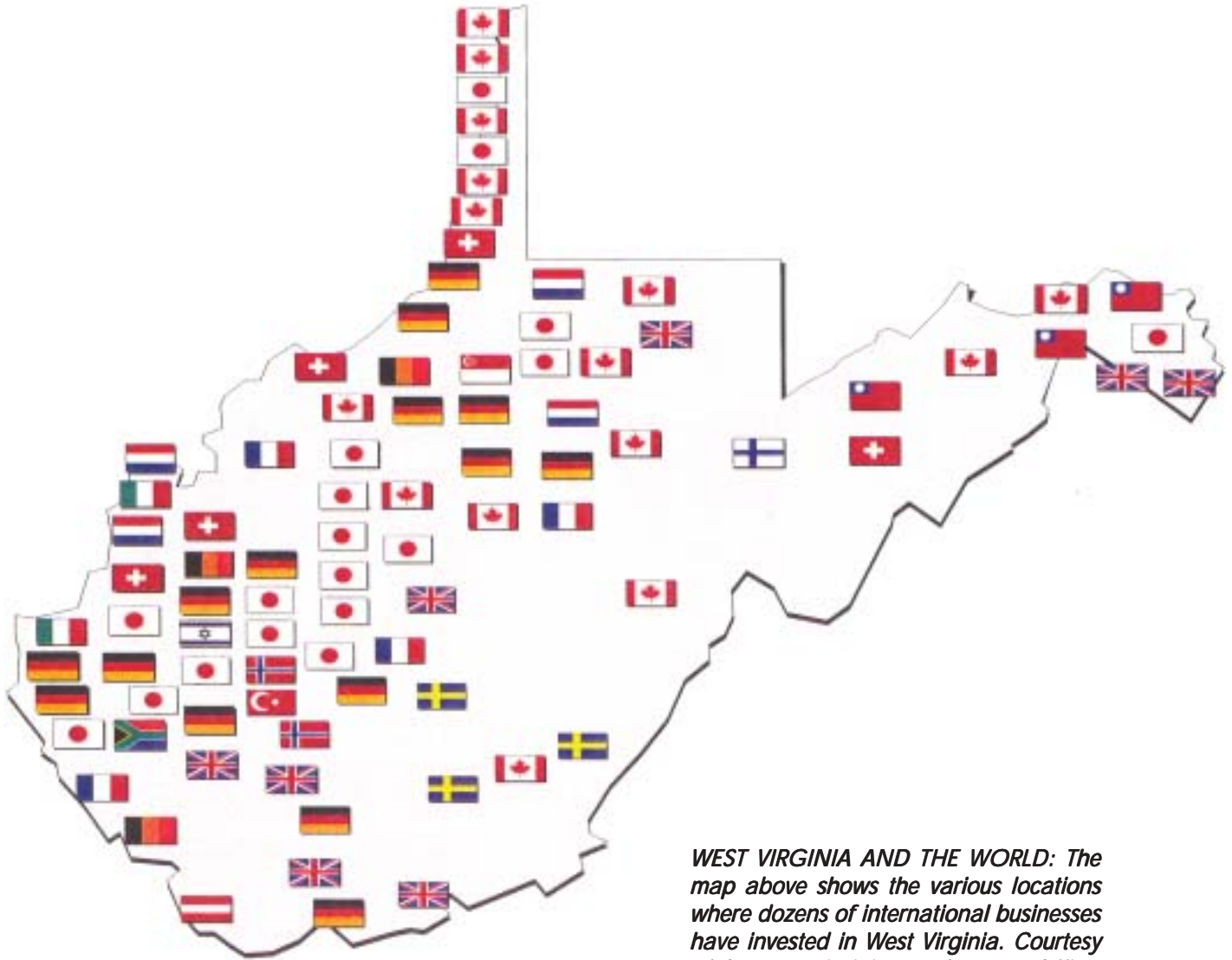
**Donoghue, M. R. (1968). Foreign Languages and The Elementary School Child,**

**Dubuque, IA: William C. Brown.**

Summarizing research done in the 1960s, which was concerned with the relationship of second language learning to skills acquisition in English language and mathematics, the author stated that these basic skills areas did not suffer when time was given to learning a new language.

*ABOVE: Tokyo, Japan, one of the many international locations where West Virginia is engaged in trade.*

# Appendix B



*WEST VIRGINIA AND THE WORLD: The map above shows the various locations where dozens of international businesses have invested in West Virginia. Courtesy of the West Virginia Development Office.*

The Office of the Secretary of Education and the Arts provided staff for the West Virginia Commission on International Education. For more information about the Commission or to request additional copies of this report, please contact the Office of the Secretary at 304.558.2440.

Layout and design by Josh Saul.

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Cover Photo: A view of the African continent and the island of Madagascar from space. Home to more than 900 million people and almost 1,500 languages, Africa represents a new cultural, economic, and linguistic frontier for American students and businesses.