ABSTRACT

LANGUAGE LEARNINGS OF OVERSEAS-EXPERIENCED AMERICAN TEENAGERS

By

Mary Catherine Rainey

The study describes the factors related to claims of learning foreign languages and self-reported proficiency ratings in reading and speaking those languages among a research population of American undergraduates who resided overseas for one or more years during secondary school. The intent of the research is to begin to construct a theory of socialization related to the learning of foreign languages among minor dependents who are undergoing their primary socialization as members of the "third culture" while residing in overseas settings. A second purpose is to find out to what extent the American child raised overseas might constitute a resource which if encouraged could provide his society with skilled cultural mediators.

Language learnings were hypothesized to vary depending upon area of residence, sponsorship of parents, sex and length of stay. Language learnings were measured using self-reported claims of the subjects, gathered with related

data in two questionnaires. The findings indicated that among the overseas dependents who comprised the research population:

1) Residence is strongly predictive of which languages are learned; it is an important factor in predicting proficiency in speaking Spanish, and is suggestive of proficiency in speaking French and German.

2) Sponsorship of parents suggests the languages learned and proficiency in speaking. Department of Defense dependents may be less proficient in speaking, while missionary and business children may claim higher ratings in speaking. Missionary dependents appear more likely to learn languages in addition to French, Spanish and German.

3) Gender roles are strongly predictive of language learnings. Both among residents and non-residents, more females than males learn French; females have higher proficiency ratings. Among resident speakers of German, males are more proficient - a gender role pattern thought to be representative of Department of Defense dependents.

4) Among the residents in one country only, length of stay may be predictive of learning local languages.

Other factors suggestive of language learnings were sponsorship of overseas secondary school, overall grade point average in secondary school, intellectual self-concept, language of instruction, the writing of a language in the Latin alphabet and studying foreign languages in college.

LANGUAGE LEARNINGS OF OVERSEAS-EXPERIENCED AMERICAN TEENAGERS

By

Mary Catherine Rainey

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Social and Philosophical
Foundations of Education

1971

Copyright by
MARY CATHERINE RAINEY
1971

To My Parents

ACKNOWLEDGEMENTS

I am indebted to faculty, family members and good friends for seeing me through the years it took to complete this research. Dr. Ruth Useem recruited me as her research assistant, introduced me to her academic family and conducted a constant dialogue out of which has come my general methodological orientation as well as the theoritical design of this study. I owe a deep personal and intellectual debt to Dr. Useem. Dr. Cole Brembeck acted as chairman and course work advisor through masters and doctoral degrees and is held in regard as a warm friend. Doctor Ted Ward shared his enthusiasm in building an information file on overseas schools and offerred a needed methodological challenge. Dr. Byron VanRoekel as committee member lent his precision of expression.

My brother, James Rainey, spent long hours editing this manuscript. His continuous encouragement and that to my parents, Dr. and Mrs. Clarence Rainey are particularly appreciated.

A close friend, Mrs. Rosemary Covert is thanked for the weekends and nights she spent working on tables and statistics. Dr. Ullery kindly allowed the use of his calculator after hours.

A debt is acknowledged to Drs. Tom Gleason and Frank Krajewski who mailed and collected the questionnaires for this

study. Also thanked are Wilma Hahn, secretary to Dr. Useem, who made suggestions and assisted with regard to technical logistics, Dick Joyce, for the time he volunteered in advising on the analysis and Mrs. Masuma Downie who worked on tables.

TABLE OF CONTENTS

Page

CHAPTER I - Introduction..... 1
Nature of the Research..... 1
Description of the Population of Overseas..... 2
Dependent Children
Identification of Census Data Related to..... 3
Language Learnings
Statistical Overview and Review of Related..... 5
Literature
Sponsorship of Parents..... 5
Area of Residence..... 10
Length of Stay..... 12
Birthplace of Parents..... 14
Summary..... 16
Language Learning as Socialization in the..... 18
Third Culture
Socialization and Third Culture Theory..... 18
Third Culture Gender Roles and Language..... 20
Learnings
Academic Achievement and Language..... 21
Learnings
Methodology..... 22
Limitations of the Research as Descriptive..... 22
and Exploratory
Statistical Treatment of the Data..... 23
Research Instruments..... 23
Two Questionnaires..... 23
In-depth Interviews..... 25
The Research Population..... 26
Categories of Analysis..... 27
Collection of Data..... 28
Statistics on Questionnaires..... 29
CHAPTER II - Characteristics of the Research Population.. 31
The Population..... 31
Sponsorship of Parents and Sex..... 31
Type of Overseas School in Which Last Enrolled..... 32
Place of Residence..... 39
Age When Overseas, Length of Stay and..... 44
Number of Regions Where Resident

Page

CHAPTER III - Overview of Languages Learned..... 49
Introduction..... 49
Description of Languages Learned..... 49
Comparison of Overseas Dependents and Foreign..... 52
Language Students in the Public High Schools in the United States
Classification of Research Population by..... 53
by Languages Known
Discussion of Those in the Category "English Onlys".. 56
Department of Defense Sponsorship and..... 56
Overall Grade Point Average in Secondary School
Missionary Sponsorship and Status of..... 57
English Where Resident
Overall Grade Point Average in Secondary..... 59
School and Attendence at the American Community School of Beirut
Summary of "English Onlys"..... 60
CHAPTER IV - Spanish Learners..... 62
Introduction..... 62
Spanish Speakers..... 62
Definition of Spanish Speakers..... 62
Area of Residence and Ability to..... 63
Speak Spanish
Area of Residence and Self-Reported..... 71
Proficiency Ratings in Speaking Spanish
Overall Grade Point Average in Secondary..... 72
School and Self-Reported Proficiency Ratings in Speaking Spanish
Gender Role Differences..... 72
Sponsorship of Parents and Ability to..... 75
Speak Spanish
Sponsorship of Parents and Self-Reported..... 76
Proficiency Ratings in Speaking Spanish among Resident-Spanish Speakers
Sponsorship of Schools Attended and Self-..... 77
Reported Proficiency Ratings in Speaking Spanish
Introduction..... 77
Department of Defense Schools..... 77
Correspondence Courses and..... 80
Missionary Schools
Community Schools..... 83
Summary of Spanish Speakers..... 86
Spanish Readers..... 87
Definition of Spanish Readers..... 87
Area of Residence and Self-Reported Proficiency. 88
Ratings in Reading Spanish
Language of Instruction in Secondary School..... 89
and Self-Reported Proficiency Ratings in Reading Spanish

Page

Gender Role Differences..... 89
Overall Grade Point Average in Secondary..... 92
School and Self-Reported Proficiency
Ratings in Reading Spanish
Spanish as an Area of Study and Self-Reported... 94
Proficiency Ratings in Reading Spanish
Summary of Spanish Readers and Comparison..... 95
with Spanish speakers
CHAPTER V - German Learners..... 96
Introduction..... 96
German Speakers..... 96
Definition of German Speakers..... 96
Area of Residence and Ability to Speak German... 97
Area of Residence and Self-Reported Pro-..... 98
ficiency Ratings in Speaking German
Sponsorship of Parents and Ability to Speak..... 101
German
Sponsorship of Parents and Self-Reported..... 104
Proficiency Ratings in Speaking German
Gender Role Differences..... 106
Length of Stay..... 111
School Sponsorship..... 112
Introduction..... 112
Department of Defense Schools..... 112
Correspondence Courses..... 115
Community and Company Schools in Asia..... 116
Proprietary and Non-United States Schools.. 116
Summary of German Speakers..... 122
German Readers..... 123
Definition of German Readers..... 123
Area of Residence and Self-Reported..... 124
Proficiency Ratings in Reading German
Language of Instruction in Secondary..... 125
School and Self-Reported Proficiency
Ratings in Reading German
Gender Role Differences..... 125
Overall Grade Point Average in Secondary..... 128
School and Self-Reported Proficiency Ratings
in Reading German
German as an Area of Study in College and..... 130
Self-Reported Proficiency Ratings in
Reading German
Summary of German Readers and Comparison..... 131
with German Speakers

Page

CHAPTER VI - French Learners..... 132
Introduction..... 132
French Speakers..... 132
Definition of French Speakers..... 132
Area of Residence and Ability to Speak French... 133
Area of Residence and Self-Reported..... 135
Proficiency Ratings in Speaking French
Overall Grade Point Average in Secondary..... 138
School and Self-Reported Proficiency
Ratings in Speaking French
Gender Role Differences..... 139
Sponsorship of Parents..... 144
Length of Stay..... 154
School Sponsorship..... 156
Introduction..... 156
School Sponsorship Hypotheses..... 156
School Sponsorship Findings..... 156
Introduction..... 158
Department of Defense Schools..... 160
Missionary Schools..... 164
Correspondence Courses..... 169
Community and Company Schools in Asia. 170
Community and Company Schools in Europe.... 174
and Latin America
Proprietary and Non-United States Schools.. 176
Summary of French Speakers..... 180
French Readers..... 183
Definition of French Readers..... 183
Area of Residence and Self-Reported Pro-..... 184
ficiency Ratings in Reading French
Language of Instruction in Secondary School..... 185
and Self-Reported Proficiency Ratings in
Reading French
Gender Role Differences..... 185
Overall Grade Point Average in Secondary School. 187
and Self-Reported Proficiency Ratings in
Reading French
French as an Area of Study and Self-Reported.... 189
Proficiency Ratings in Reading French
Summary of French Readers and Comparison..... 190
with French Speakers
CHAPTER VII - Learners of Additional Languages..... 192
Introduction..... 192
Speakers of "Additional Languages"..... 194
Definition of Speakers of Additional Languages.. 194
Speakers of Portuguese..... 194
Speakers of Italian..... 198

Page

Speakers of Additional European Languages..... 202
Speakers of Japanese..... 205
Speakers of African, American and Asian..... 207
Languages
Speakers of Near Eastern Languages..... 208
Sponsorship of Parents..... 210
Sposnorship and Portuguese..... 210
Sponsorship and Italian..... 211
Sponsorship and Additional European..... 211
Languages
Sponsorship of Japanese..... 212
Sponsorship of African, American and..... 212
Asian Languages
Sponsorship of Near Eastern Languages..... 213
Summary of Speakers of Additional Languages..... 214
Readers of Additional Languages..... 216
Definition of Readers of Additional Language.... 216
Additional Language Readers and School..... 217
Sponsorship
Summary of Readers of Additional Languages..... 222
and Comparison with Speakers
CHAPTER VIII - Summary and Implications..... 224
Introduction..... 224
Summary of Factors Affecting Language Learnings..... 224
Sponsorship of Parents..... 225
Length of Stay..... 227
Gender Role Differences..... 228
Sponsorship of Schools..... 229
Introduction..... 229
Department of Defense Schools..... 229
Missionary Schools..... 230
Correspondence Courses and No School..... 231
Enrollment
Community Schools in Asia..... 232
Community Schools in Latin America And..... 233
Europe
Proprietary and Non-United Sponsored..... 233
Schools
Language of Instruction..... 234
Area of Residence..... 235
Overall Grade Point Average in Secondary..... 236
School
Study of Language in College..... 236
Alphabets Other than the Latin Alphabet..... 237
Summary of Findings..... 237
Implications of the Research..... 240
Conditions which Influence Findings..... 240
Selection of Population..... 240
Use of Self-Reported Proficiency Ratings... 241
Policy Implications of the Research..... 241
Introduction..... 241
Recommendations..... 242

INTRODUCTION

Chapter I

Nature of the Research

This is an exploratory and descriptive study of the language learning achievements of American undergraduate students who grew up as teenage dependents outside the United States. Fishman has documented the situation of immigrants in America who continue to steadily lose their battle to retain their mother tongue against the pressure to assimilate to membership in their newly chosen monolingual homeland (Fishman 1966). Although we are currently in a time of increasing societal interdependence, when individuals in American society with non-English language skills are a rare and vital commodity, as a nation we have been unaware of the language talents of a new group of Americans who speak foreign languages, the overseas-experienced American teenager. We are ignorant of the cognitive and emotional processes he experiences when living as a member of one society in the physical setting of another. While childhood learnings lay foundations, the individual in later life may choose to forget or fight to maintain and develop non-English language skills. This study seeks to describe factors in the lives of 150 overseas-experienced American teenagers related to the

learning of non-English language skills.

Description of the Population of Overseas Dependent Children

In the last two decades more Americans have lived abroad than during any previous period since this group has been recorded by the United States Census. Its figures indicate a sharper rise than ever before with over 350,000 more Americans overseas in 1950 than in 1940. The increase reported during the following decade was even more dramatic, showing a rise of over 390,000 between 1950 and 1960. (See Table 1.)

TABLE 1

United States Population Abroad 1900-1960. (1) (2)

Year	Number
1900	91,219
1910	55,608
1920	117,238
1930	89,453
1940	118,933
1950	481,545
1960	1,372,066

Among all Americans abroad in 1960, the Census reports that 477,497 were less than twenty-four years old. The entire population of overseas dependent children from birth to age twenty-four are classified by the Census along several

dimensions which are related to language learning. The next section will describe the population in these categories; the significance of the three age categories with regard to learning languages is also discussed.

Identification of Census Data Related to Language Learnings

The focus of this research is on the language and related behavior of children who have lived as dependents for a minimum of one teen year overseas. Data on children prior to teen years are reported for two reasons. First, younger children may be part of the learning environment of the overseas adolescent. Second, while the Census cannot provide longitudinal data on teenaged dependents, the characteristics of life overseas as experienced by younger children gives a rough index of the earlier experiences of some of the adolescent youth.

The groupings chosen for reporting by the Census takers provide a division between those prior to school entrance, school-aged children prior to puberty, and dependents following puberty. The groupings are birth to under five years, five years to under fourteen and fourteen to 24. Unfortunately, there is no universal division of the dependent population by an age grouping which separates pre- and post-high school-aged students. (The categories of dependents of the Armed Forces and the Federal Civilians are grouped by those aged

fourteen to seventeen, but "Other Citizens" are grouped by those aged fourteen to 24.) Thus the category of fourteen to 24 year olds includes dependent wives as well as dependent children who are fourteen years old and older. Unless otherwise noted this category must be considered an overestimation.

Among other descriptive characteristics in the Census are organizational sponsorship of the parents, area of residence, and birthplace of parents. Minor dependents among the population abroad include children of Armed Forces personnel, of Federal Civilian employees and of "Other Citizens." The Census indicates that, "The segment of the overseas population classified as 'Other Citizens' includes those citizens of the United States not identified as belonging to any of the other two groupings. Included in the group, 'Other Citizens', are such persons as private businessmen, contract workers on military installations, employees of foreign governments and international organizations, and religious workers, students and teachers. (3)

The Census analyzers caution that the statistics for this group represent an undercount. They indicate that the Americans overseas in this group probably "never knew the Census was being conducted; some might have known but could not obtain a form; some may not have wished to cooperate as the Census for them was voluntary". (4)

Geographical area of residence is classified under six sub-divisions: Africa; Asia; Canada and Mexico; Europe and the USSR; America, except Canada and Mexico; and "Other" (areas).

Another descriptor utilized in this study is birthplace of parents. This characteristic may be viewed tentatively as an index of non-English-language-mother-tongue skills (ability to read, speak and/or understand first learned languages). Reports of this characteristic divide the population into those with both parents born in the United States and those with one or both parents born outside of the United States.

Statistical Overview and Review of Related Literature

Sponsorship of Parents

The 1960 Census of Americans overseas lists approximately 447,500 dependent children from birth through 24 as resident outside of the United States. As divided by the Census into sponsorship categories, 77 percent were children of Armed Forces personnel; six percent were dependents of Federal Civilians; and, sixteen percent were dependents of "Other Citizens." (See Table 2.)

TABLE 2

Number and Percentage Distribution of Overseas Dependent Children, from Birth to 24 by Sponsorship of Parents, April, 1960. (5)

Sponsorship of Parents	Number	Percentage
Total	447,497	100.0
Armed Forces Abroad	345,788	77.3
Federal Civilian Employees Abroad	26,760	6.0
"Other Citizens" Abroad (6)	74,949	16.7

The sponsorship of the parents is defined for purposes of this study as the organization which employs the head of the household overseas. It is chosen as an indicator of languages learned for two reasons. First, earlier research on minor dependents overseas by Gleason (1969) and Krajewski (1969) found that dependents differed along this dimension in their academic and social adjustments and worldmindedness. Secondly, data from the Census show that languages learned by those under 24 differ among members of different sponsorship groups. (See Table 3.)

TABLE 3

Number and Percentage Distribution of Reported Ability to Speak the Local Language Other than English of Fourteen to 24 Year Old American Dependents Overseas by Area of Residence and by Sponsorship of Parents, April 1, 1960. (7)

Area of Residence of Those Reporting Ability to Speak Local Language, if Other than English	Fourteen to 24 Year Old Dependents of Armed Forces and Federal Civilian Personnel and "Other Citizens"			
	All Citizens Abroad	Armed Forces Abroad	Federal Civilian Employees Abroad	"Other Citizens" Abroad
ALL AREAS	31,976	14,844	3,046	14,086
Speaks Local Language	14,990	3,296	1,592	10,102
Percent	(46)	(22)	(52)	(72)
ASIA	6,808	3,020	1,058	2,730
Speaks Local Language	2,212	306	382	1,524
Percent	(32)	(10)	(36)	(56)
AFRICA	1,300	528	156	616
Speaks Local Language	498	74	72	352
Percent	(38)	(14)	(46)	(57)
EUROPE & USSR	16,860	10,176	1,148	5,536
Speaks Local Language	7,870	2,726	700	4,444
Percent	(47)	(27)	(61)	(80)
CANADA & MEXICO	2,186	302	80	1,804
Speaks Local Language	1,542	52	46	1,444
Percent	(70)	(17)	(58)	(80)
AMERICA (except CANADA & MEXICO)	3,280	210	420	2,650
Speaks Local Language	2,674	114	362	2,198
Percent	(82)	(54)	(86)	(83)
OTHER	1,542	608	184	750
Speaks Local Language	194	24	30	140
Percent	(13)	(4)	(16)	(19)

Those in the "Other Citizen" category utilized by the Census include, among others, dependents of businessmen and missionaries. Business children are among those attending the American School in Mexico City. Patterson (1960) compared Mexican and American children attending that school on measures of academic ability, achievement, personal and social adjustment, and educational and vocational aspirations. Subjects were included only if both parents were United States citizens or both Mexican citizens. Patterson found that American students scored higher on measures of academic ability, and that this difference was related essentially to English language proficiency. American students were also better adjusted socially to the bi-cultural setting. The two groups did not differ in the area of personal adjustment, satisfaction with their school, participation in student activities and vocational choices. The study did not describe the foreign language learnings of American students.

While no articles or studies of missionary dependents have focused specifically on the learning of foreign languages, some do mention foreign language learnings and suggest hypotheses through anecdotal reports.

Enns (1954), writing about missionary children in an African setting, observes that most children learn a tribal language simultaneously with English. She writes that the cultural surroundings in the Belgian Congo allow dependents

to grow up as tri-linguals, speaking Bantu, French and English. Enns based her findings on 59 responses to a questionnaire sent to missionary dependents who attended the Central School in the Congo. She reports that fifty percent claimed to have learned Bantu through their close relationship with native children who were their playmates.

In 1957, two missionary parents stationed in Indonesia, writing an account about the raising of children overseas, stated that dependents learned the local language very quickly and broke-down barriers between missionaries and Indonesians (Stewart 1957).

A researcher, Clara Orr, who through her work at the Missionary Research Library had an overview of the education of missionary children throughout the world, commented on factors related to the language learnings of missionary dependents in two articles written in 1959 and 1960. Preschool children, she notes, who use the language of servants have had trouble in learning English when home on furlough. But most emerge, she continues, as bi- and tri-linguals (Orr 1959). In her second article, she describes a pattern of education among missionary dependents where 75 to 95 percent attend local schools during early elementary grades (Orr 1960). These schools most often teach in the local language and may account, in part, for the fluency in the local language of missionary dependents during their childhood.

Another writer comments on the value of attending high school in the mission field. He reports that dependents who return from overseas high schools have a good grasp of the local language and culture, and are advanced in college by knowing two or three languages (Emery 1962).

Area of Residence

Mayer (1968) who wrote the book, Diploma, after visiting schools educating American children in Europe as well as several in Africa and Central and South America, reported that in some societies it is not necessary for the school to offer the local language - children pick it up anyway. (His study excludes schools sponsored by missionaries, proprietary schools and Department of Defense schools. He was primarily interested in the secondary school student.) His observation supports the hypothesis that the language spoken where the dependent resides will be learned. However, the hypothesis may hold only for missionaries and business dependents outside of Europe and the Americas. In Europe and the Americas there are languages related to English; but in other parts of the world it is hypothesized that only the long term resident learns the non-European languages.

The Census indicates, by showing the area of residence of minor dependents, which languages might be learned. It indicates that four percent of all overseas American children live in Africa; five percent are in America, excluding Canada

and Mexico; nineteen percent live in Asia; four percent are located in Canada and Mexico; 61 percent are in Europe and the USSR; and four percent reside in "other areas". (See Table 4.)

TABLE 4

Number and Percentage Distribution of Overseas Dependent Children from Birth to 24 by Area of Residence, April 1, 1960. (8)

Area of Residence	Number	Percentage
Total	447,497	99.9
Africa	18,284	4.1
America (excluding Canada & Mexico)	22,599	5.0
Asia	86,901	19.4
Canada and Mexico	21,754	4.9
Europe and USSR	277,346	61.9
Other	20,613	4.6

A second table adapted from the Census shows the distribution of American dependents aged five through 24 in different sponsorship groups by the region in which they reside. If residence in an area indicates that the languages spoken there is likely to be learned, then by observing the modal distribution in Table 5, it is expected that the Department of Defense dependents will know languages spoken in Europe, dependents of Federal Civilians will learn those spoken in Asia and Europe, and dependents of "Other Citizens" will report learning the local languages of America, Asia and Europe.

TABLE 5

Percentage Distribution of Overseas Dependent Children, Aged 5-24, by Area of Residence and by Sponsorship of Parents, April 1, 1960. (9)

Area of Residence	Dependent Children, Aged 5-24, of All Americans Abroad	Armed Forces Abroad	Federal Civilian Employees Abroad	"Other Citizens" Abroad
ALL AREAS	100.1 (N= 207,809)	100.0 (N= 148,198)	100.0 (N= 17,177)	100.0 (N= 42,434)
AFRICA	4.4	3.5	5.5	6.9
AMERICA (exclude Canada & Mexico)	6.4	1.3	11.6	22.0
ASIA	21.1	18.5	33.9	25.0
CANADA & MEXICO	5.6	2.9	2.7	16.1
EUROPE & USSR	57.7	69.0	38.3	25.9
OTHER	4.9	4.8	8.0	4.2

Length of Stay

Ervin-Tripp (1967) suggests the length of stay as a predictor of the learning of languages. In a study of the second language learnings of Japanese women in the United States married to Americans, Ervin-Tripp found that her subjects learned as a function of time. Residence in the United States implies that, outside of the home only English is being heard and read. The longer these subjects had

resided in the United States, the greater their degree of proficiency in English.

Although the Census does not include longitudinal data for all of the specific countries in which individuals resided while abroad, some indication of the languages that American dependents are exposed to during different age periods is provided. Table 6 shows that the largest percentage of those in each age category reside in the region of Europe and the USSR, where they are exposed to the languages of Europe. Of the three age categories, a slightly lower percentage reside in that region during the age period of "five through thirteen." The second largest percentage of those in each age category are exposed to the languages of Asia while residing in that region. A slightly higher percentage live in Asia during the period "five through thirteen." The lowest percentages, approximately the same percent in each age category, are exposed to the languages spoken in Africa, America excluding Canada and Mexico, Canada and Mexico and "Other Areas." Of these areas, three have a slightly higher percentage of dependents in the "five through thirteen" age category. They are Africa, America excluding Canada and Mexico, and "Other Areas." (See Table 6.)

TABLE 6

Percentage Distribution of Overseas Dependent Children from Birth through 24 by Area of Residence and Age (10)

Area of Residence	All Ages	Under Five Years	Five Years through Thirteen	Fourteen Through 24
All Areas	100.0	100.0	100.0	100.0
Africa	4.1	4.1	4.4	3.3
America excluding Canada and Mexico	5.0	4.2	6.1	4.7
Asia	19.4	19.1	21.0	17.0
Canada and Mexico	4.9	4.3	5.2	5.4
Europe and USSR	62.0	64.9	58.3	65.3
Other Areas	4.6	4.4	5.0	4.3

Birthplace of Parents

When Census data on the overseas child is considered with regard to the origin of his parents, an important factor emerges which may help explain language learning. Table 7 indicates that over one-fourth of all dependents aged "Birth to 24," have one or both parents who were born outside of the United States.

TABLE 7

Number and Percentage Distribution of Overseas Dependent Children from Birth to 24 by Birthplace of Parents, April 1, 1960. (11)

Birthplace of Parents	Number	Percentage
Total	447,497	100.0
Both Parents Born in US	326,505	73.0
One or Both Parents Born Outside US	120,992	27.0

This factor is suggested as affecting language learning by Useem (1971). Pointing out that the proportion of foreign born parents is higher among all Americans overseas than citizens residing in the United States, she indicates that some sponsorship groups have a higher proportion of children with one or both parents born overseas than others. More than one-fifth of the children of Armed Forces personnel aged "Birth through Thirteen," had one or more foreign born parents; more than one-third of the minor dependents of Federal Civilians and "Other Citizens" fell in this category. Fifty percent of all Federal Civilian dependents have parents of foreign birth she reports, and they are mostly of European origin. (See Table 8.)

TABLE 8

Percentage Distribution of Overseas Dependent Children Aged Birth-thirteen by Birthplace of Parents and by Sponsorship of Parents. (12)

Birthplace of Parents	Sponsorship of Parents of Overseas Dependent Children, Aged Birth to Thirteen			
	Total	Armed Forces	Federal Civilian Employees	"Other Citizens"
	(N=357,757)	(N=277,442)	(N=14,232)	(N=57,658)
Total	100	100	100	100
Both Parents born in the U.S. (13)	73	78	63	53
One or both parents born outside U.S.	27	22	37	47

Summary

In describing the entire population of dependent American children abroad between the ages of birth and 24, the Census counts more than 475,000. Language learnings are thought to differ by sponsorship of the parents, the area of residence, the length of stay and the birthplace of the parents.

Of all minor dependents abroad the clear majority, 77 percent, were children of Department of Defense employees; six percent were dependents of Federal Civilians; and, sixteen percent were in the "Other Citizen" category.

Sponsorship groups were compared by self-reported ability to speak the local language if other than English.

Those in the "Other Citizen" category are highest (72 percent); Federal Civilians rank second (52 percent); and, children of Armed Forces personnel are third (46 percent).

The Census shows that the largest number of dependents are exposed to languages spoken in Europe where over sixty percent of all dependent children live; the second largest percentage are in Asia (nineteen). Five percent reside in America excluding Canada and Mexico. Nearly five percent (4.9) live in Canada and Mexico and in "Other" areas (4.6); four percent (4.1) are in Africa.

Research suggests that individuals may differ in self-reported proficiency ratings depending upon the length of stay.

The Census indicates where children of different ages live. The largest percentage of children of all age groups reside in Europe; a slightly lower percentage of those in the five to thirteen age group are in Europe. The second largest percentage of those in every age category reside in Asia; a slightly greater percentage of those in the five to thirteen category are in this region. The lowest percentage, approximately the same percent in each age category, are exposed to the languages spoken in Africa, America excluding Canada and Mexico, Canada and Mexico and "Other" areas.

Three of these regions have a slightly higher percentage of dependents in the five through thirteen age category.

A higher proportion of overseas dependents have foreign-born parents than do children in the United States. Research indicates that one-fifth of all children of Armed Forces personnel aged birth through thirteen have one or both foreign-born parents; more than one-third of the minor dependents of Federal Civilians and "Other Citizens" are in this category. Fifty percent of all Federal Civilians have parents of foreign birth.

Having described the total population of minor dependents abroad using characteristics enumerated in the Census, a theoretical framework for the present study will be developed.

LANGUAGE LEARNING AS SOCIALIZATION IN THE THIRD CULTURE

Socialization and Third Culture Theory

The growing child is faced with new learning tasks not only because of his biological development but also because society makes him face new demands and expectations. Sociologist Brim describes this process as socialization, defining it as "...the process by which persons acquire the knowledge, skills and dispositions that make them more or less able members of their society." (Brim 1966.) He points out

that socialization during childhood does not prepare the individual for all the roles he will be expected to fill in later years. People move through different positions in society, in accord with different stages of the life cycle. Changes in the demands made upon them arise from their mobility, both geographic and social, and from the customs of the society which may vary during their lifetime.

The learning of foreign languages in the overseas setting can be considered a part of the process of learning the culture of that setting. Sociologists John and Ruth Useem suggest the term "third culture" to describe patterns of behavior found among members of overseas communities. Using it as descriptive of unique patterns of behavior emerging from the interactions of members of two or more societies, they define the third culture as "...the behavior patterns created, shared and learned by men of different societies who are in the process of relating their societies or sections thereof to each other." (Useem, Donoghue and Useem 1963.)

This study has as its focus language patterns and related behavior in the third culture.

The descriptions of these patterns are based in part on a hypothesis suggested by third culture theory, that there is great similarity between international communities and cultures wherever they are found; that it is possible,

for example, to move from a military or diplomatic position in the Philippines to a comparable one in Turkey without leaving the modern third culture. With regard to the study of language patterns, this hypothesis is qualified. For some sponsorship groups, for whom interaction with host nationals and therefore the learning of the local language is more important, a transfer to another language area is more costly. Among members of those sponsorship groups for whom interaction with host nationals is not required in day-to-day work, the learning of languages which may not be spoken locally or only by a local elite may be emphasized; transfer between positions is not as difficult for this group.

Third Culture Gender Roles and Language Learnings

The female teenager who grows up overseas learns certain behavior patterns seen as appropriate ways of acting for females, while the male youth learns ways of behaving deemed appropriate for males. These patterns of behavior, not based on biological differences but assigned by the culture as properly performed by males or females, are defined as gender roles.

Brief mention is made of a difference in behavior between boys and girls during the period when they grow into their teens which may affect language learning. Parker (1936) studied the environmental factors in the

personality development of missionary children. His conclusions were based upon 96 responses to a questionnaire sent to the alumni of a mission school in India. He found that the children were restricted in their freedom of movement outside of the home. He noted that girls, in particular, were conspicuous in the host national society where females were not allowed out of the home. It may be that in cultural areas where females are restricted in their public movements, males would have greater access to the local language resulting in the opportunity to achieve greater fluency.

Academic Achievement and Language Learnings

Research reported by Lambert, Gardner, Ollon and Tunstall (1961) examined the role of attitudes and motivation in second language learning among students of French and Hebrew in high schools in the United States and Canada. Among the students with lower proficiency scores were those who had no access to a sub-community which spoke the language. Students who were exceptions and did achieve in communities where no speakers were present had high intelligence scores, shared a determination to learn and valued achievement. These attributes characterize students who are successful in most school work, including the study of foreign languages in a monolingual setting.

This exception may also be true among American children

abroad. Overseas dependents typically come from families where the parents have graduate degrees; school curricula overseas are almost exclusively college preparatory. It is likely that the better students in the overseas schools will report higher proficiency ratings in foreign languages which are not local languages than those who have lower grades, having achieved this proficiency as part of their overall success in school.

METHODOLOGY

Limitations of the Research as Descriptive and Exploratory

The methodology used in this study was determined by the descriptive and exploratory nature of the research. Because the population of American children overseas had never been studied before in relation to the foreign languages learned, it was not certain along which dimensions these learnings would vary. Some factors were suggested from the literature and from personal reports on the learning of languages and the process of growing up overseas. Other factors were "teased-out" inductively from responses obtained on questionnaires. This method was chosen as most appropriate for an exploratory study in which the objective of the research is to propose hypotheses which can later be tested for the total population of children overseas. Generalizations stated in the study are limited to the

research population only.

Statistical Treatment of the Data

Groups within the research population are compared by using simple frequency and percentage distributions. The chi-square test is used in those cases where the expected frequency in each cell of the table is equal to or exceeds five.

Research Instruments

This study is the third in a series of dissertations focusing on different aspects of the socialization process of the American child who grows up overseas. All three dissertations utilize common research instruments, a screening questionnaire and a more lengthy inventory. While some items eliciting demographic material are shared in the three dissertations, the major portion of this study is based on questions not analyzed in earlier research (Gleason 1969; Krajewski 1969).

Two Questionnaires

The first questionnaire (see Appendix A) consisting of seven pages was distributed to more than 325 individuals. It was utilized in three ways: it elicited basic demographic data; it provided a basis for screening the respondents who did not qualify for the second questionnaire; and, it

obtained self-reports of proficiency ratings on language skills.

Information crucial to screening and analysis was gathered through the survey instrument. The citizenship and dependency status of the resident, the number of school years spent abroad, and the sponsorship of the parent was obtained. These responses, as well as others listed later, provided the criteria for the inclusion of subjects in the study.

An important element in selecting subjects for further participation was obtaining an indication of their willingness to take part. Only one student refused to give written consent to cooperate in the long-range study; the second questionnaire was not mailed to him.

In studying language learning as part of the process of socialization interrelated with other self-perceptions, a wholistic measure of proficiency was desired. Such a technique was discussed and recommended by Fishman and Terry (1969). The authors describe measures of bilingualism used in a study of Puerto Ricans in New York. Bilingual Census takers asked for self-assessments of proficiency in various language skills in English and Spanish. They also obtained performance measures of bilingualism. Fishman and Terry found that while some conversational and linguistic items were significantly related to Census claims, "...census

claiming is more akin to a respondent's substantially accurate overall self-perception as a bilingual than they are to his minute by minute sociolinguistic performance." (Fishman and Terry, 1969:648)

In their conclusions the authors state that language Census scores, rather than direct measures of proficiency, may serve to differentiate more accurately between and within bilingual populations and to locate sub-populations with particular experiental, attitudinal or socio-linguistic characteristics. They recommend this method as valuable in studies of sociological phenomena - acculturation, modernization or national integration - that have language usage patterns as one of their central features.

A second questionnaire (see Appendix B) was constructed. Thirty-one pages in length, this questionnaire asked for information ranging from academic achievements and friendship preferences to state of health. Two items from this questionnaire were selected for the purpose of exploring the relationship between language learnings, overall grade point average in secondary school and intellectual self-concept.

In-depth Interviews

An interview schedule (see Appendix C) was developed consisting of questions related to the language environment

of the school, family and community as well as self-perceptions of the value of developing language skills. The schedule was designed to provide an understanding of the dynamics of the facts established earlier by the statistical analysis of responses from the questionnaires. Interviewees were selected to provide as accurate as possible a cross-section of the total research population in terms of sponsorship and sex. Interviewee availability became one of the vital concerns in selecting respondents for the in-depth interviews. Three subjects who were not part of the original research population but met the criteria for inclusion in the study were interviewed. This made possible a better representation of the cross-section of the research population. They were asked to fill out both questionnaires prior to the interview. Interviews ranged from one to three hours. Data were gathered during the Spring of 1970; answers exploring the significance of overseas experiences and the knowing of foreign languages reflected the thinking of the respondents as they worked out their lives during the turmoil of a nationwide student strike.

The Research Population

Five criteria were utilized in determining eligibility for inclusion in the research population. An individual who

failed to meet all five of the requirements was disqualified. The criteria are:

1. Current enrollment in an accredited college or university in the United States;
2. Undergraduate status;
3. Residency for a minimum of one teen year overseas;
4. Status as a teenage dependent of an overseas American. Subjects were considered dependents when their parent(s) were resident overseas, whether or not the child was in the same country; and,
5. Holding United States citizenship either by birth or by naturalization while residing for one teen year overseas. Dual citizens were included where one country of citizenship is the United States.

Categories of Analysis

Several dimensions were selected as probable characteristics along which the experience of language learning overseas would vary. These are the sponsorship of the parent, the region of residency, and the sex of the child. An attempt was made to fill quotas in each of these categories.

Five sponsorship groups were utilized. These are: 1) Department of Defense; 2) Federal Civilians (This category combines both civilians working for the Department of Defense

overseas and those employed by such agencies as the Department of State and the Agency for International Development. Employees in this group have the same PX-type privileges; they have and continue to seek employment abroad on their own initiative.); 3) Missionaries; 4) Business; and 5) Others. Individuals in the last category are most frequently university personnel who are working abroad on research grants (two persons), in university programs (three), on university contracts with the Agency for International Development (five), as employees of universities abroad (two) or self-employed (one). Also included are persons who worked in overseas schools (three); for the United Nations (two); or who are self-employed professionals (one).

Individuals were also selected to provide representation for different regions in the world and to obtain a rough balance between males and females.

Characteristics of the research population are discussed in Chapter II.

Collection of Data

Three methods were utilized to identify a large proportion of the subjects for this study. A large state university gave all entering students an inventory which contained an item asking if the individual had lived overseas for six months or longer. Persons answering "yes" were contacted to determine whether they fit the criteria

for inclusion in the study. A church-affiliated college provided a listing of students who had resided overseas. Interviewees were asked to refer persons they knew that met the criteria for inclusion in the study. In addition, a few individuals were identified through advertisements in newspapers, referrals from interested professors, and a search of a campus telephone directory for persons with "American sounding" family names but foreign home addresses.

Statistics on Questionnaires

Statistics summarizing the accumulation of data are given in Tables 9 and 10. Each table refers to a separate questionnaire. The questionnaires are recorded only if they were actually received by the subject. Those that were returned by the post office and marked "undeliverable," "moved - no forwarding address," and the like, were not counted as reaching the student. All of the questionnaires were mailed in envelopes with return postage paid and a return address clearly marked.

TABLE 9

Statistics for Questionnaire I

	Number	Percent		Number	Percent
Mailed	324	(100)	Returned	233	(100)
Returned	233	(72)	Qualified (15)	178	(76)
Unreturned (14)	91	(28)	Unqualified (16)	55	(24)

TABLE 10

Statistics for Questionnaire II

	Number	Percent		Number	Percent
Mailed	165	(100)			
Returned	157	(95)	Qualified (18)	150	(91)
Unreturned (17)	8	(5)	Additional Unqualified	7	(4)

Following the final data collection all of the subjects were reexamined. Those who did not clearly fit previous sponsorship categories were regrouped (See the earlier discussion in this chapter for new classifications). For purposes of this study those that did not fit the new groupings were excluded from the research population. These seven are noted in Table 10 in the column marked "Additional Unqualified."

Non-delivery of a questionnaire to some of the subjects resulted from a variety of reasons. One university was on term break and the questionnaires were returned when students did not leave home addresses. Personal experiences with this group of students suggests that they are highly mobile; while attending one school, they will move frequently. Others drop out of college; some return overseas.

CHARACTERISTICS OF THE RESEARCH POPULATION

Chapter II

The Population

One hundred and fifty students met the criteria for inclusion in the study. In this section this population is described using the characteristics discussed earlier along which language learnings are thought to vary. Language learnings for purposes of this study are defined as those languages claimed as known and the proficiency ratings of "excellent," "good," or "fair" are reported in item 28, page five, Appendix A. The characteristics by which the research population is described are sponsorship of parents, sex, region of residence abroad, timing of overseas experience, school type in which the subject was enrolled during teen years overseas, and kind of college where presently enrolled.

Sponsorship of Parents and Sex

Inspection of Table 11, the distribution of subjects in the research population by sponsorship of parents, shows that three categories contain thirty or more dependents. These categories are Department of Defense, Missionaries and

Business. Twenty-eight Federal Civilians qualified as subjects. The remaining category of "Other" dependents contains nineteen subjects.

When the subjects in each sponsorship group are divided by sex, inspection of Table 11 indicates that there are ten fewer males than females in the Federal Civilian category and nine fewer among business dependents. It is thought that these male students may have been attending colleges and universities in the Eastern United States which are not well represented in this study. It may also be that some of the males were in the service.

TABLE 11

Distribution of 150 College Undergraduates with a Minimum of One Year Overseas Experience as a Teenage Dependent of Americans Abroad by Sponsorship of Parents and by Sex

	Sponsorship of Parents					
Sex	Department of Defense	Federal Civilians	Mission-aries	Business	Other	Total
Males	18	9	21	13	7	68
Females	12	19	17	22	12	82
Totals	30	28	38	35	19	150

Type of Overseas School in Which Last Enrolled

Certain overseas schools stress the learning of local languages while others do not. Department of Defense schools,

which are attended only by American citizens, teach the local language as an elective during secondary school. Foreign languages are taught by both host national and United States teachers. Mannino (1970) reports that 55.7 percent of all students in 128 Community schools which are assisted by the Office of Overseas Schools of the Department of State are United States citizens. The remaining are third country and host national citizens whose parents want their children to receive an English language education or for whom there are not alternative schools. Host nationals are present when the local laws allow and when they can meet tuition costs. The local language is usually taken as an elective and is a required subject for those who come under the local laws. Mayer (1968) reports that in Latin America the law requires that all persons regardless of nationality take the local language. (19) In some other areas only host nationals are required to take the national language. Missionary-sponsored schools have student bodies which are primarily American. These secondary schools often teach the local language as an elective. However, many students enroll in advanced classes of the local language since fluency among many of this group is attained at an early age. Proprietary schools and schools where the majority of students are not

United States citizens often stress the learning of foreign languages or teach in a non-English language of instruction. A high degree of fluency is attained when students learn in a foreign language. A few who live in remote areas take correspondence courses during high school. Their knowledge of foreign languages is not obtained in the classroom but through interaction with speakers of the language. These dependents often attain high proficiency in speaking.

Table 12 shows the distribution of the 150 college undergraduates in the research population by the type of sponsorship of the school they last attended overseas. See Appendix D for a listing of these schools.

TABLE 12

Distribution of 150 Overseas Experienced Undergraduates by Type of School Last Attended Overseas and by Sponsorship of Parents (Item 15, Page 3, Appendix A and Item 20, Page 3, Appendix A)

	Sponsorship of Parents					
Type of School Last Attended Overseas	Department of Defense	Federal Civilian	Missionary	Business	Other	Total
Department of Defense	25	10	0	2	0	37
Missionary	1	0	23	1	1	26
Community	3	17	7	26	13	66
Proprietary or Non-U.S.*	1	1	3	6	4	15
Correspondence or None	0	0	4	0	1	5
Unknown	0	0	1	0	0	1
Totals	30	28	38	35	19	150

*Schools in the category "non-US" are those schools which have a student body which is not composed of a majority of United States citizens.

Inspection of Table 12 shows that among subjects in this study the largest number, 66, or 44 percent, were last enrolled in community schools. These schools were most

frequently attended by those in the Federal Civilian, Business and "Other" categories.

The second largest number of subjects, 37, or 25 percent, were enrolled in the Department of Defense schools. All but two were Department of Defense dependents (25), or dependents of civilians who worked for the Department of Defense. Two business dependents whose parents did not work for the Department of Defense also attended. American citizens in this category are admitted on a space-available basis.

Twenty-six persons, or seventeen percent of all of the subjects attended schools sponsored by missionary agencies for American children. All but three were missionary dependents. One individual in the Department of Defense, business and "other" categories also attended. In some areas where an educational facility for American children has previously been established, the Department of Defense arranges for its dependents to attend rather than to establish a separate school. When community schools or schools with boarding facilities are not available, children who are not missionary dependents will also be admitted to a missionary-sponsored school on a space-available basis.

Proprietary schools and schools where the majority of the students are not United States citizens, were last

attended by fifteen subjects or ten percent of the research population. This group is comprised of dependents from every sponsorship category. Five of the six business dependents attended proprietary schools. One Federal Civilian who was a Department of Defense Civilian and one Department of Defense dependent also enrolled last in a proprietary school. When exposure to a greater variety of nationalities or to a curriculum which places greater emphasis on the learning of languages is desired, those who have access to Department of Defense schools will forego subsidized education and enroll in non-Department of Defense sponsored schools. In each of these two cases, the dependents enrolled in secondary schools which stressed the learning of French. Some missionary dependents, in areas where mission-sponsored schools are not available, enroll in local secondary schools where the local language is English or another widely used foreign language. One missionary dependent attended a French lycee. A second enrolled in a local high school in South Africa where English was the language of instruction. The third, the only missionary dependent to last attend a school in Europe, enrolled in a Bible school in Switzerland. Among those in the "Other" category one attended a public school in Sweden; one enrolled in a school serving the international community surrounding a

university. Two in the "Other" category and one Business dependent attended schools run for host national elites by Roman Catholic religious orders. In these cases, English was the medium of instruction.

The missionary group was the only category in the study which contained students taking correspondence courses in high school. One dependent in the "Other" category, whose parent was a university professor, did not enroll in school.

The sponsorship of one school attended by a missionary dependent in Guatamala was not known. The school may be of a proprietary type conducted in English primarily for host nationals.

Three high schools were last attended by more than ten subjects in this study. The American Community School of Beirut was claimed by the largest number, 28. The second most frequently attended school was Frankfurt American High School with 26. Eleven attended the American School of Rio de Janiero. Together the subjects last attending these three schools comprise over forty percent of the research population. The findings on language learnings will be interpreted where appropriate as representative of the socialization patterns in the communities served by these schools.

Place of Residence

Subjects in the research population, when compared by regions in which they resided sometime during grades one through thirteen and by sponsorship of parents with the Census enumeration of all dependents overseas of school age (five through 24), are over representative of those in the category "Other Citizens" in three out of five regions and underrepresentative of those in the category, Armed Forces dependents.

The contrast between the regional distribution of those in the research population and those in the Census as described in this section is exaggerated. Census data include a large number of minor dependents who resided abroad prior to grade eight only. Residence abroad prior to grade eight only is a pattern particularly characteristic of those in the category Department of Defense. The research population, however, contains only individuals who lived abroad at sometime following grade seven. Some in the research population lived overseas prior to grade eight; others did not.

Table 13 shows that the largest percentage of dependents in the research population live in Africa, seventeen of 24, or 81 percent, are in the category "Other Citizens".

TABLE 13

Number and Percentage of 150 Overseas Experienced Undergraduates by Overseas Areas Where Resident Sometime During Grades One through Thirteen and by Sponsorship of Parents*

	Overseas Areas of Residence During Grades One Through Thirteen				
Sponsorship of Parents *	Africa	America Except Canada & Mexico	Asia	Canada and Mexico	Europe and USSR
All Dependents	21(100)	31(100)	73(100)	3(100)	57(100)
Armed Forces	0(0)	2(7)	9(12)	1(33.3)	28(49)
Federal Civilians	4(19)	5(16)	18(25)	1(33.3)	12(21)
"Other Citizens"	17(81)	24(77)	46(63)	1(33.3)	17(30)

*Sponsorship categories are those used in the United States Census. (See Appendix E for the distribution of the research population by the areas of residence and sponsorship categories utilized in this study.)

Among all overseas dependents aged five through 24, however, Census figures state that "Other Citizens" constitute less than one third of all those in Africa. No military dependents in the research population reside in Africa; more than fifty percent (57.7 percent) of those in Africa enumerated in the Census are dependents of the Armed Forces. Figures for Federal Civilian dependents in Africa

in the research population (19 percent) more closely approximate those of the Census (10.3 percent) than do the figures in the other two sponsorship categories. (See Table 13.)

Of those dependents in the research population residing in America excluding Canada and Mexico, the figures more closely approach the percentage distribution in the Census than the figures for any other region. Among the research population residing in that region, seven percent are dependents of Armed Forces personnel, sixteen percent are Federal Civilian dependents and 77 percent are dependents of "Other Citizens." The Census shows 14.5 percent as children of Department of Defense personnel, fifteen percent as children of Federal Civilians, and 70.5 percent as children of "Other Citizens."

In Asia, however, the contrast between the groups is greater. In the research population, twelve percent of all Asian residents are military dependents, the Census shows 62.5 percent in this category. Twenty-five percent of those residing in Asia in the research population are dependents of Federal Civilians, while the Census indicates that 13.3 percent are in this group. Of those in the study living in Asia, 63 percent are children of "Other Citizens;" the Census places 24.2 percent in this category.

The region of Canada and Mexico is claimed by only

three dependents in the research population, too few to offer a comparison with Census data.

Among the 57 dependents claiming residence in Europe and the USSR in this study, 49 percent are in the Armed Forces category, 21 percent are Federal Civilians and thirty percent are "Other Citizens". In contrast, the Census shows 85.3 percent of those residing in Europe are Armed Forces dependents, 13.4 percent are dependents of Federal Civilians, and 17.3 percent are dependents of "Other Citizens."

The distribution of the research population described here which over represents those in the "Other Citizen" category and under represents Department of Defense dependents, was arrived at purposefully.

TABLE 14

Number and Percentage Distribution of Overseas Dependent Children Age 5-24, by Sponsorship of Parents and by Area of Residence, April 1, 1960. (19)

Sponsorship of Parents	All Area	Area of Residence: Africa	America Except Canada & Mexico	Asia	Canada and Mexico	Europe and USSR	Other
All 5-24 years old abroad	207,809	9,126	13,244	43,782	11,548	119,855	10,254
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Armed Forces abroad	148,198	5,262	1,915	27,373	4,255	102,290	7,103
Percent	71.3	57.7	14.5	62.5	36.9	85.3	69.3
Federal Civilian Employees Abroad	17,177	942	1,986	5,821	468	6,579	1,381
Percent	8.3	10.3	15.0	13.3	4.0	5.5	13.4
"Other Citizens" abroad	42,434	2,922	9,343	10,588	6,825	10,986	1,770
Percent	20.4	32.0	70.5	24.2	59.1	9.2	17.3

Military dependents comprise 72 percent of all children overseas (Rainey 1971). The present study seeks to compare the patterns of behavior between the different overseas communities represented by the sponsorship of the parents; therefore, a more equal distribution of the members in each sponsorship category is necessary.

Age When Overseas, Length of Stay and Number of Regions where Resident

Sponsorship of parents is a characteristic that implies a number of factors hypothesized to affect the learning of languages. Three of these are length of stay overseas, number of regions where resident, and age when abroad. In this section the research population is divided into sponsorship groups; each group is described through the use of the three factors.

Department of Defense: Children in the Department of Defense category in a majority of cases were abroad for one to four years during elementary school (grades one to seven), and for one to three years during secondary school (grades eight to thirteen).

Table 15 indicates that 67 percent have lived in one region only; sixty-three percent of all Department of Defense dependents resided in Europe only.

TABLE 15

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Number of Regions in which Resident and by Sponsorship of Parents (Items 15-19 and 21, Page 3, Appendix A and Item 20, Page 3, Appendix A)

Number of Regions Where Resident	Sponsorship of Parents: Department of Defense	Federal Civilian	Mission-ary	Business	Other	Total
One Region	20(67)	20(71)	35(92)	32(91)	12(63)	119
Two Regions	10(33)	6(21)	3(08)	3(08)	6(32)	28
Three Regions	0(00)	2(07)	0(00)	0(00)	1(05)	3
Totals	30(100)	28(99)	38(100)	35(99)	19(100)	150

Federal Civilians: Federal Civilians in this study took their children abroad during all categories of time with no major concentration in any one time period. Seventy-one percent lived in one region only, either Asia or Europe.

Khlief (1970), in his study of mobility among sixth grade pupils attending schools in New England which were known to enroll a large number of Department of Defense dependents, found that military children were more mobile than the children of Federal Civilians. When the percentage of Department of Defense and Federal Civilian dependents in this study who resided in one region only is compared, the Department of Defense dependents are also found to be more mobile with four percent fewer in that category.

The Missionary child is clearly the longest term resident overseas among the subjects in this study. Ninety-two percent have lived in one region only. All but one were in countries other than Europe. Ninety-five percent of the subjects in this category were overseas sometime during grades one through seven; ninety percent were abroad for a minimum of five to seven years during elementary school, and for one to three years during secondary school. Fifty percent were abroad for five to seven years during

the elementary grades, and for four to six years during the secondary grades. Gleason (1969:234) indicates that 31 of 39 missionary dependents in this study lived abroad for eight years or longer.

Business: The business dependent in this study, like the missionary child, is less mobile. Ninety-one percent lived in only one region overseas. The timing of the overseas experience shows that the majority (52 percent) reside overseas after the seventh grade. In contrast to the missionary dependent, however, 42 percent of the business dependents did not live abroad during grades one through seven. Gleason found that two-thirds of those in the business category had been abroad four years or longer, and one-half had been abroad five years or longer. (1969:234). The business dependents in this study most typically lived in Asia or Europe.

Other: Those in the category "Other" were overseas most frequently during grades eight to thirteen, and lived in Asia (ten of nineteen cases). The concentration of dependents in the secondary grades in this category can be explained by the fact that many, thirteen of nineteen, have parents who are in professions related to a university. Persons in this group tend to go overseas in mid-career, after establishing themselves in their teaching and

research roles at a university. Those dependents in the "Other" and Department of Defense categories are more mobile; more than thirty percent in both groups have lived in two or more regions.

OVERVIEW OF LANGUAGES LEARNED

Chapter III

Introduction

To this point, the present study has examined the overseas dependent population along dimensions thought to relate to the learning of languages, and has described the selection process and the resulting characteristics of the research population. The focus of Chapter III is language learnings. Languages learned by members of the research population are enumerated and compared by the frequency with which they are learned. The language learnings of the subjects are contrasted to those of foreign language students in the public high schools in the United States. A classification of subjects in the research population is made based upon the languages each learned. The twelve cases in the category, English only, are discussed.

Description of Languages Learned

In a research population of 150 American undergraduates with a minimum of one teen-year of residence as a dependent outside of the United States, 138, or 92 percent, learned one or more foreign languages. A language is considered learned or known when it is reported as known by the respondent in

item 28, page five of the screening questionnaire. A foreign language is a language other than English listed in item 28. (See Appendix A.) In total, 27 foreign languages were claimed as known. The three top-ranking foreign languages in the order of highest number of claimants are French with 84 or 56 percent of the population, German with 48 or 32 percent of the population, and Spanish with 42 or 28 percent of the population. (A claimant is one who reports knowing a foreign language.) Portuguese ranks fourth in the number of claimants; it is listed by thirteen individuals or eight percent of the total population.

The languages learned by the overseas Americans contrast with the foreign languages learned by students in the public schools in the United States. In the fall of 1968 five languages accounted for 91.7 percent of the total language enrollment in grades seven through twelve of the public schools of the United States (Kant 1970). The largest number of these pupils, almost half (48.5 percent) studied Spanish. French was second with 38.7 percent, and German was third with 19.9 percent. Of the languages not included in the 91 percent, Latin was learned by eight percent or 400,000 students.

The three languages most frequently learned by American high school students in the United States and abroad - French, Spanish and German - share certain characteristics.

They were spread by colonialization and/or higher education, and they are known by large segments of the world's educated population. Each has status as a college preparatory subject. Achievement tests in all of these languages are provided by the College Entrance Examination Board (Buros 1965), making the knowledge of each one a means for qualifying for admission as an undergraduate in many United States colleges.

While French, Spanish and German, which constitute three of the 27 foreign languages learned by those in this study, were claimed as known 174 times (71 percent of all reported occurrences of the learning of foreign languages), the 26 languages remaining were listed as known seventy times (29 percent of all occurrences). These 26 languages, referred to in this study as additional languages, include two languages which are not spoken as a mother tongue by any living persons. These dead languages are Latin and Classical Greek. The remaining 24 additional living languages are those not commonly taught or learned in the public schools in the United States. As the concern of this study is with presently-spoken languages, the learning of the dead languages will not be discussed. Six of the 24 additional languages claimed by subjects in this study are spoken in Africa; they are Swahili with three learners, Yoruba with two and Afrikaans, Fula, Hausa and Kisakuma with one each. Three additional languages are spoken in Central and South America. These are

Portuguese, claimed by thirteen, and French Creole and Quichi with one claimant each. Languages spoken in Asia which were learned by subjects in this study are: Japanese, six claimants; Thai with three; Hindi with two; and, Lao and Marthi with one each. Six additional languages spoken in Europe are named. They are Italian claimed by seven, Norwegian and Swedish claimed by two each and Danish, Russian and Yiddish with one each. Four languages spoken by populations in the Near East that were learned are Persian with six learners, Arabic and Turkish with two each, and Hebrew with one. (See Appendix E.)

Comparison of Overseas Dependents and Foreign Language Students in the Public High Schools in the United States

Foreign language students in the public high schools in the United States differ from the overseas-experienced Americans in this study with respect to both the three most-frequently-learned languages and to the learning of the "additional languages." The United States high school language students choose to learn Spanish most often, French second and German third. Overseas students in this study chose French most frequently, German second and Spanish third. The United States public school language students of languages other than French, Spanish, German, Latin and Greek accounted for less than one-half of one percent of the

foreign language enrollments (Kant 1970). In sharp contrast, 26 percent of all the foreign languages claimed by overseas students are living languages in the additional language category.

Classification of Research Population by Languages Known

A classification of all 150 persons in the research population by the foreign languages they know shows that the largest single number, 31, or 21 percent of the total population, learned French only. (See Table 16.) The second largest number, seventeen, or eleven percent, claim to know German only. Those claiming English only and Spanish only rank third in number with twelve in each of the categories (seven percent each). Ten persons report knowing French and German; nine claim French and Spanish. All categories with nine or more persons learned either no foreign language, French only, Spanish only, German only, French and Spanish, or French and German.

Three, two or one person(s) each fell in the remaining categories. The groups which had three subjects each (two percent of the total research population) are those learning: French and Portuguese, Spanish and Persian, Spanish and Portuguese, Spanish and Japanese, and French, Spanish and Portuguese. Groups with two persons each (one percent of all subjects) are those claiming to know: Portuguese only;

Spanish and German; French, Spanish and German; Portuguese and German; Italian and French; Italian and Spanish; Persian and German; Hindi and French; and, Swahili, French and German. All categories with one subject only are those who learned: Japanese only; Japanese and French; Kisakuma only; Latin, Greek and Marathi; Italian, French and Spanish; Italian, French and German; French Creole and French; Arabic and French; Arabic and Swahili; Arabic and German; Swahili and French; Africaans and Spanish; Quichi and Spanish; Yoruba and German; Latin and German; Turkish, French and German; Greek, Thai and French; Thai, Lao, and French; Turkish, Persian and French; Thai, Japanese and Spanish; Swedish, Norwegian, French and German; Latin, Italian, Spanish and German; Yoruba, Hausa, Fulani and French; Hebrew, Yiddish, Russian, French and German; Greek, Latin, Japanese and German; and, Swedish, Norwegian, Danish and German.

TABLE 16

Frequency Distribution of 150 Overseas Experienced Undergraduates by Those Knowing English Only, French, Spanish, and German and by Those Knowing Other Languages

	English	French	Spanish	German	French Spanish	French German	Spanish German	French Spanish German
English	12	31	12	17	9	10	2	2
Portuguese	2	3	3	2	3			
Japanese	1	1	3					
Kisakuma	1							
Latin, Greek Marathi	1							
Italian		2	2		1	1		
Persian		3		2				
Hindi		2						
French Creole		1						
Arabic		1	1	1				
Swahili		1				2		
Africaans			1					
Quichi			1					
Yoruba				1				
Latin				1				
Turkish						1		
Greek, Thai		1						
Thai, Lao		1						
Turkish, Persian		1						
Thai, Japanese			1					
Swedish, Norwegian						1		
Latin, Italian							1	
Yoruba, Hausa Fulani		1						
Hebrew, Yiddish and Russian						1		
Greek, Latin and Japanese				1				
Swedish, Norwegian and Danish				1				

Twelve persons (seven percent of the total population) learned no foreign language. Sixty-five individuals (43 percent) claim to know one foreign language. A total of 52 persons (35 percent) report learning two foreign languages. Sixteen persons claim to know three languages; this group consists of eleven percent of the total population. Four persons (three percent) know four languages; one person reported learning five languages.

Although the overseas setting provides an exposure to foreign languages, twelve subjects in this study did not claim to know any foreign language. The next section will discuss factors in the lives of these twelve individuals which suggest why foreign languages were not claimed. Among the factors discussed are sponsorship of parents, status of English where resident, overall grade point average in secondary school, and timing of residence overseas.

Discussion of Those in the Category "English Only"

Department of Defense Sponsorship and Overall Grade Point Average in Secondary School

Among the twelve persons who know English only, four persons are Department of Defense dependents and four are dependents of Missionaries. Two persons are in the category "Other". One individual is a business dependent and one is

a dependent of a Federal Civilian.

Those persons who go abroad with the Department of Defense are not overseas in order to work with or meet host nationals. Their children tend to be more mobile than dependents in three of the sponsorship categories. The learning of a foreign language is not particularly emphasized in schools run by the Department of Defense which most Department of Defense dependents attend. A primary reason for teaching foreign languages is to prepare students for college entrance requirements. One hypothesis suggested by the data is that the ability to speak and read foreign languages is related to the overall achievement of success in schools for military dependents. All four of the Department of Defense dependents who do not claim to know a foreign language had B minus or lower grade point averages in secondary school.

Missionary Sponsorship and Status of English in Area of Residence

Four dependents of missionaries claim to know no foreign language. In contrast to the Department of Defense group, a primary concern of those in the missionary category is the ability to communicate with host nationals. All of the missionary dependents that do not claim to know a foreign language were resident in areas where English was spoken by

the educated elite. It was not necessary for them to learn a local language to work with a segment of the host nationals. They were resident in countries where a number of tribal and regional languages were spoken by the host nationals in different areas throughout the country. These countries were Tanzania, Nigeria, Kenya and the Philippines.

The remarks of one Missionary dependent indicates that while a tribal language was learned when he was a child, he did not retain a knowledge of it. Among the explanations he offers are that it was not taught in any elementary school, and that his family was geographically mobile.

Missionary, Male, Tanzania, Kenya

I was born overseas in Tanzania and came to the United States when I was three or four. We lived in the South. I remember starting to spout off Kijita to our Black maid. Mother had to explain to her that I thought she knew it because my maid in Tanziania who was also Black spoke it.

I lost Kijita when we were in the States. When we returned to Africa we were moving through many language areas. None of the schools I went to taught foreign languages in elementary school.

My friends in secondary school (in Africa) who were in one place for a long time and not near a big town but in a hill station, picked up the local language. My family wasn't typical in that we moved so much and lived in big towns. My cousin knows a lot more (of the local language). He was out by himself. He went to school with six kids. They were always around in the village.

Although the subject may not remember any African languages, exposure to them while growing up seems to have

provided him with the flexibility to reproduce the sounds in a number of those languages, a skill he discovered as a Peace Corps trainee.

> Last summer I spent training for the Peace Corps. I picked up more than I ever did before. I learned More, a language spoken in West Africa. It was completely unrelate to the languages I had heard growing up - in grammar and sound. More is a tonal language. But I learned much much faster than the other kids. Maybe I was used to listening, finding the breaking points and minicing sounds. My tongue was more flexible.
>
> I used to imitate English accents a little, the Bronx and Southern accents of my roommates. In high school we imitated African English and the Africans would imitate our Swahili. We put a play on one time - a mock TV show. The announcer came in and out with a Swahili-English accent. We do it alot around here (at college).

Overall Grade Point Average in Secondary School and Attendence at the American Community School of Beirut

The remaining four persons who claim to know English only, like the Department of Defense dependents discussed earlier, had B or lower overall grade point averages in secondary school. Three of the four attended the American Community School of Beirut where the learning of languages in the classroom is stressed. Although the number involved cannot provide statistically significant findings, the results do suggest that where a language is not a comprehensive language, that is a language spoken throughout the country by all citizens but where access to a foreign language is available, knowledge of that language is related to success in school.

Also among this group, only one person was abroad during grades one through seven. The individual was overseas one year during grades one through seven and moved to a second country during grades eight through ten. The lack of exposure to a foreign language spoken where resident prior to grade eight may also be a contributing factor in not claiming to know a foreign language.

Summary of "English Only"

In reviewing the data on those who claim to know no foreign language, no statistically significant conclusions can be drawn. An hypothesis suggested is that those dependents in the Department of Defense category are less likely to learn a foreign language. It is speculated that exceptions might occur among military dependents oriented toward success in school as indicated by higher grade point averages in secondary school. Similarly, the data suggest that those resident in areas where a local language is not a comprehensive language spoken throughout the country are less likely to learn the local language; exceptions are thought to occur among these oriented towards success in schools. Dependents residing in areas where English is spoken are less likely to learn other local languages. Those who are geographically mobile in an area where several tribal languages are spoken, or who live in urban centers where a number of

local languages are spoken, are seen as less likely to learn local languages. However, exposure to a variety of languages at an earlier age may provide the flexibility needed to acquire languages during a latter period.

SPANISH LEARNERS

Chapter IV

Introduction

Although twelve persons or eight percent of the research population claim to know English only, 138 or 92 percent know one or more foreign languages. Chapters IV, V, VI and VII examine factors related to the learning of Spanish, French, German and the "additional languages" respectively.

Chapter IV, which discusses the learning of Spanish, consists of two sections. The factors related to the ability to speak Spanish and to the self-reported-proficiency ratings in speaking are discussed in the section entitled, "Spanish Speakers." Those factors related to the self-reported-proficiency ratings in reading are dealt with in the section, "Spanish Readers."

Spanish Speakers

Definition of Spanish Speakers

Of the 150 students, 41, or 27 percent reported that they spoke Spanish. These 41 who claimed to speak Spanish in item 28, page 5, of the screening questionnaire (See Appendix A.) with a rating of "excellent," "good," or "fair,"

are classified as Spanish speakers.

To determine why 41 individuals in this study learned to speak Spanish, and why they claimed different levels of proficiency, the following line of inquiry is suggested: What characterizes the location where the subject learned Spanish? Are there differences in speaking ability and in levels of proficiency between those in different sponsorship groups, or between males and females?

Area of Residence and Ability to Speak Spanish

Slightly less than half of all those who speak Spanish, twenty of 41, resided in an area where Spanish was spoken. Ninety-one percent of all those who lived in a Spanish speaking area reported learning Spanish. A Spanish speaking area (or an area where Spanish is spoken) is defined as a country or nation state which is listed by Muller (1964) as having a large number of persons whose first language is Spanish. Subjects in this study resided in three kinds of areas. They lived where Spanish was not spoken or where Spanish was a non-local language, as for example, in Afghanistan. They resided in areas where Spanish is the language of a limited elite, as in the Republic of the Philippines. A number lived in areas where Spanish was a comprehensive language, that is, spoken throughout the country as in Argentina.

Table 17 indicates that residency in a Spanish speaking area is a powerful factor in learning to speak Spanish.

TABLE 17

Frequency and Percentage Distribution of 150 Overseas-Experienced Undergraduates by Ability to Speak Spanish and by Residence in a Spanish Speaking Area (Item 28, Page 5, Appendix A and Items 20 and 21, Page 3, Appendix A).

	Residence in Spanish-Speaking Area		
Ability to Speak Spanish	Resident Where Spanish Spoken	Not Resident	Totals
Speaks Spanish	20(49)	21(51)	41(100)
Doesn't Speak	2(02)	107(98)	109(100)
Totls	22(15)	128(85)	150(100)

Chi Square: 52.4641 Significant at .001 level.

If residence in a Spanish-speaking area predicts ability to speak Spanish, why did two persons who were resident not learn the language? Eighteen of the twenty subjects who resided in Spanish-speaking areas and learned Spanish were in countries where Spanish was a comprehensive language. The remaining two Spanish speakers lived in locales where Spanish was spoken by a limited elite. The two individuals who resided where Spanish was spoken but did not learn the language also lived at sometime where Spanish was spoken by a limited elite. (See Table 18.)

What factors encouraged the learning of Spanish by those in areas where Spanish is a comprehensive language? What differs in the two cases of those that resided where Spanish is spoken by a local elite and learned Spanish, and the two cases that did not?

TABLE 18

Frequency Distribution of Places of Residence of 23 Overseas Experienced Undergraduates who Resided in Spanish Speaking Areas by Types of Areas where Spanish is Spoken and by Ability to Speak Spanish (Items 15-19, Page 3, Appendix A and Item 28, Page 5, Appendix A).

	Ability to Speak Spanish		
Types of Areas Where Spanish is Spoken	Speaks Spanish	Doesn't Speak	Totals
Resident Where Spanish is a Comprehensive Language	18	1*	19*
Resident Where Spanish is Spoken by Limited Elite	2	2	4
Totals	20	3	23*

*One subject who does not claim to speak Spanish was resident in an area where Spanish is a comprehensive language and where it is spoken by a local elite.

Eight persons who speak Spanish were interviewed. Six were included as subjects in the study, although the other two also met the criteria for inclusion. Seven

interviewees lived where Spanish was a comprehensive language; the eighth resided in a country where Spanish was spoken by a local elite.

The interviews suggest that although both males and females learn Spanish, their roles in using the language differ. The females served as translators for their parents and servants inside of the home. As they grew into their teens, the females were more protected in their relationships with members of the host culture, particularly in developing areas. While the females helped their mothers in the home, the males socialized with each other outside of the home and frequently assisted their fathers in their work.

The family provided other opportunities to use the language. While some parents were indifferent toward their children learning Spanish, others encouraged competition in learning. Siblings spoke Spanish to each other (even after) they no longer resided in a Spanish-speaking area.

Some subjects interviewed also emphasized the importance of speaking Spanish as a way of showing acceptance of the host culture as having equal status with American culture. Several used it "to pass" as a host national in order to avoid situations which might be embarassing to them as Americans.

Business, Female, Spain

When we moved my Spanish helped our family get settled. I interviewed the maids, asking questions about what they expected to do, what they knew how to cook and their experience.

Many of Dad's business associates' wives didn't know how to speak English. I was around at dinners and cocktail parties to make them more at ease. If I hadn't been able to speak anything but English some people wouldn't have been spoken to all night and we wouldn't have the maid we have now.

The comments of this young woman exemplify how children in the overseas community perform adult roles because of their knowledge of the local language.

Business, Male, Argentina

Our family speaks both languages (English and Spanish) (when we are together). Here (in the United States) in talking with my brother and sister we mix words. People take it as saying things behind their back which isn't necessarily true.

...(Overseas) if there were Argentines who knew no English we'd try to speak Spanish. But there weren't any Americans that knew no Spanish so we never spoke straight English. We usually used a mixture...Chow for goodbye. It seems more friendly. I can't seem to shake it. Mas o menos for more or less.

My sister is better in Spanish than English. She was two when we went. She helped mother communicate with the maid. Even now they ask her to translate words.

I have pretended I didn't know English with Argentines expecially in front of tourists. Tourists are pretty terrible anyway. They are very pushy. They feel very superior to the people of the country they are in. They think they have to bargain. Argentina has a fixed price system like ours but the tourists bargain anyway. It makes you not want to feel you are an American in front of them.

The comment that a sister who was two when she went abroad knows Spanish better than English suggests that the

age of exposure to a language may be an important factor

in language learning.

Business, Male, Argentina

Knowing a foreign language overseas is a big adventure. You get to know the culture too. You realize that because other people are not like us they are not inferior. You get a lot more than in language courses.

I took my last two years of Spanish in Georgia. It was hard for me not to show I knew more Spanish than my teacher. I learned constructions from her and she learned the informal end of it from me.

When I hear Spanish it brings back powerful memories. It's like having two different systems with one intruding. When I came back I would read signs with Spanish pronounciation and not understand them. I would catch myself speaking Spanish when I went to the stores.

Business, Female, Puerto Rico

Polly knew Spanish better than I did. She was there longer. We used it to goof around. But when we spoke to Puerto Ricans like to get air in our bike tires, we didn't goof around. Rather than being dumb Americans we tried to speak Spanish to them....to fit in with them as much as we could.

Sometimes they would yell, 'Hi baby' from cars. Puerto Ricans don't let any of their feelings pent up.

My parents said if they had stayed in Puerto Rico, they would have sent me to Shipley. They were leery about dating there - protective. A girl my brother dated there went to the beach with two boys she knew well to surf one Sunday. She was tired and went to sleep in the car. When the fellows returned to check on her, she wasn't there. It was a secluded area but they saw a hut. They went over and knocked on the door. A man came and they spoke to him in Spanish. He acted jumpy but said he hadn't seen her. They looked around a little bit and found her mutiliated and wrapped up in a fish net. You couldn't tell if she had been sexually molested. She was really pretty.

Other (University related), Female, Colombia, Vietnam, Argentina, and Brazil

We (our family) used Spanish with the servants (in Argentina). I was close to one servant but she was fired for stealing.

Missionary, Male, Dominican Republic

I used Spanish in shopping and to interpret (church) services for guests from the United States. I would go with father in his Evangelical work, help him pack and unpack the car. When I was older I helped him drive.

On our first furlough when I was five I forgot Spanish. When we went back to the Dominican Republic, I would know snatches and have to ask my missionary friends what something was. I picked it up again. I knew Spanish better going back in seventh grade. My younger brother forgot it and so did my sister. I would remember particular words like the noun for sugar - and I knew sentence structure.

One time there was a guy in the market place who yelled 'Go to Hell, Yankee!', I spoke to him in Spanish. He apologized saying he thought I was an American. Mother came along and spoke to me in English and spoiled it all.

I don't communicate in Spanish with the foreign students at all. They might think I was presumptuous, trying to get in good with them by using Spanish as a tool to win their friendship.

Missionary, Female, Morocco

My major is French and Spanish (at college). I'm going to be a writer. I love to travel. I love Europe and Africa. I worked on the school paper in high school and work on the yearbook and paper here. If I am fresh in languages I can be a foreign correspondent.

This interviewee lived in a country where Spanish was spoken by a local elite. Her remarks contained no references to the use of Spanish as a local language; it was taken as a school subject in eighth and ninth grades. (School influences on learning Spanish are discussed in a later section.)

Her statements show that for some, languages may become a means to return overseas.

Department of Defense, Male, Spain

Although I wasn't fluent enough to think in Spanish, I used Spanish everyday in situations where no English was spoken. When we went downtown to the small shops and flea market there were hardly any English-speaking Spaniards.

We kids used Spanish with our maid. She took us to her home a few times and to the movies.

When we went on trips I was always the one who read out of the Berlitz book and memorized phrases. I was the main interpreter for the family....I could make myself understood and get across what I needed to know.

The interviews show that where Spanish is a comprehensive language, it is used in daily communication inside and outside of the home. The Missionary dependent in Morocco (female) where Spanish is used by a limited elite, did not mention using Spanish outside of the classroom. In two of the three cases where Spanish was a local language, spoken by a limited elite but not learned, all three persons lived in the Philippines. Where Spanish is spoken by a limited elite, knowing how to speak Spanish is not as functional. Spanish may be available as a school elective but is rarely a compulsory subject for all. Case materials and the questionnaires do not indicate why one person in the Philippines learned to speak Spanish and two did not.

Area of Residence and Self-Reported Proficiency Ratings in Speaking Spanish

Residency in a Spanish-speaking area is also a powerful indicator of who will speak Spanish with self-reported ratings of "excellent," or "good." Eighty percent, or sixteen of twenty, of those who were resident where Spanish was spoken reported a speaking proficiency of "excellent" or "good." Four persons, or twenty percent, claimed to speak with a rating of "fair." Among those not resident where Spanish is spoken, nineteen percent, or four of 21 claimed to speak with a rating of "excellent or "good." Seventeen, or 81 percent, reported speaking Spanish with a rating of "fair." (See Table 19.)

TABLE 19

Frequency and Percentage Distribution of 41 Spanish Speakers by Self-Reported-Proficiency Ratings and by Residence in Spanish-Speaking Area

Self-Reported Proficiency Ratings	Residence in Spanish Speaking Area: Resident Where Spanish is Spoken	Not Resident	Totals
Speaks Spanish with Rating of "Excellent" or "Good"	16(80)	4(20)	20(100)
Rating of "Fair"	4(19)	17(81)	21(100)
Totals	20(49)	21(51)	41(100)

Chi Square: 15.2323 Significant at .001 level.

Overall Grade Point Average in Secondary School and Self-Reported Proficiency Ratings in Speaking Spanish

Four persons who were not resident in a Spanish speaking area claimed to speak Spanish with ratings of "good." One explanation may be that this achievement is school learning and is related to success in school; the four have A minus or higher grade point averages in secondary school. None of those with B plus or lower grade point averages who were not resident where Spanish is spoken learned to speak with a rating of "good" or "excellent." (See Table 20)

TABLE 20

Frequency Distribution of 21 Overseas Experienced Undergraduates who Speak Spanish and were not Resident in a Spanish Speaking Area by Proficiency Ratings and by Grade Point Averages in Secondary School (Item 28, Page 5, Appendix A and Item 12, Page 3, Appendix B).

	Grade Point Average in Secondary School		
Proficiency Ratings In Speaking Spanish	A Minus or Higher	B Plus or Lower	Totals
Speaks Spanish with Rating of "Excellent" or "Good"	4	0	4
Rating of "Fair"	7	10	17

Gender Role Differences

Of the subjects in the study, 68 (45 percent) are males and 82 (55 percent) are females. Behavior patterns

which are not based on physiological differences but are shared by members of one sex are defined as gender roles. This section explores to what extent the ability to speak Spanish and the proficiency ratings are related to gender roles.

When the subjects in this study were grouped by ability to speak Spanish and by sex, males and females were not found to differ. (See Table 21.) A second comparison between males and females using proficiency ratings and residence in an area where Spanish is spoken, indicates no difference. (See Table 22.)

TABLE 21

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Sex and by Ability to Speak Spanish (Item 1, Page 2, Appendix A and Item 28, Page 5, Appendix A)

	Ability To Speak Spanish		
Sex	Speaks Spanish	Doesn't Speak	Totals
Male	15(22)	53(78)	68(100)
Female	26(32)	56(68)	82(100)
Totals	41(27)	109(73)	150(100)

Chi Square 1.7423 Not Significant

TABLE 22

Frequency and Percentage Distribution of 41 Spanish Speakers by Sex and by Residence in Spanish Speaking Area

	Residence In Spanish Speaking Area		
Sex	Resident Where Spanish Spoken	Not Resident	Totals
Male	9(60)	6(40)	15(100)
Female	11(42)	15(58)	26(100)
Totals	20(49)	21(51)	41(100)

Chi Square 1.1917 Not Significant

Two explanations are offered to support these findings. First, those dependents resident in areas where Spanish is spoken as a comprehensive language attended schools which emphasize Spanish equally for males and females. Secondly, although females may be more limited in their contacts with host nationals in developing areas particularly during teen years, they continue to have roles in which they utilize bilingual skills within the home.

These reasons may also explain why there are no differences between males and females in terms of proficiency ratings. When Spanish speakers who speak with a rating of "excellent" or "good" are divided by sex and by residency in an area where Spanish is spoken, inspection reveals that three females and one male are not resident where Spanish is spoken. The same number of males and females who are resident

where Spanish is spoken learn to speak with ratings of "good" or "excellent." (See Table 23.)

TABLE 23

Frequency Distribution of Twenty Overseas Experienced Undergraduates who Speak Spanish and are Resident in an Area where Spanish is Spoken by Self-Reported Proficiency Ratings and by Sex

	Sex		
Self-Reported Proficiency Rating in Speaking Spanish	Male	Female	Totals
Rating of "Excellent" or "Good"	8	8	16
Rating of "Fair"	1	3	11
Totals	9	11	20

Sponsorship of Parents and Ability to Speak Spanish

It was thought that ability and proficiency in speaking Spanish would differ depending upon the sponsoring organization of the parents. Missionary agencies,for example, require the employee to have a working knowledge of the local language, while others, such as the Department of Defense, do not.

Among the minor dependents of overseas employees of different sponsorship groups there is no statistical difference between the number of those who do know and those who do not

know how to speak Spanish. (See Table 24.) Spanish is learned with equal frequency by all sponsorship groups.

TABLE 24

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Sponsorship of Parents and by Ability to Speak Spanish (Item 20, Page 3, Appendix A and Item 28, Page 5, Appendix A).

	Ability to Speak Spanish		
Sponsorship of Parents	Speaks Spanish	Doesn't Speak	Totals
Department of Defense	7(23)	23(77)	30(100)
Federal Civilians	10(36)	18(64)	28(100)
Missionary	10(26)	28(74)	38(100)
Business	8(23)	27(77)	35(100)
Others	6(32)	13(68)	19(100)
Totals	41(27)	109(73)	150(100)

Chi Square 1.7848 Not Significant

Sponsorship of Parents and Self-Reported Proficiency Ratings in Speaking Spanish

Although not statistically significant, the data suggest that sponsorship is predictive of proficiency ratings among Spanish speakers resident where Spanish is spoken. Twelve of thirteen missionary and business dependents speak Spanish with ratings of "excellent" or "good," while four of seven of those in the "Federal

Civilian," "Department of Defense," and "other" categories claim these ratings. (See Table 25.)

TABLE 25

Frequency Distribution of Twenty Overseas Experienced Undergraduates who are Resident where Spanish is Spoken and Speak Spanish by Sponsorship of Parents and by Self-Reported Proficiency Ratings

	Self-Reported Proficiency Ratings In Speaking Spanish		
Sponsorship of Parents	Speaks Spanish with Ratings of "Excellent" or "Good"	Rating of "Fair"	Totals
Missionary and Business	12	1	13
Federal Civilians, Defense and Others	4	3	7
Totals	16	4	20

Sponsorship of Schools Attended and Self-Reported Proficiency Ratings in Speaking Spanish

Introduction - Differing emphases are placed on the learning of Spanish in the various schools attended by American children in this study in areas where Spanish is a comprehensive language. In some schools Spanish is a language of instruction; in others it is a required course; in still others it is an elective. The nationality of the student body and of the teaching staffs varies.

Department of Defense Schools - The Department of Defense schools have student bodies consisting of the children

of United States citizens only. Enrollees include children of binational marriages for whom English is a second language. The language of instruction is always English. Spanish is taught as an elective in secondary school. A Spanish-speaking national is often hired as a secondary school Spanish teacher, or in the lower grades to instruct in classes on the local language and culture.

Among the Spanish speakers in this study residing in areas where Spanish is a comprehensive language, there are three individuals who attended Department of Defense schools. Two claimed to speak Spanish with ratings of "good;" one is the only individual in this study who resided in an area where Spanish is a comprehensive language and claimed to speak with a rating of "fair." (See Table 26.)

TABLE 26

Number of Subjects Enrolled in Secondary Schools in Areas Where Spanish is a Comprehensive Language by Sponsorship of Schools and Self-Reported Proficiency in Speaking Spanish (Item 19, Page 3, Appendix A and Item 28, Page 5, Appendix A).

	Proficiency in Speaking Spanish		
Enrollees by Type of Sponsorship of Secondary Schools	Excellent	Good	Fair
Those Attending Schools of One Sponsorship Only			
Department of Defense	0	2	1
Missionary	0	2	0
Community	1	2	0
Proprietary	1	0	0
Those Attending Combination of Schools			
Correspondence and Missionary	2	0	0
Correspondence and Community	1	0	0
Proprietary and Company	1	0	0

One Department of Defense dependent who spoke Spanish was interviewed. He took Spanish as a required course in grades seven and eight and continued with the languages in high school. His native-born Spanish teacher stressed

literature, while an American-born-Spanish teacher emphasized conversation. However, a knowledge of the local language did not change his experience in Spain in a way that made a difference in his feeling about leaving or not leaving.

Department of Defense, Male, Spain

You had to take Spanish in seventh and eight grades. After that it was optional. As we were living in Spain, just about everyone enrolled in it.

I had three Spanish teachers; two were Spanish and one was an American. My American Spanish teacher did more practical things. We read ads in the newspaper, articles in magazines. The Spanish Spanish teachers were more formal. We read books, Classics. The American stressed conversation.

I felt happy and sad about leaving. I would rather have finished up there looking back on it but you get bored with where you are after two or three years. In elementary grades you don't develop as many meaningful relationships. Later it is harder to break them.

Correspondence Courses and Missionary Schools -

Missionary families often reside in remote areas. Some of their children stay home during a part of their elementary grades and do school work through correspondence courses. Of the categories studied, these children have the greatest opportunity to learn the local language outside of school. Missionary schools, like Department of Defense schools, offer Spanish when the school is located where Spanish is a comprehensive language. But the student attending a missionary school is more likely to have fellow classmates who have been long term residents. He and his classmates

may come to school with a speaking knowledge of Spanish appropriate to the age level of host national playmate and siblings at home.

Three missionary dependents in this study resided in areas where Spanish is a comprehensive language and took only correspondence courses. All reported proficiency ratings in speaking Spanish as "excellent."

Four persons attended schools sponsored by missionaries, two of whom also took correspondence courses. These two claimed to speak Spanish with a rating of "excellent." Two who only attended secondary mission schools overseas indicated that they speak Spanish with a rating of "good."

The first interview is from a missionary dependent who took correspondence courses during elementary school and attended a community-sponsored secondary school. The second interview is from a dependent in the "other" category who attended a missionary-sponsored secondary school. Although this school was in Brazil the report where Spanish is not spoken, illustrates the dynamics of living and learning languages for the outsider in a mission school.

Missionary, Male, Dominican Republic

I went to school, grades one to five, using the Calvert School course. Mom taught it. She rang a hand bell at eight o'clock every morning. We raised the flag on the flag pole out back and then said a prayer. We had a little room - a converted storehouse. There were a couple

of desks and a blackboard. My brother, a missionary friend and his brother - all four of us went to school together.

School work was general. We had spelling, writing, geography, science, phonetics and "See Dick Run;" things like that.

I was learning Spanish at the same time as English. I picked Spanish up from the neighborhood kids.

When we returned (after our furlough) I went to seventh grade in the community school in the capitol. It was a good school, a situation like the United States, except Spanish was a big part of the curriculum. It was required as a subject at all levels through grade ten.

Federal Civilian, Male, Brazil

The second school I went to was the American Presbyterian School in a tropical area, two hundred miles from the Amazon Basin River Region. There were about sixty students in all.

Only one other non-missionary kid was there. He was Chinese with an American background. His father lived in the States. He had brothers and sisters in California. His father wanted him to get an American education. He was rich - he had a textile industry and wanted his son to take it over.

I went with the Chinese guy mostly. Religion had not been hammered into us. He was Buddhist. We went through the conversion thing together. We thought it was our own decision at the time but it was emotional, psychological. It made me feel more a part of the group.

They didn't really show favoritism; they didn't want to show bias. We were the only ones who hadn't been baptized. We went on a retreat. There was chapel every night. They asked who wanted to be baptized. Lots of the students were rebaptized every year.

The girls were very quiet. They didn't go out at all; they considered me a Pagan. They never showed any emotion at all except if they missed an "A" by one point; then they would cry.

At school I took English and French. The Portuguese was too advanced or too elementary. There were no inbetween classes. So I took French.

In town we were supposed to speak Portuguese. Most of the students had been there all their lives. They knew Portuguese very well.

Community Schools - The community-sponsored school in Latin America in Spanish-speaking areas either teaches Spanish as a strongly emphasized subject or uses it as the language of instruction. Such schools are attended by host nationals who have studied with United States students during the elementary grades. In some countries host-national law makes Spanish mandatory for all elementary pupils regardless of nationality. To meet the particular legal requirement for secondary schools and the perceived-academic requirements for college entrance in either United States or the host nation, students are separated into different streams by nationality during secondary school. Long-term residents and students in schools where Spanish is the language of instruction attain high proficiency.

Two dependents who attended community-sponsored schools summarize their experiences.

Business, Male, Argentina

I went to school in Argentina from first through the first half of eleventh grade. Every two years we had two months vacation in the States. We lived in the same house for ten years.

School was transformed from an old huge three story house. It expanded and spread out. The elementary grades were along nice corridors. There was a modern cafeteria, a nice playing field, a lab and a small but complete museum of natural history. The library had good reference books but was not very complete.

In elementary school the first half of the day was in Spanish. We had the same teacher for different subjects in the morning. In the afternoon we had an American teacher or someone who knew English well. It was this way through eighth grade. The English section was like school here. In the Argentine section there was geometry, algebra, botany, zoology...weird courses but good. We had a mandatory drawing and labor class - we made pottery, drawings, and sculptured things. We learned perspective and color combinations. There was also a music class - I play the guitar and bass.

About fifty percent of the kids were Americans and fifty percent Argentines. The school had a very good reputation. It was built as part of the contract for business men who took families to live there. It was a private school for the others. People registered kids before they were born. It was very expensive if you weren't a business man.

To be admitted you had to know English or be willing to learn. There was a preparatory program - a special teacher taught them in English during the English half day until they were ready to go into the English curriculum. They only learned English. Americans who were transferred down there would also have special preparatory classes in Spanish. It was an authoritarian thing. You do it and that's it.

In high school there was a split. Americans took correspondence courses. All high school was by correspondence. They (the school) had good teachers but weren't accredited by U. S. standards. That is why we had to have correspondence courses. Argentines were taught by their teachers in the same building. During cafeteria, breaks between classes, for thirty minutes after lunch and for P. E. we were still all together.

Other, Female, Colombia, Vietnam, Argentina, Brazil

I was in Argentina for the second half of seventh, eighth and pre-call, a session which prepares Americans for ninth grade in the American system.

In the morning school was in Spanish. I forgot all my Spanish. I wrote a report and copied it out of a book. I didn't learn a lot except for the language. They taught history, geometry and math in Spanish. I got it again in English during the second half of the day.

No Spanish speaker who attended a company or proprietary school during secondary grades was interviewed. One female in the "other" category, however, did enroll for one elementary year in a school primarily for Puerto Ricans. It is interesting to note that after being in a school where Spanish was the language of instruction even during early elementary years, while other experiences did not provide opportunities to maintain a speaking knowledge, the subject reported that she retains a "feel" for the language.

Other, Female, Puerto Rico

The first year we were in Puerto Rico, I went to a third grade in a public school. It had poor facilities; there was a playground but no swings. We had old books if any at all. We sat at long tables with everyone around the table. There was a teacher and an assistant teacher. They didn't speak English. All the classes were in Spanish.

One time at school I pretended I didn't know Spanish. I was getting into trouble. I hadn't done my homework. The teacher was getting upset and wondering why. I refused to speak. I knew she knew I understood but I was afraid to speak.

Spanish has been useful in traveling - going back and forth and stopping in Europe. You meet someone on the train...I met Cubans on a train in Russia. They didn't talk too much after they found out I was an American.

I have forgotten Spanish. I took Spanish 101 and 102 but it was still just in the classroom. I think I have a much better feel for Spanish but I speak French better. Somethings I learned in Spanish even before I learned them in English. The months of the year - the kinds of things you learn in third grade.

Summary of Spanish-Speakers

In reviewing the discussion of the factors related to speaking Spanish, residence in a Spanish-speaking area emerges as strongly predictive of the ability to speak Spanish. It was also a powerful indicator of which subjects would claim proficiency ratings of "excellent" or "good."

Although the differences were not statistically significant, the data suggest that an exception to the rule that non-residents would claim lower proficiency ratings in speaking may occur among persons who are high achievers in secondary school.

There is no evidence from the subjects in this study to indicate that males and females differ in self-reported proficiency ratings or in the ability to speak Spanish. Likewise, there is no data to support the hypothesis that subjects in different sponsorship groups vary in their ability to speak Spanish. However, the data do suggest that sponsorship may be predictive of self-reported proficiency ratings among resident Spanish speakers; missionary and business dependents claim ratings of "excellent" or "good" more frequently than those in the "Federal Civilian" and "Department of Defense" categories.

Sponsorship of schools in Spanish-speaking areas is suggestive of self-reported-proficiency ratings in speaking

Spanish. Ratings of "excellent" were claimed by persons attending community, proprietary and company-sponsored schools and by those taking correspondence courses. The only "fair" rating was reported by a dependent in a Department of Defense school. No student in a Department of Defense school claimed a rating of "excellent."

The factors discussed thus far are those related to ability and to self-reported proficiency ratings in speaking Spanish. The second section focuses on the reading of Spanish.

Spanish Readers

Definition of Spanish Readers

Of the 150 students, 42 (28 percent) reported that they read Spanish. These 42 who claimed to read Spanish in item 28, page 5, Appendix A of the screening questionnaire, with a rating of excellent," "good" or "fair," are classified as Spanish readers.

All of the Spanish speakers in this study claimed to be able to read Spanish. One Spanish reader is not a Spanish speaker. She is the only Spanish reader who does not claim to "understand" Spanish. The explanation is that the subject never resided in a Spanish speaking area. She revealed in an interview that she took Spanish only as a subject in school.

Do those who reside in Spanish-speaking areas claim a higher proficiency rating in reading than those who do not? Is proficiency in reading related to achieving success in school as measured by grade point average in secondary school? Do females claim a higher level of proficiency in reading than males? Is this proficiency rating related to course selection in college after returning from overseas?

Area of Residence and Self-Reported Proficiency Ratings in Reading Spanish

Data in this study show that among the Spanish readers in the research population, those resident where Spanish is spoken claimed higher proficiency ratings in reading Spanish, however, this finding is significant only at the .25 level. (See Table 27.)

TABLE 27

Frequency and Distribution of Spanish Readers by Self-Reported Proficiency Ratings in Reading Spanish and by Residency in a Spanish-speaking Area

	Self-Reported Proficiency Rating in Reading Spanish		
Residency in Spanish Speaking Area	Ratings of Excellent or Good	Ratings of Fair	Totals
Resident Where Spanish is Spoken	16(80)	4(20)	20(100)
Not Resident	11(50)	11(50)	22(100)
Totals	27(64)	15(36)	42(100)

Chi Square: 4.00137 Significant: At the .25 level.

Language of Instruction in Secondary School and Self-Reported Proficiency Ratings in Reading Spanish

Inspection of the data reveals trends which, although not statistically significant, suggest hypotheses for further study. Two subjects in the study attended secondary schools where Spanish is one of the languages of instruction. Both claim ratings of "excellent" or "good" in reading Spanish. (See Table 28.)

TABLE 28

Frequency Distribution of Spanish Readers by Language of Instruction in Secondary School and by Self-Reported Proficiency Ratings in Reading Spanish

	Self-Reported Proficiency Ratings in Reading Spanish		
Language of Instruction in Secondary School	Ratings of Excellent or Good	Ratings of Fair	Totals
Spanish is One of the Languages of Instruction	2	0	2
Spanish is Not	31	9	40
Totals	33	9	42

Gender Role Differences

When Spanish readers who resided in Spanish-speaking areas and those who did not are compared using self-reported proficiency ratings and sex, another trend can be

observed. A larger number of both males and females who resided in Spanish-speaking areas and read Spanish claimed ratings of "excellent" or "good" than claimed ratings of "fair." In contrast, among the non-residents, more females claimed ratings of "excellent" or "good" in reading Spanish than claimed ratings of "fair," while the reverse is true for the males. More non-resident male readers claimed ratings of "fair" than report ratings of "excellent" or "good." (See Table 29.)

TABLE 29

Frequency Distribution of Spanish Readers who Resided in Spanish Speaking Areas and Spanish Readers who did not by Sex and by Self-Reported Proficiency Ratings in Reading Spanish

SPANISH READERS WHO RESIDED IN SPANISH SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading Spanish

Sex	Ratings of Excellent or Good	Ratings of Fair	Totals
Males	10	5	15
Females	17	10	27
Totals	27	15	42

SPANISH READERS WHO DID NOT RESIDE IN SPANISH SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading Spanish

Sex	Ratings of Excellent or Good	Ratings of Fair	Totals
Males	2	4	6
Females	9	7	16
Totals	11	11	22

This trend suggests that for those not resident in Spanish-speaking areas, as commonly held to be true among students in the United States, females claim to be more proficient in reading Spanish.

Overall Grade Point Average in Secondary School and Self-Reported Proficiency Ratings in Reading Spanish

Another trend in the data is revealed when Spanish readers who are resident in Spanish-speaking areas and those who are not are compared by self-reported proficiency ratings and overall grade point averages in secondary school. Among resident-Spanish readers, success in school, as indicated by a grade point average of B plus or higher, is not related to the claim of a proficiency rating of "excellent" or "good" in reading Spanish. Four subjects who have a B plus or higher overall average claim ratings of "fair," while none of those with a B or lower average reports this rating.

In contrast, among non-resident Spanish readers more of those in the group reporting B plus or higher averages claim ratings of "excellent" or "good" (seven) than claim ratings of "fair" (six). For those with a B or lower averages, the reverse is true; more claim ratings of "fair" (five) than ratings of "excellent" or "good" (four). (See Table 30.)

Table 30

Frequency Distribution of Spanish Readers who Resided in Spanish Speaking Areas and Those who Did Not by Self-Reported Proficiency Ratings in Reading Spanish and by Overall Grade Point Averages in Secondary School

SPANISH READERS WHO RESIDED IN SPANISH SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading Spanish

Overall Grade Point Average in Secondary School	Ratings of Excellent or Good	Ratings of Fair	Totals
B Plus or Higher	12	4	16
B or Less	4	0	4
Totals	16	4	20

SPANISH READERS WHO DID NOT RESIDE IN SPANISH SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading Spanish

Overall Grade Point Average in Secondary School	Ratings of Excellent or Good	Ratings of Fair	Totals
B Plus or Higher	7	6	13
B or Lower	4	5	9
Totals	11	11	22

This trend suggests that among Spanish readers who are not resident in Spanish-speaking areas, self-reported

proficiency ratings in reading Spanish are related to overall success in school.

Spanish as an Area of Study and Self-Reported Proficiency Ratings in Reading Spanish

Finally, the data show that higher proficiency ratings in reading are reported by those who chose Spanish as an area of concentration in their course of study as college undergraduates. In this research population, five individuals (twelve percent) of all those who claimed to know Spanish are studying Spanish as their major, minor or cognate area as undergraduates. All five report that they read Spanish with a rating of "excellent" or "good." (See Table 31.)

TABLE 31

Frequency Distribution of Spanish Readers by Those who Have Spanish as their Major, Minor or Cognate and by Self-Reported Proficiency Rating in Reading Spanish (Items 6, 7, Page 1, Appendix B and Item 28, Page 5, Appendix A.)

	Self-Reported Proficiency Rating in Reading Spanish		
Those with Spanish as Major, Minor or Cognate Areas	Ratings of Excellent or Good	Rating of Fair	Totals
Major, Minor or Cognate is Spanish	5	0	5
Not Spanish	22	15	37
Totals	27	15	42

Summary of Spanish Readers and Comparison with Spanish Speakers

No hypotheses in the section on Spanish Readers are statistically significant; however, a number of trends are revealed which suggest hypotheses for future testing. Although residence in a Spanish-speaking area is powerfully predictive of proficiency ratings in speaking Spanish, data from this study only suggest that residency may be an indicator of proficiency level claimed by Spanish readers. Attendance at a school where Spanish is a language of instruction also may lead to a claim of a higher level of proficiency in reading Spanish. In contrast to the trend suggested in the data on non-resident Spanish speakers, among Spanish readers who were not resident where Spanish is spoken more females than males claim higher proficiency ratings in reading Spanish. Among non-resident Spanish readers, as with non-resident Spanish speakers, the data suggest that higher proficiency ratings are claimed by those with higher grade point averages.

GERMAN LEARNERS

Chapter V

Introduction

Chapter V is the second of four chapters which focus on factors related to the learning of particular languages. German learners are discussed in two sections. The first of these is entitled "German Speakers;" the second treats "German readers."

German Speakers

Definition of German Speakers

Among the research population of 150 subjects, 48 persons or 32 percent claimed ability to speak German. Those 48 who claimed to speak German in item 28, page five of the screening questionnaire (See Appendix A) with a rating of "excellent," "good" or "fair" are classified as German Speakers. Nineteen or forty percent of all German speakers reported a proficiency rating of "excellent" or "good" in speaking. Sixty percent of the German speakers claimed ratings of "fair".

Why does almost one third of the research population claim to speak German? Why do sixty percent of all German speakers claim ratings of "fair"? To explore answers to

these and other questions, the ability to speak German and proficiency ratings will be examined in relation to place of residence, sponsorship of parents, sex, timing of exposure and sponsorship of school in which enrolled.

Area of Residence and Ability to Speak German

Residence in a German-speaking country is a crucial factor in learning to speak German. (See Table 32.) Sixty-six percent of the dependents resident in German speaking areas claimed to speak German. Among the 109 individuals not resident in German speaking areas, 19 percent speak German. (See Table 32.)

TABLE 32

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Ability to Speak German and by Residence in German Speaking Areas.

	Resident in German Speaking Area		
Ability to Speak German	Resident Where German Spoken	Not Resident	Totals
Speaks German	27 (66)	21 (19)	48 (32)
Doesn't Speak	14 (34)	88 (81)	102 (68)
Totals	41 (100)	109 (100)	150 (100)

Chi Square: 29.7167 Significant at .001 level.

Area of Residence and Self-Reported
Proficiency Ratings in Speaking German

However, while residence in a German-speaking area is predictive of the ability to speak German, residence is not as predictive a factor in proficiency. Residency indicates those who will speak with ratings of "excellent" or "good" at the .25 level. (See Table 33.)

TABLE 33

Frequency and Percentage Distribution of 48 German Speakers by Self-Reported Proficiency Ratings and by Residence in Areas where German is Spoken (Item 28, Page 5, Appendix A and Item 15-19, Page 3, Appendix A)

	Residence in German Speaking Areas					
Self-Reported Proficiency Ratings in Speaking German	Resident in German Speaking Area		Not Resident		Totals	
Speaks German with Rating of "excellent" or "good"	13	(48)	7	(33)	20	(42)
Rating of "fair"	14	(52)	14	(67)	28	(58)
Totals	27	(100)	21	(100)	48	(100)

Chi Square: 1.0667 Significant at the .25 level.

The type of German speaking area does not explain the lack of a greater difference in proficiency ratings in speaking among those resident and those not resident in German

speaking areas. There is little variation in the type of German speaking area in which the subjects in the present study resided. Among those resident where German was spoken, 88 percent (35 of 40) were dependents in Germany, where German is a comprehensive language. The other five were resident in Switzerland where German is a regional language.

One line of reasoning is that because those residing where German is a comprehensive language are constantly exposed to speakers of that language wherever they travel, they will have the highest percentage claiming to speak German and reporting ratings of "excellent" and "good."

Inspection shows that among those resident where German is a comprehensive language, 21 of thirty claimed to speak German. Among those resident where German is a regional language, three of five learned the language. (See Table 34.)

TABLE 34

Frequency Distribution of Forty Overseas-Experienced Undergraduates who Resided in German Speaking Areas by Type of German Speaking Area in Which Resided and by Ability to Speak German

Type of German Speaking Area	Ability to Speak German: Speaks German	Doesn't Speak	Totals
Area Where German is a Regional Language	3	2	5
Where German is a Comprehensive Language	24	11	35
Totals	27	13	40

However, when proficiency ratings are compared all three German speakers who were resident where German is a regional language claimed to speak with ratings of "excellent" or "good". Eleven of 24 of those resident where German is a comprehensive language claimed similar ratings. (See Table 35.)

TABLE 35

Frequency and Percentage Distribution of 27 German Speakers who Resided where German was spoken by Kind of German Speaking Area in which Resident and by Self-Reported Proficiency Ratings in Speaking German

Kind of German Speaking Area in Which Resident	Self-Reported Proficiency Ratings in Speaking German: Speaks German with Rating of Excellent or Good	Rating of Fair	Totals
Resident where German is Regional Language	3	0	3
Where German is a Comprehensive Language	11	13	24
Totals	14	13	27

An explanation for the lack of relationship between residence where German is a comprehensive language and higher proficiency ratings is that the sponsorship of the parent is a more significant predictive factor of the proficiency level.

Sponsorship of Parents and Ability to Speak German

When ability to speak German is related to the sponsorship of parents, sponsorship is strongly predictive of the ability to speak the language. Fifty-three percent of all Department of Defense dependents claimed to speak German; Federal Civilians rank second in percentage of German

speakers of less than the percentage of German speakers in the total population. (See Table 36.)

TABLE 36

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Sponsorship of Parents and by Ability to Speak German (Item , Page , Appendix and Item , Page , Appendix).

	Ability to Speak German					
Sponsorship of Parents	Speaks German		Doesn't Speak		Totals	
Department of Defense	16	(53)	14	(47)	30	(100)
Federal Civilians	11	(39)	17	(61)	28	(100)
Missionary	8	(21)	30	(79)	38	(100)
Business	9	(26)	26	(74)	35	(100)
Other	4	(21)	15	(79)	19	(100)
Totals	48	(32)	102	(68)	150	(100)

Chi Square: 10.7324 Significant at the .05 level.

An explanation for the higher percentage of German speakers in the Department of Defense category is that a higher percentage of Defense dependents resided where German was spoken than in any other sponsorship group. The Federal Civilian category is second in percentage of German speakers as this category contains all twelve civilian dependents whose parents were employed by the Department of Defense.

Six of these civilian-Department of Defense dependents were resident in Germany. Table 37 indicates that few missionary dependents were resident in German speaking areas. The one missionary dependent who lived in a German speaking area was enrolled in a Bible school, primarily during his post-secondary years.

TABLE 37

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Sponsorship of Parents and by Residence in a German Speaking Area

Sponsorship of Parents	Residence in German-Speaking Areas: Resident Where German Spoken	Not Resident	Totals
Department of Defense	24 (80)	6 (20)	30 (100)
Federal Civilian	8 (29)	20 (71)	28 (100)
Missionary	1 (03)	37 (97)	38 (100)
Business	6 (17)	29 (83)	35 (100)
Others	2 (10)	17 (90)	19 (100)
Totals	41 (27)	109 (73)	150 (100)

Chi Square: 58.1228 Significant at the .001 level.

Sponsorship of Parents and Self-Reported Proficiency Ratings in Speaking German

The sponsorship of parents is less predictive of self-reported proficiency ratings of "excellent" or "good" among those dependents resident in German-speaking areas. Although resident in German speaking areas, five of fourteen Department of Defense dependents report speaking ratings of "excellent" or "good," while eight of thirteen of the non-Department of Defense dependents claimed similar ratings. (See Table 38.) This finding is in keeping with the observation that Department of Defense dependents have less daily contact with the host culture that demands utilization of speaking skills outside of the classroom.

TABLE 38

Frequency Distribution of 27 German Speakers Resident Where German is Spoken by Sponsorship of Parents and by Self-Reported Proficiency Ratings.

	Self-Reported Proficiency Ratings in Speaking German		
Sponsorship of Parents	Ratings of "excellent" or "good"	Ratings of "fair"	Totals
Department of Defense	5	9	14
Not Department of Defense	8	5	13
Totals	13	14	27

Chi Square: 1.8005 Significant at the .25 level.

Inspection of Table 39 which shows proficiency ratings for all of the sponsorship groups indicates that missionary dependents in the present study rarely resided in areas where German is spoken. For dependents in the Federal Civilian, Missionary and Business categories who resided where German is spoken, one-half or more claimed ratings of "excellent" or "good." Although only one missionary dependent resided where German is spoken, the subject is illustrative of the pattern of dependents in that sponsorship category who speak the local language with ratings of "excellent" or "good."

TABLE 39

Frequency Distribution of 27 German Speakers Resident Where German is Spoken by Sponsorship of Parents and by Self-Reported Proficiency Ratings in Speaking German

Sponsorship of Parents	Self-Reported Proficiency Ratings in Speaking German		
	Ratings of "excellent" or "good"	Ratings of "fair"	Totals
Department of Defense	5	9	14
Federal Civilians	5	2	7
Missionary	1	0	1
Business	2	2	4
Others	0	1	1
Totals	13	14	27

Gender Role Difference

Ability to speak German is not a gender-related pattern among the subjects in this study. There is no significant difference between the percentage of males and the percentage of females claiming to know German. (See Table 40.)

TABLE 40

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Sex and by Ability to Speak German.

	Ability to Speak German		
Sex	Speaks German	Doesn't Speak	Totals
Males	24 (35)	44 (65)	68 (100)
Females	24 (29)	58 (71)	82 (100)
Totals	48 (32)	102 (68)	150 (100)

Chi Square: .620 Not Significant

When residence in a German-speaking area is taken into account, the relationship of no statistically significant difference between the percentage of men and that of women who claim to speak German remains. (See Table 41.)

TABLE 41

Frequency and Percentage Distribution of 41 Overseas Experienced Undergraduates who Resided in German Speaking Areas by Sex and by Ability to Speak German (Item 1 , Page 2 , Appendix A and Item 28, Page 5 , Appendix A)

	Ability to Speak German		
Sex	Speaks German	Doesn't Speak	Totals
Male	16 (73)	6 (27)	22 (100)
Female	11 (58)	8 (42)	19 (100)
Totals	27 (66)	14 (34)	41 (100)

Chi Square .997 Not Significant.

The findings in Table 42 show further that there is no statistically significant difference between the percentages of males and females in this study who claim to speak German that were not resident in German speaking areas.

TABLE 42

Frequency and Percentage Distribution of 109 Overseas Experienced Undergraduates who were Not Resident Where German is Spoken by Sex and by Ability to Speak German (Item 1 , Page 2 , Appendix A and Item 28, Page 5 , Appendix A)

	Ability to Speak German		
Sex	Speaks German	Doesn't Speak	Totals
Males	11 (24)	35 (76)	46 (100)
Females	10 (16)	53 (84)	63 (100)
Totals	21 (19)	88 (81)	109 (100)

Chi Square: 1.105 Not Significant.

Self-reported proficiency ratings in speaking German also show no significant difference between males and females who claim ratings of "excellent" or "good." Although a slightly higher number of males than indicated by the expected value and a slightly lower number of females claim ratings of "excellent" or "good," the difference is not statistically significant. (See Table 43.)

TABLE 43

Frequency and Percentage Distribution of 48 German Speakers by Sex and by Self-Reported Proficiency Ratings in Speaking German (Item 1 , Page 2 , Appendix A and Item 28, Page 5 , Appendix A)

Self-Reported Proficiency Ratings in Speaking German

Sex	Ratings of "excellent" or "good	Rating of "fair"	Totals
Males	11 (46)	13 (54)	24 (100)
Females	8 (33)	16 (67)	24 (100)
Totals	19 (40)	29 (60)	48 (100)

Chi Square: .784 Not Significant.

When residency in a German-speaking area is taken into account, four of sixteen males who resided where German is spoken claimed ratings of "good" or "excellent." Four of eleven females resident where German is spoken claimed these ratings. The differences, however, are not statistically significant. (See Table 44.)

TABLE 44

Frequency and Percentage Distribution of 27 German Speakers Resident in German Speaking Areas by Sex and by Self-Reported Proficiency Ratings in Speaking German (Item 1, Page 2, Appendix A and Item 28, Page 5, Appendix A)

Self-Reported Proficiency Ratings in Speaking German

Sex	Ratings of "good" or "excellent"	Ratings of "fair"	Totals
Males	9 (56)	7 (44)	16 (100)
Females	4 (36)	7 (64)	11 (100)
Totals	13 (48)	14 (52)	27 (100)

Chi Square: 1.032 Not Significant.

The responses of the sexes are reversed among German speakers not resident where German is spoken. Four of ten females who speak German but were not resident where German is spoken claimed ratings of "excellent" or "good." Three of eleven males claimed these ratings. While these findings are not statistically significant the trends in Tables 44 and 45 tend to support the observation that males are allowed greater contact with the host culture than females in German speaking areas.

TABLE 45

Frequency and Percentage Distribution of 21 German Speakers Not Resident in German Speaking Areas by Sex and by Self-Reported Proficiency Ratings in Speaking German

	Self-Reported Proficiency Ratings in Speaking German		
Sex	Ratings of "excellent" or "good	Ratings of "fair"	Totals
Males	3 (27)	8 (73)	11 (100)
Females	4 (40)	6 (60)	10 (100)
Totals	7 (33)	14 (66)	21 (100)

Length of Stay

Although data are not available for all of the subjects, those who lived in German-speaking areas only can be grouped by the number of years they were resident and by ability to speak. The data do not support any statistically significant conclusions; however, they do suggest a hypothesis.

Among subjects resident where only German is spoken, length of stay may be predictive of the ability to speak German. None of the four subjects resident in German speaking areas only who do not speak German resided abroad for more than three years. Eight of the sixteen who learned German were residents in German-speaking areas for more than three years. (See Table 46.)

TABLE 46

Frequency Distribution of Those Resident in German-Speaking Areas only by Length of Stay and by Ability to Speak German

Total Number of Years Resident where German is Spoken	Ability to Speak German: Speaks German	Doesn't Speak	Total
Resident Three Years or Less	8	4	12
More than Three Years	8	0	8
Totals	16	4	20

School Sponsorship

Introduction - In what kinds of schools do German speakers enroll? In what way does the school setting affect the ability to speak German and the proficiency level claimed? Answers to these and other questions are obtained from data received in the screening questionnaire and the in-depth interviews.

Department of Defense Schools - Although German speakers enrolled in overseas schools of all sponsorship types during grades eight through thirteen, a higher percentage of enrollments occurred in Department of Defense schools than in any other type of school. (See Table 47.) This concentration is due to the fact that the research population includes a large number of Department of Defense dependents from Germany.

TABLE 47

Frequency and Percentage Distribution of Enrollments of 150 Overseas Experienced Undergraduates in Secondary Schools Sometime During Grades Eight through Thirteen by Sponsorship of School in Which Enrolled and by Ability of Enrollee to Speak German

Enrollments by Sponsorship of Secondary School	Ability to Speak German: Speaks German		Ability to Speak German: Doesn't Speak		Totals	
Department of Defense	26	(65)	14	(35)	40	(100)
Missionary	6	(20)	24	(80)	30	(100)
Correspondence of None	2	(20)	6	(75)	8	(100)
Community or Company Asia	11	(23)	36	(77)	47	(100)
Community or Company Europe/Latin America	4	(15)	22	(57)	26	(100)
Proprietary or Non-United States	9	(43)	12	(57)	21	(100)
Totals	58	(34)	114	(66)	172	(100)[19]

When enrollments of the 150 subjects are grouped by those attending Department of Defense schools and by those who are or are not German speakers, enrollment in Department of Defense schools is a powerful factor in predicting the ability to speak German. (See Table 48.) However, this may be a spurious prediction because as noted previously, the research population includes a large number of Department

of Defense dependents from Germany.

TABLE 48

Frequency and Percentage Distribution of Enrollments of 150 Overseas Experienced Undergraduates in Secondary Schools Sometime during Grades Eight through Thirteen by Enrollments in Department of Defense Schools and by Ability to Speak German

	Ability to Speak German		
Schools with Department of Defense Sponsorship	Speaks German	Doesn't Speak	Totals
Enrolled in Department of Defense School	26(65)	14(35)	40(100)
Not Enrolled	22(20)	88(80)	110(100)
Totals	48(32)	102(68)	150(100)

Chi Square: 27.2978 Significant at the .001 level.

While 42 percent (eleven of 26) of those enrolled in Department of Defense schools claim ratings of "excellent" of "good," a higher percentage of those enrolled in the following three categories claimed ratings of "excellent" or "good":

1) those enrolled in correspondence courses, or not attending any school;
2) those attending community and company-sponsored schools in Asia; and,

3) those who were students in proprietary schools or schools where the majority of the members of the student body were not United States citizens.

TABLE 49

Frequency and Percentage Distribution of Enrollments of 48 German Speakers by Sponsorship of Secondary School in which Enrolled and by Self-Reported Proficiency Ratings in Speaking German (Items 15-19, Page 3, Appendix A and Item 28, Page 5, Appendix A)

Sponsorship of School in Which Enrolled	Enrollees' Self-Reported Proficiency Ratings in Speaking German: Rating of "excellent" or "good"		Rating of "fair"		Totals	
Department of Defense	11	(42)	15	(58)	26	(100)
Missionary	1	(17)	5	(83)	6	(100)
Correspondence or None	1	(50)	1	(50)	2	(100)
Community and Company Asia	5	(45)	6	(55)	11	(100)
Community and Company Europe and Latin America	1	(25)	3	(75)	4	(100)
Proprietary and Non-United States	5	(56)	4	(44)	9	(100)
Totals	24	(41)	34	(59)	58	(100)

Correspondence Courses - Only one person who enrolled in a correspondence course claimed to speak German with a

rating of "excellent" or "good." He was not resident in a German-speaking area and is the only subject enrolled in a missionary-sponsored school who claimed a rating of "excellent" or "good" in speaking German. It is not known from the information available why he has this rating. (See Table 49.)

Community and Company Schools in Asia - A slightly higher percentage of those in the category of enrollees in community or company schools in Asia than those in Department of Defense schools claimed ratings of "excellent" or "good" (five of eleven or 45 percent). (See Table 49.) Two of the five subjects lived at sometime in German-speaking areas. A third attended a school where German was the language of instruction. A fourth, the daughter of a German-born parent, may have had the opportunity to speak German through her family. There is no indication from the information available why the fifth individual speaks with a rating of "excellent" or "good."

Proprietary and Non-United States Schools - Among enrollees in proprietary schools and schools not primarily for United States students, five of nine (56 percent) claimed ratings of "excellent" or "good." (See Table 49.) Three enrollments were in schools in German-speaking areas; one was in a German Embassy school where the language of

instruction was German; one enrollment was in a public school in Sweden. It is not known what language curriculum was emphasized in the third case; German might have been learned in school, or it could have been learned after the subject returned to the United States.

One German speaker, who attended a company school in Asia and a community secondary school in Asia as a boarder, was interviewed. His school experience included a number of years of French and during the elementary grades, lessons in Arabic. He had traveled in Europe. His interview indicates an appreciation for the value of knowing a local language for travel.

Business, Male, Iran, Saudi Arabia

I started German when I got here (in college). I will have to take more German and probably Russian too. I need both for scientific purposes and the German for travel in Europe.

I have some aptitude for languages but it seems to me that it is progressively harder to learn as I get older. I did well in German here when I put the time in on it.

A Federal Civilian dependent, who attended a private school in Sweden and then enrolled for two years as a boarder in a Department of Defense school in Germany, was interviewed. Both parents were raised overseas; her mother is a naturalized United States citizen.

Because she was accustomed to hearing foreign languages from an earlier stay in Sweden and had the skills

needed to be a cautious shopper in the local economy she felt at ease, compared to her boarding school classmates, in moving about off the post. However, these activities were restricted by the dormitory rules. Her main opportunity to learn to speak German came from an excellent teacher who provided a native accent which the subject recognized and attempted to learn.

Federal Civilian, Female, Sweden, Germany

Mother was born in Sweden and is a naturalized United States citizen. Her German is better than mine. Father knows German very well.

My father said it was absurd when I expressed an interest in learning German. 'No one uses it in the United States,' he said. 'It has no practical value.' My learning French was OK.

At the beginning of my junior year I (left Sweden and) went to Germany for two school years. I attended an Army school where I was admitted as a civilian on a tuition paying basis.

I took German and had no difficulty at all because of having Norwegian as a background. Because I had been immersed in a foreign cultural setting before, it was not strange for me to hear foreign sounds. I could (understand) billboards. I was used to making purchases on the local economy and knew how size was designated. I had an easier time than those who came from the States.

I boarded in a dorm run by the Army. It was highly regimented. You had to sign in and out, stating your destination. You had to be in at 5:30 p.m. which meant no boozing. There was room inspection daily. Study hall hours were rigorously enforced. Infractions resulted in suspension.

The dorm students used English exclusively when they were together. We didn't get around at all. There were no excursions planned. The only legitimate social life was the teen club where you could get hamburgers, French fries

and dance. No one went to the dances. They favored beer halls, the local color.

On occasions when I went into the beer halls, I'd strike up conversations with Germans - guys my own age or older or married couples. Mainly I spent time with Americans. Most of my friends had no desire to communicate with Germans. They had always lived on the Post.

My first-year German teacher was excellent. She was a superb teacher with a stimulating personality. She made every effort to use as little English as possible. She was my guiding light in German. Her enthusiasm for teaching students German influenced me. A lot of kids scoffed at her. I was particularly grateful to have a native teacher who could speak with a respectable accent.

Two Department of Defense dependents who attended Department of Defense schools as day students, were interviewed. The first, a male, was not particularly interested in learning German but did so because it was the local language and therefore a more useful choice. Because he was self-conscious as a German speaker, the subject used it primarily with others who were also learning the language or with a brother in the company of those who they thought did not know any German.

Department of Defense, Male, Japan, Germany

I took German in high school because I was in Germany. My first year teacher was a German refugee. I wasn't interested in learning German and she didn't make me. The second year teacher was also German. He was formal and informal at the same time. You were Herr or Frau or Fraulein, yet he joked a lot.

My brother and I speak German at a very elementary level to each other when we are with people we don't want to understand what we are saying. When we moved back to the States

if I didn't know if he wanted to leave I'd ask in German. I'd ask what he thought of the people we were with.

I used German when we went camping in Boy Scouts out by a castle. We would try talking to other campers, like with the girls. In downtown Frankfurt I would try most of the time unsuccessfully, I was too self-conscious about it. The only time I didn't feel self-conscious using it was talking to other people who were learning it too.

I got some good out of my German in reading Faust but I'm not sure I wouldn't have gotten more out of it if I had read it in English.

The second Department of Defense dependent is a female who, because of the distance to school, was required to use local transportation instead of a military bus. She and her brother enjoyed developing contacts with the German host nationals. An American girl friend, who was a long-term resident in Germany and knew German well, provided company and security for her ventures into the host culture. She found most Germans wanted to spend their time learning English from her.

Department of Defense, Female, Turkey, Germany

I like being with people who speak German. I learned it traveling on the train a lot, talking to people about their country, comparing differences. I fell short on learning the culture; I was hindered by being with Germans who knew or wanted to learn English.

I picked up more German than French from my French teacher. He talked to me in German while riding on the bus. The trip took one hour.

At first my parents were afraid to let me go out after dark. They were concerned about kids getting involved in drinking as there were no drinking laws. They started letting me have more freedom after we moved from the city to a rural

town. I met a lot of people, went to movies with German friends, to the Gasthaus (restaurant) and the soccer games. We would meet a group of German kids and go downtown to the discotheques and in the summer time to cafes and concerts with folk singers.

On weekends I stayed with a girl friend who had lived in Germany since she was two. Their home was like a German home. It had German nicknacks, flowerboxes in every window, a huge basement and winecellar and a sink in every bedroom.

There was a German lady who lived across the street who was married to an Air Force Colonel. She introduced me to a German guy. When we went out he talked about cars, clothes and the places we went to. He thought Americans were impressed by these things but I wasn't. He would degrade his language, saying it sounded crude and harsh and that he wanted to learn English. I thought he didn't mean it, that he wasn't sincere.

My brother did a lot more alone than I did. He was more independent. He was allowed to be by my parents. He would do things and tell afterwards. I would ask first. Once he and a friend wanted to hitchhike to Strassburg. They were afraid to ask because mother would be afraid for their safety. He left a note saying when he would be back and left. Dad was angry at first because he was worried. He asked, "Did you have a good time? What did you do?" They had a couple of laughs. After that Dad let him go. He figured there wasn't anything he could do to stop him.

They were worried because he would fall asleep. Once he went to the French border on the train before he woke up. It was after a soccer game. He had to come back alone.

Once they didn't want me to go to Stuttgart for a weekend to my girl friend's house. I took a suitcase with me when I went to school. They were really angry. Mother said, "You're just a damn independent kid." They were upset because they didn't think they had any control over me. I didn't think they should. After that they got less restrictive with us.

Summary of German Speakers

In reviewing the discussion of German speakers, residence in a German-speaking area is clearly a powerful factor in predicting ability to speak German. Although not statistically significant, the data suggest the hypothesis that residence in a German-speaking area may also be predictive of the self-reported proficiency ratings in speaking German.

Data from subjects in this study show that sponsorship of parents is a statistically significant factor in predicting who learns German, with a high percentage of Department of Defense and Federal Civilian dependents in this category. This finding may result from the selection of a research population which contains large number of military and military-civilian dependents who reside in Germany. The data suggest that sponsorship may be predictive of the level of proficiency for those subjects resident in German-speaking areas. When compared by sponsorship groupings, the findings indicate that fewer Department of Defense dependents may claim higher proficiency ratings.

The data do not support any statistically significant differences between males and females who learned German. However, two trends can be observed: one suggests that males who are resident where German is spoken claim higher

proficiency ratings than females, and the other that among non-resident German speakers, females claim higher proficiency ratings.

Another hypothesis suggested in this section of the chapter was that length of stay is predictive of ability to speak German.

When sponsorship of school was considered, enrollment in Department of Defense schools was found to be statistically significant as a predictor of learning German. This result may be due to the fact that the research population includes a large number of Department of Defense and Defense civilians who resided in Germany.

Trends suggest that Department of Defense students may claim lower proficiency ratings in speaking German than students enrolled in schools of other sponsorship, particularly when the school is located in a German-speaking area or where the language of instruction is German.

Having explored the factors which relate to the speaking of German, the dynamics thought to affect reading will now be studied.

German Readers

Definition of German Readers

Of the 150 students, 48 persons or 32 percent of the research population reported that they read German. Those

48 who claimed to read German with ratings of "excellent," "good," or "fair" are classified as German Readers. All German speakers in the present study also claimed to read German.

Area of Residence and Self-Reported Proficiency Ratings in Reading German

Residence in German-speaking areas does not seem to be correlated to proficiency in reading. No statistically significant number of German readers, who resided where German is spoken, claimed proficiency ratings of "excellent" or "good." (See Table 50.)

TABLE 50

Frequency and Percentage Distribution of German Readers by Area of Residence and by Self-Reported Proficiency Ratings in Reading German.

	Self-Reported Proficiency Ratings in Reading German		
Residence in German-Speaking Area	Ratings of Excellent or Good	Ratings of Fair	Totals
Those who Resided In German-Speaking Areas	14(54)	12(46)	26(100)
Those who Did Not Reside	12(55)	10(45)	22(100)
Totals	26(54)	22(46)	48(100)

Language of Instruction in Secondary School and Self-Reported Proficiency Ratings in Reading German

Inspection of the data reveals trends which although not statistically significant suggest hypotheses for possible future study. Three subjects in the present study attended secondary schools where German is a language of instruction. All three claimed ratings of "excellent" or "good" in speaking German. (See Table 51.)

TABLE 51

Frequency Distribution of German Readers by Language of Instruction in Secondary School and by Self-Reported Proficiency Ratings in Reading German.

	Self-Reported Proficiency Ratings in Reading German		
Attendence at Secondary Schools Where German is a Language of Instruction	Ratings of Excellent or Good	Ratings of Fair	Totals
Those Who Attended Secondary Schools Where German is a Language of Instruction	3	0	3
Those that Did Not	23	22	45
Totals	26	22	48

Gender Role Differences

When German readers who resided in German-speaking areas and those that did not are compared, gender roles emerge

as an important factor in predicting proficiency. Among resident German readers, nine of fourteen who claimed proficiency ratings of "excellent" or "good" are males; the remainder are females. (See Table 52.) However, the trend reverses among non-resident German readers. Three of nine non-resident German readers who claimed ratings of "excellent" or "good" are males; the remainder are females. The hypothesis that among non-resident German readers, females are more proficient at reading is statistically significant at the .05 level. (See Table 52.)

TABLE 52

Frequency and Percentage Distribution of German Readers who Resided in German Speaking Areas and Those that Did Not by Sex and by Self Reported Proficiency Ratings in Reading German (Item 1, Page 2, Appendix A and Item 28, Page 5, Appendix A)

GERMAN READERS WHO RESIDED IN GERMAN-SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading German

Sex	Ratings of Excellent or Good		Ratings of Fair		Totals	
Males	9	(64)	7	(58)	16	(62)
Females	5	(36)	5	(42)	10	(38)
Totals	14	(100)	12	(100)	26	(100)

Chi Square Not Significant

GERMAN READERS WHO DID NOT RESIDE IN GERMAN-SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading German

Sex	Ratings of Excellent or Good		Ratings of Fair		Totals	
Males	3	(25)	8	(80)	11	(50)
Females	9	(75)	2	(20)	11	(50)
Totals	12	(100)	10	(100)	22	(100)

Chi Square: 6.6 Significant at .05 level.

One explanation may be that reading proficiency is higher among resident males because of their greater contact

with the host culture. The reversal of this trend among non-resident German readers supports the commonly-held notion for females in the United States, that is, that females are more successful as classroom students of foreign languages.

Overall Grade Point in Secondary School and Self-Reported Proficiency Ratings in Reading German

When German readers who resided where German is spoken and German readers who did not are compared by overall grade point average in secondary school and by self-reported proficiency ratings, no trend is revealed which would support the hypothesis that non-resident German readers with higher grade point averages claim higher proficiency ratings in reading German. Although four percent more non-resident German readers than resident German readers, who report reading with ratings of "excellent" or "good" have grade point averages of B plus or higher, a higher percentage of the non-resident German readers who claim ratings of "fair" are also found in this group of high achievers. (See Table 53.)

TABLE 53

Frequency and Percentage Distribution of German Readers who Reside in German Speaking Areas and Those who Do Not by Overall Grade Point Average in Secondary School and by Self-Reported Proficiency Ratings in Reading German (Item 12, Page 3 , Appendix B and Item 28, Page 5 , Appendix A)

GERMAN READERS WHO RESIDED IN GERMAN SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading German

Overall Grade Point Average in Secondary School	Ratings of Excellent or Good	Ratings of Fair	Totals
Those with B Plus or Higher Averages	10 (71)	7 (58)	17 (65)
Those with B or Lower Averages	4 (29)	5 (42)	9 (35)
Totals	14 (100)	12 (100)	26 (100)

GERMAN READERS WHO DID NOT RESIDE IN GERMAN SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading German

Overall Grade Point Average in Secondary School	Ratings of Excellent or Good	Ratings of Fair	Totals
Those with B Plus or Higher Averages	9 (75)	7 (70)	16 (73)
Those with B or Lower Averages	3 (25)	3 (30)	6 (27)
Totals	12 (100)	10 (100)	22 (100)

German as an Area of Study in College and Self-Reported Proficiency Ratings in Reading German

The data also show that higher proficiency ratings in the reading of German are reported by those subjects who chose German as an area of concentration in their undergraduate programs. In this research population seven individuals (fourteen percent of those who claimed to know German) are studying German as their undergraduate major, minor or cognate area. All seven reported that they read German with a rating of "excellent" or "good." (See Table 54.)

TABLE 54

Frequency Distribution of German Speakers by Those who are Studying German as Undergraduates and by Self-Reported Proficiency Ratings in Reading German.

	Self-Reported Proficiency Ratings in Reading German		
Students of German	Ratings of Excellent or Good	Ratings of Fair	Totals
Those Who Have German As Their Major, Minor or Cognate Area	7	0	7
Those Who Do Not	19	22	41
Totals	26	22	48

Summary of German Readers and Comparison with German Speakers

All of the subjects in the present study who read German also claimed to speak that language. In contrast to speaking, residence in a German-speaking area is not suggestive of proficiency in reading.

Inspection indicates that proficiency in reading may be related to attendance at schools where the language of instruction is German, and to the selection of German as an area of study in college.

A trend observed among German speakers which suggests gender role differences in proficiency is stronger among German readers. The hypothesis that among non-resident German readers females claim higher proficiency ratings was found to be statistically significant. The stronger relationship among readers, when compared with speakers, supports the contention that reading is a skill acquired primarily in the classroom while speaking may be learned outside of the classroom.

FRENCH LEARNERS

Chapter VI

Introduction

Chapter VI is the third of four chapters dealing with factors related to the learning of specific languages. This chapter analyzes the subjects who learned French - the largest group of language learners in the present study. Factors related to the learning of French are discussed under two headings: "French Speakers" and "French Readers."

French Speakers

Definition of French Speakers

In the research population of 150 subjects, eighty or 53 percent claimed to speak French. Fifty percent reported speaking that language with a rating of "excellent" or "good." The remainder claimed ratings of "fair." Persons that claim to speak French with a rating of "excellent," "good" or "fair" are referred to as French speakers.

Why was French learned by over one-half of the research population? Why did one-half of these French speakers claim ratings of "fair?" Do more females than males learn French overseas? Are members of one sponsorship group, such as the

dependents of Federal Civilians, more likely to learn French since they resided in diplomatic communities where the ability to speak French is highly valued? To explore these and other questions, the ability to speak and proficiency ratings will be discussed in terms of area of residence, timing of exposure, sex, and formal school setting.

Area of Residence and Ability to Speak French

Residency in areas where French is spoken in a very important factor in learning to speak French. Seventy-six percent of the subjects who resided in areas where French is spoken claimed the ability to speak French. In contrast, 41 percent of those not resident in French speaking areas reported the ability to speak French. (See Table 55.)

TABLE 55

Frequency and Percentage Distribution of 150 Overseas-Experienced Undergraduates by Ability to Speak French and by Residence in French-Speaking Areas.

	Residence in French-Speaking Areas		
Ability to Speak French	Resident Where French Spoken	Not Resident	Totals
Speaks French	39 (74)	41 (41)	80 (53)
Doesn't Speak	12 (26)	58 (59)	70 (47)
Totals	51 (100)	99 (100)	150 (100)

Chi Square: 16.62051 Significant at .001 level

An hypothesis explaining why twelve persons who resided in French-speaking areas did not learn French is that they were in regions where French was not a comprehensive language. Inspection shows that all of the subjects who resided in countries where French is spoken by the entire population reported the ability to speak French. Residence in a French-speaking country evidently has similar effects on language learning as does residency in a Spanish-speaking country. However, the same cannot be said for residency in German-speaking nations. This fact is seen as affected by sponsorship. The research population contains a large number of Department of Defense dependents who were resident in Germany. Findings support the hypothesis that among those in the Department of Defense category there is less daily contact with host nationals, making the learning of the local language less important.

The twelve subjects who do not know French resided either where French was the language of a limited elite, as in Vietnam, or where French was a regional language, as in Switzerland and Canada. (See Table 56.)

TABLE 56

Frequency and Percentage Distribution of 150 Overseas-Experienced Undergraduates by Residency in French-Speaking Areas of Different Types and by Ability to Speak French.

Residency in Types of French Speaking Areas	ABILITY TO SPEAK FRENCH: Speaks French		ABILITY TO SPEAK FRENCH: Doesn't Speak		Totals	
Resident Where French is a Comprehensive Language	8	(10)	0	(00)	8	(05)
Where French is the Language of the Local Elite	25	(31)	10	(14)	35	(23)
Where French is a Regional Language	6	(08)	2	(03)	8	(05)
Never Resident Where French Spoken	41	(51)	58	(83)	99	(67)
Totals	80	(100)	70	(100)	150	(100)

Area of Residence and Self-Reported Proficiency Ratings in Speaking French

Residence in a French-speaking area is an important factor in predicting proficiency in speaking. Twenty-five of 39 French speakers, 64 percent of those resident where French is spoken, claimed to speak French with a rating of "excellent" or "good." In comparison, fifteen of 41 French speakers, 37 percent of those not resident where French is spoken, reported a rating of "excellent" or "good" in speaking French. Ability to speak French with a rating of

"good" or "excellent" is predicted by residence in an area where French is spoken and is significant at the .025 level. (See Table 57.)

TABLE 57

Frequency and Percentage Distribution of Eighty French Speakers by Self-reported Proficiency Ratings and by Residence in Areas Where French is Spoken.

	Residence in French Speaking Areas					
Self-Reported Proficiency Ratings in Speaking French	Resident in French Speaking Area		Not Resident		Totals	
Speaks French with Rating of "Excellent" or "Good"	25	(64)	15	(37)	40	(50)
Rating of "Fair"	14	(36)	26	(63)	40	(50)
Totals	39	(100)	41	(100)	80	(100)

Chi Square: 6.05378 Significant at the .025 level.

Among those French speakers who resided in French-speaking areas, some lived where French was a comprehensive language, others where French was spoken in one of several regions, and still others where French was the language of a local elite. Inspection shows that where French was spoken by an elite, a higher percentage (but not significantly so) reported speaking with a rating of "good" or "excellent," than in areas where French was a comprehensive or local regional language. (See Table 58.)

TABLE 58

Frequency and Percentage Distribution of Forty French Speakers Resident Where French is Spoken by Self-Reported Proficiency Ratings and by Residence in Type of French Speaking Area.

	Type of French Speaking Area of Residence					
Self-Reported Proficiency Rating in Speaking French	Resident in Area where French is a Comprehensive or Regional Language		Language of Local Elite		Totals	
Speaks French with Rating of "Excellent" or "Good"	9	(60)	17	(68)	26	(65)
Ratings of "Fair"	6	(40)	8	(32)	14	(35)
Totals	15	(100)	25	(100)	40	(100)

Chi Square: .26374 Not Significant.

An hypothesis explaining why there is a higher percentage of ratings of "excellent" or "good" in speaking French among those resident where French is the language of an elite is that a large number of this group come from the American Community School in Beirut where proficiency in speaking, as well as reading, French is emphasized. (See Table 59.)

TABLE 59

Frequency Distribution of French Speakers Resident Where French is the Language of a Local Elite by Self-Reported Proficiency Ratings in Speaking French and by Enrollment in the American Community School of Beirut.

Enrollment in the American Community School, Beirut

Self-Reported Proficiency Ratings in Speaking French	American Community School Students	Not American Community School	Totals
Speaks with Ratings of "Excellent" or "Good"	14	3	17
Ratings of "Fair"	7	1	8
Totals	21	4	25

Overall Grade Point Average in Secondary School and Self-Reported Proficiency Ratings in Reading French

Although not statistically significant, proficiency ratings in speaking French may be related to success in school. A higher percentage of those subjects with grade point averages of B plus or higher reported ratings of "excellent" or "good" in speaking French (twelve of 28, or 43 percent). (See Table 60.)

TABLE 60

Frequency and Percentage Distribution of Forty French Speakers who are not Resident where French is Spoken by Self-Reported Proficiency Ratings in Speaking French and by Grade Point Average in Secondary School

	Grade Point Average in Secondary School					
Self-Reported Proficiency Ratings in Speaking French	B Plus or Higher		B or Lower		Totals	
Speaks French with Ratings of "Excellent" or "Good"	13	(43)	2	(18)	15	(37)
Ratings of "Fair"	17	(57)	9	(82)	26	(63)
Totals	30	(100)	11	(100)	41	(100)

Chi Square: 2.1947 Not Significant.

Gender Role Differences

Among overseas dependents in the present study, 24 or thirty percent of all French speakers are males; 56 or 70 percent of all French speakers are females. Females are more likely to speak French than males; ability to speak French is significantly correlated with sex. (See Table 61.)

TABLE 61

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Sex and by Ability to Speak French

	Ability to Speak French		
Sex	Speaks French	Doesn't Speak	Totals
Males	24 (30)	44 (63)	68 (45)
Females	56 (70)	26 (37)	82 (55)
Totals	80 (100)	70 (100)	150 (100)

Chi Square: 16.2635 Significant at .001 level.

Findings of differences in ability to speak French between the sexes for those who do not reside in areas where French is spoken is significant at the .001 level. Among 99 subjects not resident in French speaking areas, a larger proportion of French speakers are females (31 of 41, or 76 percent of all non-resident French speakers). In comparison, a larger proportion of those who did not learn to speak French and who were not living in French-speaking areas are males (36 of 58, or 62 percent). (See Table 62.)

TABLE 62

Frequency and Percentage Distribution of 99 Overseas Experienced Undergraduates who were not Resident Where French is Spoken by Sex and by Ability to Speak French

	Ability to Speak French		
Sex	Speaks French	Doesn't Speak	Totals
Males	10 (24)	36 (62)	46 (46)
Females	31 (76)	22 (38)	53 (54)
Totals	41 (100)	58 (100)	99 (100)

Chi Square: 13.70916 Significant at the .001 level.

Differences between the sexes in ability to speak French among those subjects who did reside in countries where French is spoken is significant at the .05 level. Of the 51 individuals in the present study who resided in French-speaking nations, a larger proportion of French speakers, 25 of 39 or 64 percent, are females. Eight of twelve individuals, or 67 percent of those who lived in French speaking areas but did not learn French, are males. (See Table 63.)

TABLE 63

Frequency and Percentage Distribution of 51 Overseas Experienced Undergraduates who Resided In French Speaking Areas by Sex and by Ability to Speak French

	Ability to Speak French					
Sex	Speaks French		Doesn't Speak		Totals	
Males	14	(36)	8	(67)	22	(43)
Females	25	(64)	4	(33)	29	(57)
Totals	39	(100)	12	(100)	51	(100)

Chi Square: 3.87270 Significant at the .05 level.

These findings support a hypothesis that among the dependents in this study there is a norm which parallels that commonly held to be true for language students in the United States: or that it is more appropriate for females to learn French than males.

However, there is no significant difference between males and females in this study in the self-reported proficiency ratings in speaking French among those French speakers who were dependents in French-speaking nations. (See Table 64.)

TABLE 64

Frequency and Percentage Distribution of 39 French Speakers who Resided in an Area Where French was Spoken by Sex and by Self-Reported Proficiency Ratings in Speaking French.

	Self-Reported Proficiency Rating in Speaking French		
Sex	Ratings of "Excellent" or "Good"	Rating of "Fair"	Totals
Males	10 (40)	4 (29)	14 (36)
Females	15 (60)	10 (71)	25 (64)
Totals	25 (100)	14 (100)	39 (100)

Chi Square: .50939 Not Significant.

Likewise, inspection shows that there are no differences between males and females in this study in the self-reported proficiency ratings in speaking French among those French speakers who did not reside where French is spoken. (See Table 65.)

TABLE 65

Frequency and Percentage Distribution of Non-resident French Speakers by Sex and by Self-Reported Proficiency Ratings in Speaking French

	Self-Reported Proficiency Ratings in Speaking French					
Sex	"Excellent" or "Good"		"Fair"		Totals	
Males	4	(27)	6	(23)	10	(24)
Females	11	(73)	20	(77)	31	(76)
Totals	15	(100)	26	(100)	41	(100)

Sponsorship of Parents

The sponsorship of the parents has an affect on those dependents who claim to Speak French (significant at the .05 level). The sponsorship group with the highest percentage of French speakers is the "other" category where 74 percent claimed to speak French. Business dependents rank second with 66 percent, and Federal Civilian dependents third with 57 percent. Two groups have observed values below expected values. (See Table 66.) Missionary dependents reported that 42 percent are French speakers. Defense dependents have the lowest percentage of French speakers, 37 percent of whom claim to speak French. (See Table 66.)

When French speakers are divided by self-reported proficiency ratings, business sponsorship indicates at the .01 level those individuals who speak with ratings of

"excellent" or "good" are business dependents. Forty-two percent of all French speakers who claim to speak with ratings of "excellent" or "good" are business dependents. (See Table 67.) The group with the second largest percentage who claim to speak with ratings of "excellent" or "good" is the Federal Civilians with twenty percent. (See Table 68.) Missionary dependents are third with fifteen percent. Dependents in the "other" category, who ranked first in the percent claiming to speak French, rank fourth in percentage of those who speak with proficiency ratings of "excellent" or "good" (twelve percent). Defense dependents are lowest in terms of percentage who claimed to speak with ratings of "excellent" or "good." (See Table 68.)

TABLE 66

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Sponsorship of Parents and by Ability to Speak French

	Ability to Speak French		
Sponsorship of Parents	Speaks French	Doesn't Speak	Totals
Department of Defense	11 (37)	19 (63)	30 (100)
Federal Civilians	16 (57)	12 (43)	28 (100)
Missionaries	16 (42)	22 (58)	38 (100)
Business	23 (66)	12 (34)	35 (100)
Other	14 (74)	5 (26)	19 (100)
Totals	80 (53)	70 (47)	150 (100)

Chi Square: 10.7597 Significant at .05 level.

TABLE 67

Frequency and Percentage Distribution of Eighty French Speakers by Business Sponsorship of Parents and by Self-Reported Proficiency Ratings in Speaking French

	Self-Reported Proficiency Ratings in Speaking French		
Sponsorship of Parents	Excellent or Good	Fair	Totals
Business	17 (43)	6 (15)	23 (29)
Non-business	23 (58)	34 (85)	57 (72)
Totals	40 (100)	40 (100)	80 (100)

Chi Square: 7.38368 Significant at the .01 level.

TABLE 68

Frequency and Percentage Distribution of Eighty French Speakers by Sponsorship of Parents and by Self-Reported Proficiency Ratings in Speaking French

	Self-Reported Proficiency Ratings in Speaking French		
Sponsorship of Parents	"Excellent" or "Good"	Fair	Totals
Department of Defense	4 (10)	7 (18)	11 (14)
Federal Civilians	8 (20)	8 (20)	16 (20)
Missionary	6 (15)	10 (25)	16 (30)
Business	17 (43)	6 (15)	23 (29)
Other	5 (12)	9 (22)	14 (18)
Totals	40 (100)	40 (100)	80 (101)

Several reasons can be offered to explain why sponsorship groups in this study differ in ability and proficiency in the speaking of French. Earlier findings indicate that among subjects in this study those resident where French is spoken most often learn to speak French, and speak with ratings of "excellent" or "good."

Sponsorship of parents indicates at the .005 level those who are resident where French is spoken. (See Table 69.) More than one-half (54 percent) of all business children resided where French is spoken. Those in the category, "Other," were second with 47 percent living where French is spoken; Federal Civilian dependents were third with 39 percent. Both Missionary and Department of Defense dependents had a lower percentage of residents in French-speaking areas in their sponsorship groups than the percentage of the total number of residents in French-speaking areas in the research population (34 percent). Twenty-one percent of all Missionary dependents lived where French was spoken. Department of Defense dependents had the lowest percentage in any sponsorship group; thirteen percent of all Department of Defense dependents lived where French was spoken. (See Table 69.)

TABLE 69

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Sponsorship of Parents and by Residence in French Speaking Areas.

	Residence in French Speaking Areas		
Sponsorship of Parents	Resident in French Speaking Area	Not Resident	Totals
Department of Defense	4 (13)	26 (87)	30 (100)
Federal Civilians	11 (39)	17 (61)	28 (100)
Missionary	8 (21)	30 (79)	38 (100)
Business	19 (54)	16 (46)	35 (100)
Other	9 (47)	10 (53)	19 (100)
Totals	51 (34)	99 (66)	150 (100)

Chi Square: 16.82895 Significant at the .005 level.

A comparison of the ranking of sponsorship groups by the percentage resident where French is spoken, and the percentage who claimed to speak French, supports the hypothesis that residence is related to the ability to speak French except for those dependents in the category, "Other". That group ranks first in the percentage who reported that they speak French, but second in the percentage who resided where French is spoken.

TABLE 70

Comparison of the Ranking of Sponsorship Groups by Percentage who Reside where French is Spoken and by Percentage who Claim to Speak French.

Sponsorship of Parents	Rank and Percentage Resident Where French is Spoken	Rank and Percentage Who Claim to Speak French
Business	1 (54)	2 (66)
Other	2 (47)	1 (74)
Federal Civilians	3 (34)	3 (57)
Missionary	4 (21)	4 (42)
Department of Defense	5 (13)	5 (37)

A possible explanation for this difference is that the "Other" category contains those dependents in the research population whose parents have university-related occupations. Of the nineteen individuals in this category, thirteen have parents who are employed in university-related roles. Of the nineteen, three were employed on university programs overseas, five were on university contracts with the Agency for International Development; two were on research grants, and three were self-employed or employed by an overseas university.

Table 71 shows by inspection that a higher proportion of dependents in the "Other" category were overseas only during the time of their schooling (grades eight through

thirteen - 47 percent) than in any other sponsorship category. An hypothesis is that many of these students began foreign language lessons before going overseas and continued the language while abroad. They resided in university communities where French is valued and is frequently offered in the schools.

TABLE 71

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Sponsorship of Parents and by Those Resident Overseas Sometime During Elementary Grades One through Seven Overseas

	Resident Overseas Sometime During Grades One through Seven					
Sponsorship of Parents	Not Resident Overseas During Grades One Through Seven		Resident Sometime		Totals	
Department of Defense	11	(37)	19	(63)	30	(100)
Federal Civilians	10	(36)	18	(64)	28	(100)
Missionary	2	(05)	36	(95)	38	(100)
Business	15	(43)	20	(57)	15	(100)
Other	9	(47)	10	(53)	19	(100)
Totals	47	(31)	103	(69)	150	(100)

Chi Square: 17.2798 Significant at the .005 level.

Business and Federal Civilian dependents rank one and three respectively in percentage resident where French is

spoken, and two and three respectively in percentage who learned French. These rankings may be explained by the large percentage of dependents in the research population in these groups who attended the American Community School in Beirut where French is stressed. While those dependents in the Missionary and Department of Defense categories have five percent or less enrolled, more than thirty percent of those dependents in the Business and Federal Civilian categories in this study attended the American Community School. More than one of four in the category "Other" were enrolled. (See Table 72.)

TABLE 72

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Sponsorship Groups and by Those Enrolled in The American Community School

	Enrollment in the American Community School		
Sponsorship of Parents	Enrollees	Not Enrolled	Totals
Department of Defense	1 (03)	29 (97)	30 (100)
Federal Civilians	9 (32)	19 (68)	28 (100)
Missionaries	2 (05)	36 (95)	38 (100)
Business	13 (37)	22 (63)	35 (100)
Other	5 (26)	14 (74)	19 (100)
Totals	30 (25)	120 (75)	150 (100)

Earlier findings indicate that residence in French-speaking areas predict at the .025 level those subjects in this research population who speak French with ratings of "good" and "excellent." When sponsorship groups are ranked by the percentage of those who speak French with ratings of "excellent" or "good," and by percentage who are resident where French is spoken, the order is the same. (See Table 73.)

TABLE 73

Comparison of Rank of Sponsorship Groups by Percentage Residing where French is Spoken and by Percentage Claiming to Speak with Ratings of "Excellent" or "Good."

Sponsorship of Parents	Rank Order of Highest Percentage Residing in French Speaking Areas	Rank Order of those Speaking French with Ratings of "good" or "excellent"
Business	1 (54 percent of all business dependents)	1 (49)
Other	2 (47)	2 (26)
Federal Civilian	3 (39)	3 (29)
Missionary	4 (21)	4 (16)
Department of Defense	5 (13)	5 (13)

However, when rankings of sponsorship groups are compared by those who have the highest percentage of French speakers among residents in French-speaking areas and by

those who have the highest percentage of ratings of "good" and "excellent" among French speakers resident in French-speaking areas, the order is not the same. (See Table 74 and Table 75.)

TABLE 74

Frequency and Percentage Distribution of 150 Overseas Experienced Undergraduates by Sponsorship of Parents and by Resident in French Speaking Areas.

	Residence in French Speaking Areas					
Sponsorship of Parents	Resident in French Speaking Area		Not Resident		Totals	
Department of Defense	4	(13)	26	(87)	30	(100)
Federal Civilians	11	(39)	17	(61)	28	(100)
Missionary	8	(21)	30	(79)	38	(100)
Business	19	(54)	16	(46)	35	(100)
Other	9	(47)	10	(53)	19	(100)
Totals	51	(34)	99	(66)	150	(100)

Chi Square: 16.82895 Significant at the .005 level.

TABLE 75

Comparison of Rank of Sponsorship Groups by Highest Percentage of French Speakers Residing where French is Spoken and by Highest Percentages of those Residing where French is Spoken who Claim to Speak French with Ratings of "Excellent" or "Good"

Sponsorship of Parents	Rank Order of Highest Percentage of French Speakers Residing Where French is Spoken	Ranking by Resident French Speakers with Ratings of "excellent" or "good"
Business	1 (84) 16 of 19	1.5 (63) 12 of 19
Missionary	2.5 (75) 6 of 8	1.5 (63) 5 of 8
Department of Defense	2.5 (75) 3 of 4	5 (0) 0 of 4
Federal Civilians	4 (73) 5 of 11	3 (46) 5 of 11
Others	5 (63) 4 of 9	4 (44) 4 of 9

Department of Defense dependents, although second in number of subjects who resided where French is spoken, rank last with no dependents who lived in French-speaking areas who claimed to speak French with ratings of "excellent" or "good." This change in rank supports the hypothesis that Department of Defense dependents place less emphasis on proficiency in speaking the local language since they have little contact with the host nationals that demands utilization of speaking skills.

Length of Stay

Although data is not available for all resident-French speakers, the total number of years resident in a French-speaking area is known for sixteen individuals who lived only

in areas where French is spoken.

Inspection of Table 76 suggests that length of stay may be predictive of proficiency. Six of nine persons who lived only in French-speaking areas and claimed ratings of "good" or "excellent" lived abroad for five years or more. Four of the five persons who resided only where French is spoken but do not speak French lived overseas for less than five years.

TABLE 76

Frequency Distribution of Residents in French-Speaking Areas Only by Number of Years Resident and by Self-Reported Proficiency Ratings in Speaking French

	Self-Reported Proficiency Ratings in Speaking French			
Number of Years Resident in French-Speaking Area	Ratings of "Excellent" or "Good	Rating of "Fair"	Doesn't Speak	Totals
One Year	1	0	2	3
Two Years	2	1	1	4
Three Years	0	1	0	1
Four Years	0	0	1	1
Five Years	2	1	1	4
Six Years	2	0	0	2
Seven Years or More	2	0	0	2

School Sponsorship

Introduction - Slightly more than one-half of all French speakers in the present study who learned to speak French were not resident in French-speaking countries. It is hypothesized that some subjects attended school where French was emphasized, while others learned French in school only when it was a local language. The following sections predict findings for those dependents attending each type of overseas school; the schools are typed by their sponsoring group. A second section compares hypothesized results with actual findings.

School Sponsorship Hypotheses - Department of Defense schools teach French where it is the local language, but a high proficiency rating in speaking is not expected. It is hypothesized that those who attended Department of Defense schools in areas where French is spoken will have a lower percentage who claim to speak French with ratings of "excellent" or "good," as observed earlier, dependents of military personnel are seen as less likely to have daily contact with host nationals that would require use of the local language.

Schools sponsored by missionary agencies emphasize proficiency in the speaking of the local languages. Those dependents who attended missionary schools where French is

a local language are predicted to have a higher percentage who claim to speak with ratings of "excellent" or "good." It is hypothesized that where English, not French, is a local language, French will be taught as part of the college preparatory curriculum required of all American students enrolled.

Those who take correspondence courses, or who are not enrolled in school may have a greater opportunity to interact with host nationals outside of school who cannot speak English. It is hypothesized that those in this category will have a high percentage who claim to speak French with ratings of "excellent" or "good," if they resided in French-speaking areas. Where the subjects in this category also attended school at a later period, the particular emphasis placed on the learning of French by the school will be predictive of speaking ability and proficiency.

Community and company schools in Asia and Africa teach French where it is a local language. French is part of the college preparatory course offerings, particularly in those areas where Spanish is not a local language. It is hypothesized that students attending community or company schools in Asia and Africa will claim to know French. Where French is a local language, a larger percentage will report that they speak with ratings of "excellent" or "good."

Where French is not a local language a larger percentage will claim ratings of "fair."

Those in the community schools and company schools in Europe and Latin America are predicted to report knowing French where it is a local language, and to have a larger percentage who claim ratings of "excellent" and "good." Where French is not a local language, fewer will claim to speak than not speak, and fewer of those that claim to speak will report ratings of "excellent" or "good."

Those enrolled in proprietary schools and schools attended by a majority of students who are not United States citizens are hypothesized to be the most fluent speakers of foreign languages. Where French is a local language, students in this group are predicted to have the highest percentage who claim to know how to speak that language and who have ratings of "good" and "excellent" in speaking French.

School Sponsorship Findings

Introduction - Findings related to the hypothesis set out above are presented in Table 77 and Table 78. The tables are followed by a presentation of findings and material from interviews of dependents who attended the various types of schools.

TABLE 77

Frequency and Percentage Distribution of French Speakers Enrolled in Schools in French-Speaking Areas by types of Schools in Which Enrolled and by Self-Reported Proficiency Ratings in Speaking French

	Self-Reported Proficiency Ratings in Speaking French					
Types of Schools	Ratings of "Excellent" or "Good"		Rating of "Fair"		Totals	
Department of Defense Schools	0	(0)	3	(100)	3	(100)
Missionary Schools	3	(75)	1	(25)	4	(100)
Correspondence or None	1	(100)	0	(0)	1	(100)
Community or Company Schools in Asia or Africa	14	(67)	7	(33)	21	(100)
Community or Company Schools in Europe or Latin America	6	(86)	1	(14)	7	(100)
Proprietary or Non-United States Schools	4	(57)	3	(43)	7	(100)

TABLE 78

Frequency and Percentage Distribution of French Speakers Enrolled in Schools in Areas Where French is Not Spoken by Type of School Attended and by Self-Reported Proficiency Ratings in Speaking French

	Self-Reported Proficiency Rating in Speaking French					
Type of Schools	Ratings of "Excellent" or "Good"		Rating of "Fair"		Totals	
Department of Defense Schools	8	(53)	7	(47)	15	(100)
Missionary Schools	1	(10)	9	(90)	10	(100)
Correspondence or None	1	(50)	1	(50)	2	(100)
Community or Company Schools in Asia or Africa	3	(30)	7	(70)	10	(100)
Community or Company Schools in Latin America or Europe	2	(50)	2	(50)	4	(100)
Proprietary Schools or Non-United States Schools	5	(45)	6	(55)	11	(100)
Totals	20	(38)	32	(62)	52	(100)

Department of Defense Schools - An inspection of Table 77 shows that the three French speakers who attended Department of Defense schools in areas where French was spoken reported ratings of "fair." These results appear to support the hypothesis that proficiency ratings of

"excellent" or "good" in speaking French do not result alone from attendance at a Department of Defense school in a French-speaking area. The elective status of language courses reflects the fact that membership in the military community abroad does not necessitate or provide opportunities for speaking with host nationals in the local language.

Eight of fifteen, or 53 percent of all French speakers who attended Department of Defense schools in areas where French is not spoken, claimed to speak with ratings of "excellent" or "good." Interviews with two French-speakers who were enrolled in Defense Department schools not in French-speaking areas give some understanding of how French is learned.

The first French speaker claims a rating of "fair". She began language lessons in the United States. Her remarks point out that when the language is not a local language students will learn when the language lessons are well taught.

Department of Defense, Female, Turkey and Germany (23)

In Santa Barbara I took French. It was one of my favorite classes. I got A's in it. I had French in seventh and eighth grades. In seventh grade conversation was emphasized. In eighth grade it was better structured; it moved faster. I liked it better.

I have bad memories now of French. In high school in Germany my French teacher was Polish. He spoke French

with an accent and wasn't interested in it. He gave us 100 vocabulary words to learn and tested us on fifty. I picked up more German from him than French; he talked to me in German riding the bus.

I'd like to learn French but not as much as German. I learned German once and I don't think it would be difficult to relearn.

Not all dependents attending Department of Defense schools are children of Department of Defense employees. A small percentage of other United States citizens are admitted on a space available basis. The next subject interviewed attended a Department of Defense school but is not a Department of Defense dependent. Both parents were raised abroad; her mother is a naturalized United States citizen. Both parents speak a language other than English. This case illustrates that although fluency in a foreign language may not be highly valued in a given social setting, as the person becomes older, her own values become more predictive of whether the language will be learned well. In this case, the school environment did not emphasize high proficiency in speaking French. However, it became an important life goal to the subject during high school, and she successfully sought out opportunities to learn.

Federal Civilian, Female, England, Norway, Germany

I first took French in seventh grade through tenth grade in White Plains, New York. Spanish was also offered but I chose French because it is more of an international language. Mother grew up in Norway and England and spent a year in France when she was eighteen. My choosing French was probably also due to parental guidance.

At the beginning of my junior year I boarded at an Army boarding school in Germany. I studied French at the third and fourth year levels.

My French teacher was an American woman who was elderly -- in her sixties. She had an MA from the University of Chicago and was very competant in French literature. She spoke French with a terrible American accent. Her family background was French but she was unable to help us develop our accents.

Languages are probably the only thing I have an aptitude for. I don't know if it's culturally conditioned. I didn't have any good French teaching. I remember deciding in tenth grade in White Plains to major in it. I am interested in it now as linguistics (in terms of speaking it) rather than literature. It is a tool to understand culture.

I was always interested in speaking French. I asked my parents in seventh grade if I would be able to speak it fluently soon. During my junior year I was entered in an essay contest given by the Alliance Fransaise, a French organization to promote French culture for students in many European countries. I won the consolation prize, some books. I got a ten day trip as an alternate when there was a cancellation. Most of the kids were more proficient. My topic was how to improve relations between French people and tourists. I wrote about manners and courtesy.

This summer I am going to go Youth Hosteling, bum around and meet French students. I don't want to be a governess and get stuck in a house learning how to say cobweb and spoon.

Learning languages has been a source of enjoyment. It is something I thrive on. It's possible to engage people in conversations. It brings international understanding. There are things that can be captured only in one language. It's fun to be able to remember these and not to resort to other languages. (For example) the expression - joie de vivre - the joy of living. It typifies a French spirit. It can't be equated with anything American. It's closest to what hippies call getting turned on to digging living for life.

I've had my fill of learning new languages. I want to perfect my French. Maybe I'll go back to German or start anew

with it. I am content to pursue French for (my own) self-fulfillment. It is a beautiful language. I'm not interested in teaching English in France but maybe English in a French African country, so I can be exposed to a culture that is radically different.

My aspirations are not to live overseas. Progressive things are going on here. I have a French professor here who is a liberal. He doesn't like French culture. He thinks they are chauvinistic, that they don't have much feeling for humanism, that they change positions at the drop of a hat for the sake of argumentation.

In ten years I'll be involved in the family scene and pursuing a career in French or be involved politically.

My French is not as good as it was two years ago. Since (then) I have just been studying literature instead of conversation. There is a waning of my own interest. I hope to respark it. My fellow French majors have no appeal. They are mostly elementary education majors who are going to teach it. The girls are more conservative. The boys are liberal.

Missionary Schools - Three of the four subjects who enrolled in missionary schools in French-speaking areas speak French with ratings of "excellent" or "good." When French is not a local language, proficiency ratings of "excellent" or "good" in speaking French are claimed by one of ten. These findings reflect the expectation that missionary dependents, who comprise 27 of the thirty subjects in the present study who attended missionary schools, will speak the local language well. Conversely, when a language is not spoken in the area, a high percentage claim a proficiency rating of "fair."

Self-reported ratings of "fair" in speaking French are claimed more often by those with B or lower grade point averages in secondary school not in French-speaking areas and not sponsored by missionary agencies (eight of seventeen, or 47 percent). However, among those enrolled in missionary schools not in French-speaking areas, proficiency ratings of "excellent" or "good" in speaking French are not related to a success in school; eight of nine, or 89 percent of those claiming ratings of "fair," had B plus or higher grade point averages. (See Table 79.)

TABLE 79

Frequency and Percentage Distribution of Seventeen French Speakers Enrolled in Schools in Areas Where French is not Spoken who Claim Ratings of "Fair" by Sponsorship of School in Which Enrolled and by Grade Point Average in Secondary School

	Grade Point Average in Secondary School					
Sponsorship of School	B Plus or Higher		B or Lower		Totals	
Those Enrolled in Missionary Schools	8	(89)	1	(11)	9	(100)
Never Enrolled	9	(53)	8	(47)	17	(100)

Intellectual self-confidence is more predictive of "fair" proficiency ratings than the measure of actual academic achievement among French speakers attending missionary schools

not in French-speaking areas. Three of nine, or 33 percent of those who attended missionary schools in areas where French is not spoken, have intellectual self-confidence scores of "above average" or "highest ten percent." Nine of seventeen, or 53 percent of those in non-missionary schools (the same percentage as have grade point averages of B plus or higher), have intellectual self-confidence ratings of "above average" or "highest ten percent." (See Appendix B, item 34, page eight.) (See Table 80.)

TABLE 80

Frequency and Percentage Distribution of 26 French Speakers not Resident in Areas where French is Spoken with Ratings of "Fair" by Sponsorship of Schools in which Enrolled and by Intellectual Self-Confidence Scores.

	Intellectual Self-Confidence Scores		
Sponsorship of Schools	Highest Ten Percent or Above Average	Average or Below Average	Totals
Those Enrolled in Missionary Schools	3 (33)	6 (67)	9 (100)
Those Not Enrolled	9 (53)	8 (47)	17 (100)

Those results tend to support the hypothesis that those who attended missionary schools find proficiency in speaking French when it is not a local language indicative

of their intellectual ability rather than their grade point average. One reason may be that the Protestant Ethic is interpreted to say that the average student who works hard will earn high grades. Grade point average reflects hard work not real intellectual ability as measured by a subject's intellectual self-confidence score. (24)

Three persons who attended schools sponsored by missionary agencies were interviewed. Two learned French in schools in areas where it was not spoken; the third learned the language where it is spoken by an educated elite. Conversational skills were not readily practiced out of school. French teachers were not native speakers and did not emphasize correct pronunciation. The usefulness of knowing French was seen in terms of meeting college requirements and facilitating out-of-the-country travel. One interviewee was embarrassed by the fact that after four years of study she did not know French as well as the children in a French family she visited knew English.

Missionary, Female, Vietnam, Thailand, Malaysia

I first took French in New York. I guess I was always interested in France. Some missionaries I knew learned French. They had studied it in France. It was the thing to do. I took it for two years and had a real hard time. They taught us to speak it first. I had to see it (to learn).

Overseas you had to have two years of a language to graduate. They offered French, Spanish and one year of Malaysian. I was a little familiar with French and thought I could use it

in Vietnam on vacations. I had no desire to take Spanish. So I took French; "Try Again". I got it a little better the second time.

My teacher was a Missionary who taught elementary grades and My French in the upper division. She was a very kind teacher but there were no tapes. We didn't know how French was spoken by Frenchmen. We had trouble getting French validated in college.

My parents were pleased with my learning French. They wanted me to do well. When we traveled through France and Europe I got to use it a little bit. The Europeans speak so many languages. It's funny, embarrassing. I can't even master one foreign language. But they have more contact with foreigners.

In France I was embarrassed I didn't know more French. We were with a family that knew English perfectly. I was embarrassed to let them know that I had studied four years of French.

In high school overseas I got A's in French but it was a surface knowledge. There were small classes and not much competition.

"Other", Male, Brazil

At the first school I went to (for six months) I took French and Portuguese. My father didn't like it because I didn't work at learning Portuguese. But it was not a world language. If you were an American down there you didn't need to know another language. They were after your money. It was rare to find someone who wanted to be friends and learn your culture. In Brasilia you only need Portuguese for a taxi or to take a girl out or buy something. The Embassy had a pool, tennis courts, volleyball. We spent most of the time there.

At the second school (missionary sponsored) there were no in between classes in Portuguese. There was only the very hard or very easy. So I chose French.

Department of Defense, Germany, Taiwan

We were in Germany for four years when I was in elementary school and went to Taiwan my senior year in high school.

In ninth grade I thought I might want to go into the foreign service so I took French. The first year I was motivated. I had a good teacher. The second year we reviewed the first year. It was not a good teacher.

In Taiwan I went to a school run by American Missionaries for their children and any Army dependents stationed there. The government paid for me to go. I wanted to take Chinese and French but I thought I wouldn't do well in

Chinese. Chinese wasn't mandatory but everyone took it in the lower grades. Some of the Missionaries had been there all their lives and spoke it. If I had learned Chinese I would have gotten to know more people.

Father got me a job last year - they needed someone in the library that had background in French to type and to go through French magazines. I can read something in French in a book. I think I could pick up a play in French and read it without too much trouble.

Correspondence Courses - Eight persons in the study enrolled in correspondence courses overseas, or did not attend any school. One took the course in an area where French was spoken. He claimed to know French with a rating of "excellent," supporting the hypothesis that French speakers enrolled in correspondence courses in areas where French is spoken will have proficiency ratings of "excellent" or "good." Two correspondence students in areas where French is not spoken learned to speak French. A later school experience in Switzerland provided the opportunity for one to learn French as a local language. This individual claimed a rating of "good." The other individual, who enrolled only in correspondence courses while overseas in an area where French was not spoken, claimed to speak with a rating of "fair."

In the following interview, proficiency in speaking Portuguese learned out of school overseas is contrasted to learning to speak French in school in the United States.

Missionary, Female, Brazil

I took French in college. Twelve hours of language was required. I chose French instead of Spanish because Spanish is close enough to Portuguese that I would confuse it. French is still a Romance language but far enough away. Also a friend's mother spoke French and I thought I could talk to her.

I don't have a classroom aptitude for languages. I didn't learn French. I didn't feel I was learning how to speak the languages. Therefore I was never satisfied.

Community and Company Schools in Asia - For those in the present study who attended community and company schools in areas in Asia where French is spoken, the findings show a high percentage (fourteen of 21, or 64 percent) claim ratings of "excellent" or "good." (See Table 77.) This finding is consistent with an earlier finding that residence in an area where French is spoken predicts at the .025 level those who claim to speak French with ratings of "excellent" or "good." This conclusion is particularly representative of the alumni of the American Community School of Beirut where all 21 subjects were enrolled.

Three French speakers from the school in Lebanon were interviewed. Their remarks indicate that the high school emphasized learning languages, and that the entire curriculum of the school was pointed towards college entrance. Those who attended a company junior high school before moving to Lebanon, indicated that it was the mark of a bright and tough student to last through French class in the junior high school. The third subject who resided in Beirut tells of using French in her home and in the capitol.

Business, Male, Saudi Arabia, Lebanon

I first took French in seventh grade; it was the first time you could. In ninth grade six were in the third year French class. I was the only boy. We had a terrifying French teacher. She did her best to weed out.

I took French through senior year in high school. Compared to the United States where kids can't speak it, our test

senior year was to speak for fifteen minutes extemporaneously.

My French teacher in junior high was an American who had lived in France all her life. She didn't allow English to be spoken at all. It worked. I've never had a French class where we were allowed to speak English.

My parents were all for my taking French. Generally the more intelligent kids took it. French was the only language offered in Arabia.

My French accent is distinctly American. My brother who went to Villa St. Jean in Freiburg, Switzerland, has a nice French accent. We were doubling with a couple of boring girls and started speaking in French...cut them out.

At high school there were some day students, mostly diplomatic, a lot of oil and then 35 from Aramco. We ran the school because of our numbers and because we stuck together. We were very socially oriented. There were strong hierarchies and cliques. We were very intelligent. Our parents were all professional people. We had high genetic backgrounds and a better environment.

I had to speak French for six hours at a stretch in Europe as I knew French better than anyone spoke English. For example when I was on a tour in Vienna, I laughed at a joke that was being told by the tour guide ahead of us in French. He turned around and asked me to join.

I have spoken French to a German and after twenty minutes he discovered I was an English speaker.

Business, Male, Iran, Saudi Arabia, Lebanon

Mother and Father knew a few words of Eastern European languages but neither was fluent. The only time I was exposed to these languages was in visiting my grandparents.

We went to Arabia the summer after fourth grade. I took French from seventh to ninth grades. The teacher was a bachelorette. She was quite strict and used to terrorize our class. I picked up my basic language then, seventh through ninth. She was a very good French teacher from what I could tell.

The first day we started out speaking nothing but French in the classroom - the pluperfect was emphasized the first couple of years. In the ninth grade it was vocabulary and French readings.

My parents were completely in favor of my taking French. It was their idea in the first place. I wanted to drop it a couple of times the first year. They said no. Most people took one year of it in junior high school. Besides being helpful in world travel it would help for college admissions. It would be harder to do it later.

I guess I have some aptitude for languages. It seems to me that it is progressively harder to learn as I get older. I did well in German here when I put the time in on it. Basically you have to know a little bit of the local language so you can get things done.

When someone speaks French and English I will try to get them to use English. Even if they speak poor English it's usually better than my French.

We spent a lot of time on material use for college boards. The school wanted 100 percent to go to college. The headmaster and staff knew many deans personally.

Business, Female, Lebanon

(In Cleveland) everyone took French. I hated it. I reacted wrong to the teacher. The class was unruly and she didn't know how to handle them. We had no text. It was the audio-lingual system. There were no stated objectives. We didn't know where we were going. We labled things, did diddly things. She couldn't keep our attention. We had spelling bees but it seemed like we were just fooling around.

I took French starting my Sophmore year in Lebanon. It was the most useful language - the second most frequently spoken there.

Everyone had to have two years of a language to graduate.

My father resented the fact that I wouldn't speak French with him. I was shy. He would want me to talk to his business friends who knew French only. I could understand conversations between Dad and his guests but it wouldn't be addressed to me so I didn't have to say anything.

Political science was my first major. I didn't do well in it. I couldn't see myself as a dedicated career person in it. Then (I changed to) history. I didn't have many credits in it nor that much of a leaning. Father said, "What can you do with a humanities major." So I went into French. I want to be a bilingual secretary.

One French speaker was interviewed who attended a community school in Asia where she learned French. She is the only Black person among the 150 persons in the research population. Her French while overseas was primarily learned in the classroom but was used in travel. In college she sought out ways of increasing her fluency in speaking. Supplementing her present life goals to help oppressed racial minorities, she sees French as a means of studying the writings of Third World authors.

Other, Female, Puerto Rico and Afghanistan

In Afghanistan I took French all the way through high school. You had to take a language. Father didn't mind; he didn't care.

My teacher was French. She was really good. She invited us to her house and played games with us in French. She was strict but nice about it.

French and Spanish have been an advantage to know in traveling, going back and forth stopping in Europe. You meet someone on the train.

I would like to brush up on French and Spanish. There is a lot of literature I'd like to read, especially in French... African Black Nationalists have written in French.

I've forgotten French. I took it in Justin Morrill, an intensive course for two years. The summer of my Freshman year I went to Quebec. I stayed with a French family that didn't speak any English and worked on a French playground.

The purpose that Americans have in learning foreign languages is more important than whether they learn or not. If it is to more effectively get resources out of the country rather than learn the culture, its bad.

Community and Company Schools in Europe and Latin America - A higher percentage of French speakers who enrolled in schools in areas in Europe and Latin America where French is spoken have proficiency ratings of "good" or "excellent" than those in any other school sponsorship category (86 percent, or six of seven). (See Table 77.) This statistic, while not significant, suggests a greater interaction of Americans with French speakers in these regions; Americans whose children attend the community schools use local transportation, markets, housing and entertainment facilities. Those who attended schools in regions where French is not spoken are evenly divided between those that speak French with ratings of "excellent" or "good" (two), and those that speak with a rating of "fair" (two).

One French speaker who attended a community school where French was spoken was interviewed. The daughter of two naturalized United States citizens, she learned to speak French while resident in French-speaking areas during preschool and elementary grades. She relearned her French after returning from the United States to Europe for four high school grades in Belgium.

Business, Female, Switzerland, France, Belgium

When I was two we went to France. Then when I was six we moved to Switzerland for three and a half years. I

remember going to school in France. Mothers could send their children to school if they were working and if the children were toilet trained. I learned French and was forgetting my English. We learned reading, writing, arithmetic and sewing. It was a Catholic school and we wore blue uniforms. The teachers were women not nuns.

We had some very good friends there - French people. They took us in as foreigners. They worked for the same company as my father and lived in the same district. I used to go play in the farm at the end of their street. I collected eggs, watched them milk the cows and buy their cheese. I'd come dressed up in high heels and stockings and they would laugh.

When I first went back to Belgium to high school I was lost academically and I had forgotten all my French. I understood TV but was hesitant to speak it. I went to classes and did my homework and got good enough grades.

French, Spanish and German were offered depending on the demand and what the teachers could do. I took French because I was so far along in it.

When I was with Dutch people and they spoke French I just kept a straight face.

On the street cars in Belgium they make comments about Americans. When I got up to leave I'd say in perfect French, "Please refrain from your comments in public." Once in a restaurant they were going on about how Americans chew gum and don't drink milk. I turned and told them not all chew gum and they do drink milk and please get the facts straight - in perfect French.

In the beer halls they often have had American kids getting drunk. The manager would say to me, I think the police are coming. Tell the American boy to get some fresh air. I was served if I spoke French and showed no signs of being an American.

I earned A's and B's in French class. The courses were better than the French courses here. They treated literature in greater depth.

My major is French and microbiology. I always wanted to do medical research. The French is a sideline. Four more courses and I will have a degree in it...if I stay in school.

Proprietary and Non-United States Schools - Those attending proprietary schools or schools where the majority of students were not United States citizens, when found in areas where French is spoken, are predicted to have the highest percentage of French speakers with proficiency ratings of "excellent" or "good;" this hypothesis is suggested by the observation that the student body and teaching staff is composed of a large number of French speakers and that will be a specially-emphasized subject. When the language of instruction is French it is hypothesized that all persons attending will claim to speak with ratings of "excellent."

In the three cases where the language of instruction is thought to be French, the three subjects claimed ratings of "excellent" in speaking French. In contrast, no other category of school has more than one French speaker who claimed to speak with a rating of "excellent." (All but the Department of Defense schools have students who reported speaking French with a rating of "excellent.")

When French is spoken in the area where the proprietary and non-United States schools are located, it is hypothesized that a higher percentage of students will speak French with ratings of "excellent" or "good" than in the other school sponsorship categories. However, several other groups have a higher percentage of persons with higher proficiency

ratings in speaking. It may be that while the school insists that French be studied, the student must also value speaking French enough to maintain a high level of proficiency after leaving the school. The emphasis on learning French in the proprietary and non-United States schools is indicated by the fact that ninety percent (nineteen of 21) of those enrolled claimed to speak French, (See Table 81.); this is the highest percentage in any category.

TABLE 81

Frequency and Percentage Distribution of the Enrollments of 150 Overseas-Experienced Undergraduates by Ability to Speak French and by Sponsorship of Schools in which Enrolled.

Sponsorship of Schools	Speaks French		Doesn't Speak		Totals	
Department of Defense	18	(45)	22	(55)	40	(100)
Missionary	14	(47)	16	(53)	30	(100)
Correspondence or none	3	(38)	5	(62)	8	(100)
Community, Company Asia	32	(68)	15	(32)	47	(100)
Community, Company Europe, Latin America	11	(44)	14	(56)	25	(100)
Proprietary, non-United States	19	(90)	2	(10)	21	(100)
Totals	97	(57)	74	(43)	171	(100)

Two French speakers were interviewed who had enrolled in a school where the majority of the students were not United States citizens. One French speaker lived in an African country where English was spoken by a limited elite; he learned French in order to fulfill a language requirement at the school. The second French speaker went to schools where the language of instruction was French for her first ten years of schooling. Her first day at the "French school" was traumatic, but she claimed a higher proficiency in speaking French than her parents whom she helped in their Missionary work. Her present work and plans after college are based upon her bilingual skills. French served as a means of gaining employment overseas.

Other, Male, Nigeria

I attended a Nigerian boarding school run by the Irish missions. There were five American expatriots who came everyday in an international van supplied by AID.

For graduation you had to get passing marks in Latin or French and English literature. I chose French as I had a basis in it. I have forgotten French now; I haven't read or spoken it for three years.

Missionary, Female, Morocco

I'm going to be a writer, go into journalism. My major is French and Spanish. I love to travel...I love Europe and Africa. I worked on a school paper in high school, the yearbook and school paper here (in college). If I am fresh in languages I can be a foreign correspondent.

Until I was in sixth grade we lived in cities where there were no other American kids. I went to a French school

for French Moroccans. I played with my brothers and sisters and had a few friends in the neighborhood.

I remember when I went into the first grade, I had to go to the bathroom really bad. I went up to the teacher with big tears in my eyes. I took the teacher by the hand, went out the door, down three flights of stairs and pointed. She told me the name of the bathroom in French. I was the pet all the way through school, the little American girl who wouldn't speak French.

At home we'd sit at the table and speak Bouillabaisse (word for fish stew). For example we'd say pass les legumes or donnez moi the peas. We'd do it on purpose to make the guests uncomfortable. My brother was very naughty. He would balance a pea on a fork. It went into the tea pot once when a stately British lady was at dinner. She poured the tea and out went the pea into her cup. She was very upset.

Mother had the little Moroccan girls in for Bible studies. I'd take the younger ones for Bible lessons and arts and crafts.

On Sunday our family went to church together. First us kids went to French Sunday school. Then we walked to a French church services where parents went. Then we came home and there would be an African church services held in our house. The Arabs were very unfriendly with Moroccan Christians (Africans). Then at night we went to the American church service.

In eighth grade I started Spanish. I had Spanish in eighth and ninth grades in Tangier. I had to take two foreign languages. This was also a French school. If you took the Classic stream you had to do Greek and Hebrew. The courses were more science, math, languages. The other was the modern stream for those who wanted to go into business, typing, etc. They had to take two languages but not necessarily Classical. I was in Classical. We looked down on Modern.

I went to the French School because it was the only school around except for the American school which was on an American base and I could not attend. The French school was only three blocks away.

I was closest to Mary Clare, the only daughter of a broken family. She lived with her mother who owned a very risque night club. I used to pick her up on the way to school. There would be a man there in his pajamas. She loved her mother and would do anything for her. If my mother did anything like that I wouldn't live with her. We've written faithfully for four years. Last summer I went back to see her. We just really hugged - practically like old times. She very much was like me - a Tom Boy too. We spoke in French together. We were on teams together. She ran the relay and won the Moroccan relay medal - like the Olympics. I taught her how to swim.

We came back to the States in eleventh grade. It took me a long time to get used to the ABC's. If I am not sure, I go back and think it in French...Like how to spell relevant.

Thinking in English is a problem. I knew an answer, put up my hand and when I get called on, I would freeze because I could not think of the English words. It occurred more often in areas like math. I know the multiplication tables in French. Five times eight doesn't mean anything but cink fois huit quarante. You just say it like Mary, Mary quite contrary.

I would associate English words that are similar to French words with the French meaning. Once when mother made a joke that flopped I said, "Ha, Ha, mother thinks she is spiritual." Spiritual means funny in French. Everyone looked at me.

I'd always stick out my hand when introduced to someone when I was first back. Then I'd put it back. Then they'd bring theirs out and put it down.

I pretended I didn't know French on the Metro in Paris. Lee and I were sitting, chewing gum. Across from us sat a girl with a short skirt and a top that was really low. They were talking, whispering sweet things and he was reaching down her back and then down the front of her dress. Lee and I were talking in English about he is taking it a bit far reaching down the front of her dress. The girl looked at us and said to her boy friend, "Look at those tourists chewing gum."

Summary of French Speakers

In the discussion of French speakers a number of statistically significant factors, as well as non-statistically significant trends, were identified as affecting the learning

of French and the proficiency levels attained. Residency in an area where French is spoken was found to be a powerful predictor of learning to speak French. The data suggest that an exception may be residents in a French-speaking area where French is not a comprehensive language.

Residence in a French-speaking area is an important factor in predicting proficiency. However, the concentration of subjects in the research population who attended the American Community School of Beirut where French is stressed may have biased the findings which suggest that higher proficiency in speaking is related to residence in areas where French is spoken by a local elite.

Although not statistically significant, the data suggest that overall grade point average in secondary school among non-residents may be predictive of proficiency.

Statistically significant findings show that the learning of French is strongly affected by gender roles. Findings for the overseas research population closely parallel a norm commonly held to be true for language students in the United States, that it is more appropriate for females to learn French than males. Females learn French more often, both among resident and non-resident groups. In contrast, no difference between males and females in proficiency ratings was observed either among resident-French speakers or non-resident French speakers.

Sponsorship of parents has an affect on the learning of French; Department of Defense and Missionary dependents claimed to speak French least frequently. Business sponsorship was found to be indicative of proficiency in speaking. However, the statistically significant predictions of both the ability to speak and proficiency in speaking are again seen as influenced by the large number of students from the American Community School of Beirut in the research population. Data suggest that Department of Defense dependents resident where French is spoken may have lower proficiency ratings, supporting the hypothesis that interaction with host nationals in the local language is not preceived as an essential skill among those in the military community.

Findings also suggest that length of stay may be predictive of proficiency.

School sponsorship is suggestive of a number of hypotheses:

1) Lower proficiency ratings may be claimed by resident-French speakers in Department of Defense schools;
2) Students attending missionary-sponsored schools may claim higher proficiency ratings in French when it is the local language;
3) Among non-resident-French speakers attending missionary-sponsored schools, intellectual self-confidence scores seem to be more predictive

of proficiency than overall grade point average;

4) Those taking correspondence courses who reside where French is spoken seem to learn French, and claim a higher proficiency rating.

5) Attendance at a community or company school in Asia may indicate proficiency in speaking French. These results are seen as particularly representative of the alumni of the American Community School of Beirut; and,

6) Enrollment in a community, proprietary or Non-United States school in Europe may be most predictive of proficiency in speaking French. When the language of instruction is French, a proficiency rating of "excellent" may be claimed.

Having described the main factors related to the speaking of French, the chapter now explores the dynamics involved in reading French.

French Readers

Definition of French Readers

Of the 150 students in the research population, 84 or 56 percent reported that they read French. Those 84 who claimed to read French with ratings of "excellent," "good," or "fair" are classified as <u>French readers</u>.

All French speakers in this study also reported that they read French. Four French readers, however, claimed that

they are not French speakers. Three of these four resided in areas where French is not spoken; the fourth attended a school where French was stressed as an academic subject, but where the language was spoken only by a local elite.

Area of Residency and Self-Reported Proficiency Ratings in Reading French

Unlike resident-Spanish readers, French readers who resided in areas where French is spoken did not claim higher proficiency ratings in reading French than non-resident French readers. (See Table 82.) This finding may reflect the bias of the research population which includes a large number of French readers from the American Community School of Beirut. Students at this school, although resident where French is spoken by a local elite, tend to learn French primarily in the classroom as do students who are not resident in French-speaking areas.

TABLE 82

Frequency and Percentage Distribution of French Readers by Residence in French-Speaking Area and by Self-Reported Proficiency Ratings in Reading French

	Self-Reported Proficiency Ratings in Reading French		
Residence in French-Speaking Area	Ratings of "Excellent" or "Good"	Rating of "Fair"	Totals
Resident Where French is Spoken	31(78)	9(22)	40(100)
Not Resident	28(64)	16(36)	44(100)
Totals	59(20)	25(30)	84(100)

Chi Square: 1.9205 Significant: No

A number of trends occur in the data which are not statistically significant, but which do suggest hypotheses. Some of these are noted in the remainder of this section.

Language of Instruction in Secondary School and Self-Reported Proficiency Ratings in Reading French

It can be noted that the four subjects who attended secondary schools where French is a language of instruction claimed to read French with ratings of "excellent" or "good." (See Table 83.)

TABLE 83

Frequency Distribution of French Readers by Attendance at Secondary Schools Where French is a Language of Instruction and by Self-Reported Proficiency Ratings in Reading French

	Self-Reported Proficiency Ratings in Reading French		
Attendance of Secondary Schools Where French is a Language of Instruction	Ratings of "Excellent" or "Good"	Ratings of "Fair"	Totals
Attended Secondary School Where French is A language of Instruction	4	0	4
Did Not Attend	55	25	80
Totals	59	25	84

Gender Role Differences

When resident-French readers and French readers who did not live in French-speaking areas are compared by self-reported proficiency ratings and by sex, 35 percent or

eleven of 31 resident-French readers who claimed ratings of "excellent" or "good" are males; 65 percent or twenty of 31 are females. When resident French readers are compared with non-resident French readers, the percentage of males who claimed ratings of "excellent" or "good" drops to 28 percent (eight of 28); a higher percentage of non-resident French readers who claimed ratings of "excellent" or "good" are females. (See Table 84.) This trend among non-resident French readers is similar to the belief commonly held to be true of students in the United States, that females are better classroom students of French.

TABLE 84

Frequency and Percentage Distribution of French Readers who Resided in French-speaking Areas and Those who Did Not by Sex and by Self-Reported Proficiency Ratings in Reading French

FRENCH READERS WHO WERE RESIDENT IN FRENCH SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading French

Sex	Ratings of "Excellent" or "Good"		Ratings of "Fair"		Totals	
Males	11	(35)	4	(44)	15	(38)
Females	20	(65)	5	(56)	25	(62)
Totals	31	(100)	9	(100)	40	(100)

FRENCH READERS WHO WERE NOT RESIDENT IN FRENCH SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading French

Sex	Ratings of "Excellent" or "Good"		Ratings of "Fair"		Totals	
Males	8	(28)	3	(19)	11	(25)
Females	20	(72)	13	(81)	33	(75)
Totals	28	(100)	16	(100)	44	(100)

Overall Grade Point Average in Secondary School and Self-Reported Proficiency Ratings in Reading French

Do those subjects with higher grade point averages in secondary school also claim higher proficiency ratings in

reading French? Data from the present study indicate that more than two-thirds of the subjects who claimed ratings of "excellent" or "good" have overall grade point averages in secondary school of B plus or higher. Among non-resident French readers, more than three of every four persons who claimed ratings of "excellent" or "good," have overall secondary school averages of B plus or higher. (See Table 85.) This trend suggests the hypothesis that proficiency level in reading French among those not resident where French is spoken, as in the case of Spanish readers, is related to overall success in school.

TABLE 85

Frequency and Percentage Distribution of French Readers who Resided in French Speaking Areas and Those who Did Not by Overall Grade Point Average in Secondary School and by Self-Reported Proficiency Ratings in Reading French.

FRENCH READERS WHO RESIDED IN FRENCH-SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading French

Overall Grade Point Average in Secondary School	Ratings of "Excellent" or "Good"	Ratings of "Fair"	Totals
B Plus or Higher	21 (68)	4 (44)	25 (62)
B or Lower	10 (32)	5 (56)	15 (38)
Totals	31 (100)	9 (100)	40 (100)

FRENCH READERS WHO DID NOT RESIDE IN FRENCH-SPEAKING AREAS

Self-Reported Proficiency Ratings in Reading French

Overall Grade Point Average in Secondary School	Ratings of "Excellent" or "Good"	Ratings of "Fair"	Totals
B Plus or Higher	22 (78)	10 (62)	32 (73)
B or Lower	6 (22)	6 (38)	12 (27)
Totals	28 (100)	16 (100)	44 (100)

French as an Area of Study and Self-Reported Proficiency Ratings in Reading French

Finally, among subjects in this study, inspection shows that higher proficiency ratings in reading French were

reported by those who chose French as an area of concentration in their undergraduate program. Thirteen persons (fifteen percent of all French readers) are studying French as an undergraduate major, minor or cognate. Twelve of these thirteen reported that they read French with a rating of "excellent" or "good." (See Table 86.)

TABLE 86

Frequency Distribution of French Readers by Those Studying French as Undergraduates and by Self-Reported Proficiency Ratings in Reading French

	Self-Reported Proficiency Ratings in Reading French		
Those Studying French in College	Ratings of "Excellent" or "Good"	Ratings of "Fair"	Totals
French Students	12	1	13
Not French Students	47	24	71
Totals	59	25	84

Summary of French Readers and Comparison with French Speakers

In summary, proficiency in reading French is not predicted by residence where French is spoken. Trends in the data which are not statistically significant suggest two hypotheses. Attendance at school where the language of instruction is French, and the study of French in college

may indicate higher proficiency ratings in reading.

While the findings yield no difference in speaking proficiency between males and females, either among those resident or not, resident in French-Speaking areas, gender roles may affect proficiency in reading. Females claimed higher proficiency ratings among non-resident French readers. This trend reflects the norm commonly held to be true among high school language students in the United States, that females are better classroom students than males.

Grade point average in secondary school among those not resident where French is spoken appears to predict proficiency in reading French, supporting the hypothesis that among non-residents reading proficiency in French is related to overall success in school.

Having considered a number of factors related to the speaking and reading of French, a consideration of the learning of languages in addition to Spanish, German, and French, will be undertaken.

LEARNERS OF ADDITIONAL LANGUAGES

Chapter VII

Introduction

The learning of languages in addition to Spanish, German and French, is discussed in this chapter in two sections, "Speakers of Additional Languages," and "Readers of Additional Languages." The subjects in the present study learned to speak 24 living languages in addition to French, Spanish and German. Living languages are languages which are listed as currently spoken by Mueller, in The World's Living Languages (1964). "Additional languages" were learned by persons in all sponsorship categories. Table 87 enumerates the occurrences of the learning of these languages by sponsorship of the learner, and in six categories of additional languages.

TABLE 87

Frequency Distribution of All Occurrences of Learning Additional Languages Among Overseas Experienced Undergraduates Who Report Knowing Languages in Addition to French, Spanish and German by Sponsorship of Parents and by Languages Learned

	Languages Learned						
Sponsorship of Parents	Portuguese	Italian	One or More Other European Languages	Japanese	One or More African Asian American	One or More Near Eastern	Totals
Department of Defense	2	1	0	0	1	1	5
Federal Civilian	2	1	2	1	0	5	11
Missionary	2	0	0	4	12	2	20
Business	4	4	0	1	0	4	13
Other	3	1	1	1	2	0	8
Totals	13	7	3	7	15	12	57

Speakers of "Additional Languages"

Definition of Speakers of Additional Languages

Those who claimed to speak languages in addition to French, Spanish and German in item 28, page 5 , Appendix A with ratings of "excellent" or "good," or "fair" are classified as speakers of additional languages.

For purposes of this analysis, speakers of these languages are discussed in six language categories as listed in Table 87. They are:

- Speakers of Portuguese
- Speakers of Italian
- Speakers of "Other" European Languages
- Speakers of Japanese
- Speakers of African and American Languages
- Speakers of Near Eastern and Asian Languages

Speakers of Portuguese

Thirteen subjects in the research population of 150 (nine percent), listed Portuguese as a language they knew in Item 28, Page 5, of the survey questionnaire (See Appendix A). Twelve subjects claimed to speak the language.

Ability to speak Portuguese can be accounted for by residence in a Portuguese-speaking area. All twelve Portuguese speakers resided in Brazil where they were exposed to Portuguese as a comprehensive language.

Nine of the twelve attended the American School of Rio de Janiero where Portuguese is a required subject (Mayer 1968). Of the remaining three, one attended a secondary school where Portuguese is the language of instruction. A second attended a school where the majority of students were not United States citizens. The third took correspondence courses. Her comments in an interview indicate that she has more confidence in understanding and speaking informally than in such skills as grammar which are taught in school.

Missionary, Female, Brazil

I was born in Brazil and went out with my parents to live with the Indians when I was six weeks old. The Indians would not speak their language when my parents were around. They used only Portuguese. I remained there until I was three years old. Then all in two weeks I saw trains, planes and cars for the first time. In fifth grade I went to Tennessee where my mother's home is.

I was two years younger than anyone else in my class in the United States because of the correspondence courses. You could go at your own rate. I got two years ahead.

When we went back to Brazil on a boat we stayed for a while in Rio. I did go to a Brazilian school for four weeks or so to try to learn Portuguese. They put me in a class where the teacher knew English. I could understand Portuguese but was hesitant to speak. I changed from going to school to having a tutor. My tutor was a young, single girl and reasonably pretty. We gabbed in Portuguese instead of my learning grammar.

We went with Wycliffe to Southern Brazil for a year. I was pretty much to myself. I read everything I could get my hands on. I would read over two books every day for two months. I ran around with my dog and cat. I had a friend who was an Indian girl. She still asks about me. She has three kids now.

I don't think I have a classroom aptitude for languages. I took French in college but didn't feel I was learning how to speak it. I was never satisfied.

I will work for a year and then probably go back to school. I always felt confident in academics but felt I needed more relationships with people; that is a part of me that isn't developed the way it should be.

I was going to go to Ann Arbor...we knew some people there. I could have gone on in linguistics and then to grad school but I didn't want to be so narrow and push the academics.

Three persons resided in Brazil but did not claim to speak Portuguese. Two attended the American School in Rio de Janiero. One of the two claimed to read Portuguese, a skill emphasized in school; the other lived and attended school in Brazil for only one year, then moved to Asia where Portuguese is not taught. Three of the Portuguese speakers also resided in Brazil for only one year during secondary school, however they did not live in another foreign country either prior to or following their stay in Brazil.

Although Portuguese is tested by the College Entrance Examination Board (Burrows 1965), it is rarely taught in secondary schools and colleges in the United States. Students who return to high school in the United States, or to a school not in a Portuguese-speaking area have few opportunities to continue learning the language. Those who want to continue, however, seek-out opportunities to learn and use the language. Some attended universities where Portuguese is offered; some returned to Brazil during the summers.

One subject reported visiting the Brazilian Consulate in Chicago in order to engage in conversation in Portuguese. The same person, however, refused to use Portuguese with college classmates who also lived in Brazil.

Missionary, Female, Brazil

There are some students here at college who speak Portuguese but I never go out of my way to speak it to them. A couple of them are guys. The girl doesn't know it very well.

Proficiency ratings in speaking Portuguese are not related to any single factor. Four subjects reported ratings of "fair." One of these resided in a foreign country where Portuguese is not taught during her junior and senior years in high school. A second spent only two of her four years in the American School of Rio de Janiero where Portuguese is emphasized. In contrast, six of the eight who claimed ratings of "excellent" or "good" enrolled only at the American School of Rio de Janiero. The seventh took correspondence courses and was tutored in Portuguese; the eighth attended a school where Portuguese was the language of instruction.

Of the two remaining subjects who claimed ratings of "fair," one reports an overall average of B in secondary school. Perhaps this subject evaluated his proficiency in speaking as a grade in school, other B students did not; four claimed

ratings of "excellent" or "good." The fourth subject who reported a rating of "fair" was a Department of Defense dependent who lived abroad for only one secondary school year. However, two other students who were abroad for only one year claimed ratings of "excellent" or "good" in speaking Portuguese.

Speakers of Italian

Seven individuals, or five percent of the research population, reported an ability to speak Italian. As in the case of Portuguese, a test in Italian is given by the College Entrance Examination Board (Buros 1965); however, the language is rarely taught in the public secondary schools or colleges or universities in the United States.

In 1960, Italian ranked second in number of mother tongue claimants in the United States, while Portuguese ranked eighteenth (Fishman 1966:46).

Among subjects in this study, five speakers of Italian resided where Italian was spoken; two did not. Of the two non-resident Italian speakers, one has an Italian surname suggesting that the language may have been learned within the family or studied as part of an ethnic heritage. The second non-resident speaker resided only in France. A higher proficiency rating was claimed in reading, indicating that Italian was studied as a school subject. The individual,

who attended a French lycee, reported knowing five languages, showing a general orientation toward language learning.

While five Italian speakers resided in areas where the language is spoken, nine individuals who resided in Itanian-speaking areas did not learn the language. (See Table 88.)

TABLE 88

Frequency Distribution of 150 Overseas-Experienced Undergraduates by Residency Where Italian is Spoken and by Ability to Speak Italian

	Ability to Speak Italian		
Residence Where Italian Spoken	Speaks Italian	Doesn't Speak	Totals
Residence Where Italian Spoken	5	9	14
Not Resident	2	134	136
Totals	7	143	150

Several factors differ between resident speakers and resident non-speakers. Five resident non-speakers lived in Switzerland where they attended schools in the German and French regions; no resident speakers lived in non-Italian regions within countries where Italian was a regional language. Three resident speakers lived in countries where Italian was a comprehensive language during secondary school,

but no resident non-speakers did.

Differences between the remaining two resident speakers and the four resident non-speakers are less obvious. One resident speaker and one resident non-speaker resided where Italian is spoken by a local elite. The Italian speaker, however, has an Italian surname. This situation suggests that when the overseas setting offers the opportunity to learn an ethnic language, the individual with that ethnic background will be more likely than a person who does not share that cultural identity, to learn that ethnic language. It also suggests that the "hyphenated American" (Useem 1971) seeks those settings overseas where he can have access to his ethnic heritage.

The one remaining resident speaker, who lived in an area where Italian was spoken by a limited elite during part of her elementary schooling, does not differ from the three remaining resident non-speakers in ways which suggest a difference in ability to speak Italian.

Although the numbers are small, it is suggestive that proficiency ratings in speaking Italian are higher among those who resided where Italian is a comprehensive language, than where Italian is not. (See Table 89.)

TABLE 89

Frequency Distribution of Seven Italian Speakers by Residence in Type of Italian speaking Area and by Proficiency Rating in Speaking Italian

	Proficiency Rating in Speaking Italian		
Type of Italian Speaking Area	Ratings of "Excellent" or "Good"	Rating of "Fair"	Totals
Area Where Italian is a Comprehensive Language	2	1	3
Were Not a Comprehensive Language	0	4	4
Totals	2	5	7

Two of the three individuals who resided where Italian is a comprehensive language claimed ratings of "excellent." The third, who claimed a rating of "fair," is the only Italian speaker who attended a Department of Defense school. The local language is not a required subject during secondary grades in Department of Defense schools.

All of the other Italian speakers reported ratings of "fair." None resided where Italian is a comprehensive language. Two did not reside in an area where Italian is spoken. One resided where Italian is spoken by a limited elite, but only prior to grade eight; the other resided during two secondary school years where Italian is spoken by a limited elite, but spent the following three years in a foreign country where Italian is not spoken.

Speakers of Additional European Languages

In addition to the languages previously discussed, five languages, originally thought to be spoken in the broad geographical area of Europe (Mueller 1964), were reported as learned. These European languages are Danish, Norwegian, Russian, Swedish and Yiddish. Three subjects or two percent of the research population reported learning a total of seven "Other" European languages.

Inspection indicates that two of the three subjects have surnames showing ethnic roots in groups whose language they report knowing. In one case, Russian and Yiddish were learned, although the individual never resided where those languages are spoken. In the other case, Swedish was learned as a local language, and Norwegian was learned from a parent. Interview material illustrates the feelings generated in the monolingual setting of the American society, which discourages the learning of an ethnic language from foreign-born parents. It also suggests the hypothesis that where a language is learned as a first language it can be relearned more readily even after puberty.

Federal Civilian, Female, England, Sweden, Germany

Father was born in the United States and went to Norway at age two. As a consequence of spending his formative years in Norway and only his later teens in the States, he doesn't feel like a bonafide American. He bends over backwards to prove his patriotism. He makes a special attempt at listening to discussions on baseball and football. I know he feels not quite in. He speaks English with a distinctly British accent but violently refuses to believe he has an accent or uses foreign phrases. I'm the one who has held these things up to him.

Mother was born in Norway and is a naturalized United States citizen. She perfected her English during five years in England. Her attitudes towards manners, her viewing of people, her way of handling people in public places is British.

In New York some Norwegian-American friends of my parents who worked at the United Nations visited us from time to time. Norwegians at the UN celebrate their independence day every year. They play their national anthem. It embarrasses my sister and me. It is ethnocentrism to the hilt...like betraying America. My father could take it or leave it but it means a great deal to my mother. She has great sentimental ties to Norway. She would just as soon settle down in a little cottage in the country.

My sister and I refused to speak Norwegian at home for fear of being laughed at or being seen as different. When we were around twelve or thirteen we began to show an interest in learning it but we had passed the age of being able to learn informally. Mother had to sit us down with textbooks and teach it to us. We did it for just a summer. As a result it helped when we went to Sweden three years later. I could understand before we left and could repeat words well but after that summer I could use simple sentences. My sister who is a year and a half younger could understand but not speak as well. When we were in England, Norwegian was my first tongue. My sister didn't have those first formative years.

I have an accent in Norwegian but people can't place me. Some thought I was from a certain region in Norway.

The latter half of my Sophomore year, we went to Sweden. I enrolled in a Swedish school in a suburb of Stockholm. It was called an international school. There were Swedish students but also Israeli, Americans, Dutch. Our classes were conducted in English except for Swedish class. When some had trouble, the bilinguals would be called on to help. I had an advantage because Norwegian had been spoken in my home.

In this case as in one other, languages which belong to the same family and are similar in structure and sound are more likely to be learned. Two subjects reported

knowing Swedish and Norwegian. One of the two also claimed to know Danish; the third learned Yiddish and Russian and also German and Hebrew. Yiddish and Russian are spoken by a Jewish population in Russia. The surname of the subject, and her religious affiliation, indicate that she may belong to this ethnic group. Yiddish is based on Medieval German, which indicates that German would be an easier language to learn; Hebrew, important in religious worship, shares some 3,000 words with Yiddish.

Two interviews, one with a subject in the research population and one with an individual who meets the criteria for inclusion but is not included, suggest that females may be trained to speak and write languages in order to maintain ethnic ties.

Business, Female, Norway and Puerto Rico

My grandpa is Norwegian. He still has an accent. He likes to speak Norwegian to us (myself and my three older brothers) but hasn't for a good many years. I was very close to him when I was younger. Mother and I and Grandpa went to Europe to the Brussles World's Fair and spent two months in Norway.

I learned Norwegian. I have no idea how. I picked it up so fast. Mom didn't want me to speak English so I didn't. Our relatives always spoke Norwegian to me. My cousin played with me and we'd teach each other words. I remember buying a jar of boysenberry jam at the grocery store and speaking Norwegian to the clerk without even thinking about it. I was seven at the time.

I have never had the opportunity to practice speaking it again but I can read and understand the cards our Norwegian relatives send.

Federal Civilian, Female, England, Sweden, Germany

I would encourage my daughters to learn French and Norwegian. French because it is beautiful...Norwegian so that I can relate my experience and family ties.

Speakers of Japanese

Seven persons or five percent of the research population learned Japanese. Six claimed to speak the language. In contrast to the Italian speakers, speakers of Japanese do not have surnames that indicate ethnic bonds with persons who speak Japanese as their national language and mother tongue.

While five of the six subjects who claimed to speak Japanese resided in Japan, seven others who were resident did not speak the language. Six of the seven resident non-speakers spent three or fewer years during grades one through seven in Japan. In contrast, five of the six who speak Japanese lived in Japan sometime during both grades one through seven and eight through thirteen. In terms of the length of stay of the two groups, resident non-speakers in Japanese-speaking areas resided in Japan for an average of 3.6 years, while resident speakers resided in Japan for an average of 10.2 years.

One subject in the study who did not reside in Japan learned Japanese. This individual spent one year in Thailand, and then returned to a university campus in the United States where Japanese is taught. While overseas she learned Thai with ease, although she did not study it in school. The subject is presently in Japan studying Japanese and working.

Japan, as an industrialized society, provides an interesting, healthy and safe country to explore. This case provides an example of an individual who learned Japanese as a means of gaining employment in Japan in order to enjoy the country.

A second subject lived in Japan for twelve years but did not claim to speak Japanese. The individual, a Business dependent, attended a missionary-sponsored school where Japanese is stressed. There is no indication why he did not learn the language; he did claim to understand with a rating of "fair."

Proficiency ratings of "excellent" and "good" were claimed by four of the five Japanese-speakers who resided where Japanese is spoken while attending grades one through seven and eight through thirteen. There is no indication why the fifth speaker claimed a rating of "fair." Three of the four subjects who claimed ratings of "excellent" or "good" attended a missionary-sponsored school where Japanese is stressed. The fourth, a Federal Civilian dependent, attended a Department of Defense school. Although dependents in these schools are not expected to learn to speak Japanese, sheer length of stay, in this case twelve years, in an area where Japanese is a comprehensive language provided the continuity of opportunity necessary to achieve a speaking proficiency of "good."

Speakers of African, American and Asian Languages

Twelve different languages originating in the Americas, Asia and Africa were claimed as spoken by fifteen subjects or six percent of the research population.

Ability to speak these languages is related to residency. Thirteen of the fifteen subjects resided in areas where the language is spoken. The fourteenth reported his reason for choosing to learn an African language.

Department of Defense, Male, Japan, Germany

I was going to take French. I enrolled but didn't like the book or the teacher...it seemed too structured, too organized. So I decided to drop it. I needed two years of language for my (college) major, so I opened the catalog and started looking in the A's. African languages...Yoruba. That sort of accident got me started in African Studies.

The fifteenth speaker learned to speak Lao while living in the neighboring countries of Vietnam and Thailand, where he resided during both elementary and secondary school.

Proficiency ratings in speaking are related to continuous residence. Five of the seven subjects who claimed ratings of "excellent" or "good" in speaking resided in only one foreign country; they lived in that country for sometime during grades one through seven and eight through thirteen. Six of the eight subjects who claimed ratings of

"fair" resided for sometime in a country where the language was not spoken, or did not live overseas during grades one through seven. The two cases that are exceptions in each group do not differ from each other in ways that would explain the difference in proficiency ratings.

Speakers of Near Eastern Languages

Twelve persons or eight percent of the research population claimed to know and speak four languages originally spoken in the Near East. Ability to speak is related to residence in an area where the language is spoken in eleven of the twelve cases. The exception is a person who speaks Hebrew, a language described earlier as functional in religious worship in the faith claimed by the subject, and as a language that shares 3,000 words with another language which the subject reported as known.

Proficiency ratings of "excellent" or "good" in speaking Near Eastern languages were claimed by four individuals. One of the persons described above learned Hebrew as a non-local language. Two of the remaining three subjects were long-term residents, spending eight and ten years in the Near East for sometime during both grades one through seven and eight through thirteen. The

third spent all five secondary school years in the Near East. None of these individuals attended school at the American Community School in Lebanon.

However, six of the eight who claimed ratings of "fair" did enroll at the American Community School of Lebanon. Those who came from company schools in other Near Eastern countries to a secondary school in Lebanon, attended schools where Arabic was offered during the elementary grades. Although Arabic is offered at the American Community School in Beirut, none of the subjects interviewed reported taking the language. Rather, the American Community School is known to emphasize languages which are tested for college admissions. Many who attended the American Community School of Beirut are boarding students and hence have limited contact with speakers of Arabic. Those Arabic speakers with whom they do come into contact are likely to speak either English, as in the case of their fellow classmates, or are part of the educated elite who speak French which is a language that the American students take as a subject in secondary school.

Of the two remaining students who claimed ratings of "fair," but did not attend school in Lebanon, one resided in the Near East but only for two years during grades one through seven. The second resided in the Near East during

four secondary years, but later enrolled in a school in another country where the language of instruction was not English. These two cases suggest the hypothesis that where exposure to a language is not continuous, and a second foreign language is learned, knowledge of the first language is forgotten.

Sponsorship of Parents

Those subjects in this study who reported knowing how to speak, read and/or understand a language in addition to French, Spanish or German reflected by the sponsorship of their parents the composition of the American communities in the areas where these languages are spoken. Table 87 indicates that the dependents in the Department of Defense category have fewer individuals who claim to know additional languages. The lower percentage (17 percent) reflects the fact that all but one of the dependents of military personnel in the research population spent their secondary school years in Germany. Missionary dependents, in contrast, live in countries outside of Europe. This residency pattern is reflected in the fact that the highest percentage of dependents who claim to know additional languages are in the missionary category (53 percent).

Sponsorship and Portuguese Speakers - Those in the research population who claimed to know Portuguese resided

in Brazil. The research population contains ten persons who attended the American School of Rio de Janiero. (See Page , Appendix A). Thus, the frequency counts in the column of those who learned Portuguese are representative of the international community served by this school. It included the dependents of military personnel who may be concentrated in the capitol where military advisors and guards are attached to the American Embassy. It contains only two Missionary dependents who are more often enrolled in schools sponsored by the missionary agencies for whom the parents work; the missionary schools are often located in more remote areas.

Sponsorship and Italian Speakers - Those subjects who claimed to know Italian resided where Italian was spoken, or had Italian surnames. Missionary dependents did not report knowing Italian; typically they do not reside in Europe where Italian is spoken, nor belong to Italian families which are more often Roman Catholic in religious affiliation. Other sponsorship groups do reside where Italian is spoken and have dependents who claimed to know Italian.

Sponsorship and Additional European Languages - European languages, in addition to those previously discussed, were claimed by residents where those languages are spoken

and by those with European surnames, indicating ethnic ties with speakers of the languages. The absence of United States military bases and mission fields in Scandinavia and Russia is reflected in the absence of Department of Defense and Missionary dependents in this study who claimed knowledge of European languages other than German, French or Spanish.

Sponsorship and Japanese Speakers - Five subjects who reported knowing Japanese attended the Christian Academy in Japan. In keeping with the composition of the American community in Kobe, Japan, served by this school, four of the five were dependents of missionaries. Outside of Kobe, federal civilians employed by the American Embassy and the Department of Defense, and businessmen are also part of the American community. A dependent in each of those categories claimed to speak Japanese.

Sponsorship and African, American and Asian Languages - A large number of the Americans who reside away from the capital cities in Africa, Asia, and Central and South America are Missionaries. Reflecting the composition of these groupings, twelve of the fifteen speakers of African, Asian and American languages are Missionary dependents. Federal Civilian and Business dependents are found in the more

cosmopolitan capital cities where the host nationals they encounter are more likely to speak or wish to learn English, French or Spanish. Those dependents in the "Other" category (in thirteen of nineteen cases) have parents who are in university-related professions. During the nineteen-sixties university personnel participated in technical assistance programs, while residing in Asia, Africa and the Americas. Although their contracts usually extended for only one or two years, their dependents who could learn languages quickly also claimed to know the languages of those areas. The "Other" category of dependents also includes the son of a self-employed physician who lived in Africa, he claimed to know an African language.

Sponsorship and Near Eastern Language Speakers - The research population contains a large number of students who attended the American Community School of Beirut. Reflecting the overseas communities served by this school, speakers of Near Eastern languages include boarders whose parents work for oil companies, children of Embassy personnel and dependents of Missionaries who staff long-established, church-related educational institutions. Those enrolled in other schools in this area who speak Near Eastern languages are dependents of federal civilians employed in technical assistance programs. The one Department of Defense dependent

indicates the presence of American military personnel in Turkey.

Summary of Speakers of "Additional Languages"

In review, although the differences are not statistically significant, analysis shows that several factors may be related to the speaking of "Additional Languages." Residence in an area where the language is spoken predicts the ability to speak that language for all (twelve) Portuguese speakers, five of seven Italian speakers, four of seven speakers of "Other European languages," five of six Japanese speakers, eleven of twelve speakers of Near Eastern languages, and thirteen of fifteen speakers of African, American and Asian languages. Among non-resident speakers ethnic roots may be predictive of the ability to speak additional languages, in six of nine cases, speakers have surnames which suggest ethnic ties to speakers of those languages.

Reflecting the patterns of residence where "additional languages" are spoken, Portuguese was claimed by members of the sponsorship groups found in the international community of Rio de Janiero; claimants were noted in all five sponsorship groups. Italian was not claimed by any Missionary dependent; the largest number of Italian speakers were those

in the business category. No Missionary dependent claimed "Other European languages." Both of these findings reflect the absence of Missionary dependent in Europe. Only three persons learned "Other European languages," two were Federal Civilian dependents and one was in the category, "Other".

Japanese and the languages of Africa, Asia and the Americas were learned most frequently by Missionary dependents; these dependents were longer term residents in areas where such languages are spoken. In contrast, few Department of Defense dependents reported knowing languages in these categories, reflecting their absence from or short stays in these regions. Federal Civilian and Business dependents, although not as large in number as those in the Missionary category, do claim to know languages in these categories. They tend to be present in larger cities or company compounds where the local language is taught in the elementary schools.

No single factor stands out as predictive of proficiency in speaking "Additional Languages." Among Portuguese speakers ratings of "excellent" or "good" were claimed by subjects who enrolled in correspondence courses, by students in schools where the language of instruction was Portuguese, and by persons whose only overseas school

experience was at the American School of Rio de Janiero where the learning of Portuguese is emphasized.

In contrast to the American School of Rio de Janiero, the American Community School of Beirut does not emphasize the learning of languages other than French, Spanish and German, those attending school in Beirut did not claim high proficiency ratings in speaking Near Eastern languages.

Rather, proficiency in speaking Near Eastern, Asian, American and African languages and Japanese appears to be related to the length of stay in areas where these languages are spoken.

Among those subjects in this study who speak Italian, residence in an area where Italian is a comprehensive language is most predictive of proficiency level.

Having discussed ability and proficiency in speaking "Additional Languages," the remaining section will deal with factors related to the reading of "Additional Languages."

Readers of Additional Languages

Definition of Readers of Additional Languages

Subjects in the present study learned to read twenty languages in addition to French, Spanish and German.

Individuals who reported ratings of "excellent," "good," or "fair" as readers of living languages other than French, Spanish or German are classified as readers of "Additional Languages." Additional languages were claimed fourteen times by additional language speakers who are not readers of the languages. In every case except Turkish, the language is written in an alphabet other than the Latin alphabet. These languages are Persian, Arabic, Thai, Hindi and Japanese.

Additional Language Readers and School Sponsorship

Among the remaining cases of the reading of additional languages, there are fourteen occurrences of languages being read by persons who last attended overseas secondary schools sponsored by missionary agencies, eighteen by persons who last enrolled in community schools, nine by those subjects who were last in proprietary and non-United States schools, one by an individual who was last enrolled in a correspondence course, and seven by persons attending Department of Defense schools. (See Table 90.)

TABLE 90

Frequency Distribution of the Occurrences of Reading Additional Languages by the Language Read and by Self-Reported Proficiency Ratings in Reading the Language Grouped by Sponsorship of the School Last Attended Overseas

	Sponsorship of School Last Attended Overseas									
	Missionary		Community		Proprietary Non-U.S.		Correspondence		Department of Defense	
Language Read	Ex Good	Fair	Ex Good	Fair	Ex Good	Fair	Ex Good	Fair	Ex Good	Fair
Portuguese	0	0	6	4	1	1	1	0	0	0
Italian	0	0	3	1	1	1	0	0	0	1
"Other" European	0	0	0	0	3	0	0	0	2	2
Japanese	0	4	0	1	0	0	0	0	1	0
Asian	0	3	0	0	0	0	0	0	0	0
Near Eastern	0	0	1	1	0	0	0	0	0	0
African	1	6	0	0	1	0	0	0	0	1
American	0	0	1	0	1	0	0	0	0	0
Totals	1	13	11	7	7	2	1	0	3	4

Among the fourteen readers of additional languages who last attended missionary-sponsored schools overseas, all but three attended only one school during their entire stay abroad. They were enrolled in schools where a language spoken in the area, other than French, Spanish or German, was emphasized as a subject in school during the elementary grades and was often available as an elective during secondary school. Thirteen of the fourteen claimed a proficiency rating of "fair" in reading.

Among those who last attended community-sponsored secondary schools overseas, there were eighteen reported occurrences of reading additional languages. Ten of these occurred among readers of Portuguese. Six Portuguese readers claimed ratings of "excellent" or "good," four reported ratings of "fair." The research population contained ten persons who graduated from one community school in Brazil. These findings reflect the legal requirement for secondary school students in Brazil which requires that all high school students take Portuguese.

Four persons who last attended community schools also read Italian. Two were students in Rome, and two have Italian surnames but were never resident in Italian-speaking areas. There is no indication why one individual with Italian

ethnic roots claimed a rating of "fair" while another claimed a rating of "good." One person who last attended a community school overseas, although not in Japan, learned Japanese. She is the only subject who chose the Japanese language as an undergraduate minor. She was a student at a large state university where course work in Japanese is available. Two individuals who last enrolled in community schools read Near Eastern languages. Additional local languages are offered in company and community sponsored elementary schools in the Near East - an area where two of the subjects spent some of their grade school years. One person who last attended a community school in Haiti reads French Creole. He reported the same proficiency rating as in reading French, suggesting that the similarity of the two languages makes possible a carry-over of reading skills.

Among those who last attended proprietary-sponsored schools or those schools primarily enrolling students who are not United States citizens, there were nine reported occurrences of the reading of additional languages. In two cases the languages (Swedish and Portuguese) were known to be a language of instruction in the schools last attended overseas. Both persons reported ratings of "excellent." In the remaining seven cases, where ratings of "excellent" or "good" are claimed, three persons attended a missionary school or a non-United States school during a period prior to their last year overseas; schools of these sponsorship

types tend to emphasize the learning of the local language whether it be French, Spanish, German or an additional language. The remaining four individuals who reported that they read with ratings of "excellent" or "good" read additional languages which are lingusitically similar to the languages previously discussed, which they also read.

One person who was last enrolled in a correspondence course overseas claimed to read Portuguese. He reported that he reads the language with a rating of "good." One explanation for this proficiency rating is that he resided in Brazil for seven years.

Although the reading of additional languages is not emphasized in schools sponsored by the Department of Defense, seven occurrences of the reading of additional languages were reported by persons who last attended Department of Defense schools. One individual who claimed to read a European language with a rating of "fair," attended a proprietary school where this language was emphasized. She has since studied French which may account for her lower proficiency rating in the earlier learned language. She also claims to read a second European language which is linguistically similar to the first language. A second Department of Defense student claims to read two linguistically similar

European languages. Both of these students have surnames which suggest that these languages are part of their ethnic heritage. (The languages learned by the two students are Swedish and Norwegian, and Russian and Yiddish.)

One Department of Defense student claimed a rating of "fair" in reading Yoruba. He took this language as a means of fulfilling a language requirement in college.

Another dependent who attended a Department of Defense school in Japan reads Japanese with a rating of "good." He resided in Japan during all twelve grades. One dependent who enrolled in a military school in Italy claimed to read Italian with a rating of "fair." There is no clear indication from the data available why he claimed this rating.

Summary of Readers of Additional Languages and Comparison with Speakers

While the differences are not statistically significant, the data tend to suggest hypotheses predictive of the reading of "additional languages." When a language is not written in the Latin alphabet, it appears less likely to be claimed as read.

Attendence at a missionary-sponsored school seems to be predictive of lower reading proficiency in the additional languages. This trend may be reflective of an emphasis in missionary communities on fluency in speaking. Missionary personnel often work among groups which are illustrated in

the local language. Enrollment at the American Community School of Rio de Janiero, where Portuguese is stressed, may be predictive of higher reading proficiency; that proved true for speaking. Likewise, attendance at proprietary and non-United States schools seems to be predictive of higher proficiency ratings in reading (as it is for speaking), particularly where the language of instruction is an additional language.

School experience in the Department of Defense schools does not appear to be related to reading proficiency in an "additional language."

SUMMARY AND IMPLICATIONS

Chapter VIII

Introduction

American teenagers overseas differ from foreign language learners in the United States because they do not learn languages against the background of their monolingual homeland. In characterizing the learning of foreign languages by overseas dependents, the findings in the present study reflect the complexity of the lives of persons who mature in American communities abroad. The results described in previous chapters show which languages are learned and how well, among a research population of American dependents who spent a minimum of one teen year abroad. These findings hold implications for parents, for educators at home and abroad, for the overseas community as a whole, and for national policy makers.

The four previous chapters examined specific factors that are thought to influence the learning of particular languages. This chapter summarizes the findings for each of the factors.

Summary of Factors Affecting Language Learnings

No single factor was found to predict ability and proficiency ratings claimed in speaking and reading foreign

languages. Rather, the analysis identified a number of related factors, some powerfully indicative and others merely suggestive of language learnings.

Sponsorship of Parents

The analysis of the data in this study is suggested by a series of hypotheses proposed as the beginnings of a comprehensive theory of socialization with regard to the learning of languages in the "third culture." A major hypothesis of this study was that language learnings differ depending upon the sponsorship of the parents. Persons in the same sponsorship group were viewed as belonging to the same international community and culture no matter where they may reside in the world. With regard to the learning of languages, members of those sponsorship groups for whom interaction with host nationals is important, and who tend to be longer term residents, were thought to emphasize the achievement of proficiency in the local language. Those who were members of sponsorship groups for whom interaction with host nationals is not required in day-to-day work, and therefore for whom transfer between positions is not as difficult, were predicted to learn languages which can be transferred to other locales.

Findings from the subjects in this research population

showed that sponsorship is predictive of language learnings. Department of Defense dependents who resided in Germany learned German, but claimed lower proficiency ratings than non-Department of Defense dependents who resided in German-speaking areas. Few military dependents claimed to know languages other than German, Spanish or French. These findings supported the hypothesis that among sponsorship groups whose members do not interact with host nationals in their day-to-day work, the local language is learned most often provided instruction is thought to be available in that language at other posts. The results also supported the hypothesis that higher proficiency ratings in the local language will not be claimed by members of these groups.

Missionary and business dependents who resided where Japanese and the African, American, Asian and Near Eastern languages are spoken, claimed to speak these languages. Dependents of missionaries who were resident Spanish speakers, and business dependents who were resident Spanish or French speakers, claimed higher proficiency ratings than the dependents in the other sponsorship categories. These findings supported the hypothesis that higher proficiency ratings are claimed in French and Spanish, and

that non-European languages are learned by members of those sponsorship groups who tend to be longer term residents and for whom interaction with host nationals is important.

Length of Stay

Members of different sponsorship groups who resided in one country only varied in their length of stay abroad. Earlier research on Japanese women married to Americans who reside in the United States indicated that length of stay may be predictive of language learnings. Data from the present study were available to test this hypothesis, but only from persons who resided in one country during their entire stay overseas; it suggested that length of stay may be predictive of the ability to speak among resident speakers of French, German or an additional language other than Portuguese, Italian or an "other European" language.

Two reasons are offered to explain these exceptions. In a number of countries in Latin America, including Spanish speaking areas as well as Brazil where Portuguese is spoken, the law requires that all secondary students enroll for the local language in school. Thus, even the one year resident would probably claim to know Spanish or Portuguese. In the case of Italian and "other European" languages, it may be that ethnic roots are more predictive of the ability to speak.

Gender Role Differences

It was thought that differences would exist between males and females in language learnings. Interviews suggested that females are more restricted than males in interacting with a host national society. An hypothesis was that males would be more proficient in speaking the local language. No difference was thought to exist between males and females who claimed to know the language of the area in which they reside.

The findings indicated that gender roles are strong predictors of those who learn French. Both among residents and non-residents, more females claimed to know French. This finding paralleled a belief held to be true among foreign language students in the high schools of the United States, that it is more appropriate for females to learn French than males.

A second finding was that for non-resident readers of Spanish, French and German, female subjects had higher proficiency ratings. This finding supported the hypothesis that females are better classroom readers of foreign languages, a belief also commonly held to be true for foreign language students in the United States.

A trend observed is that among resident German speakers, males are more likely than females to claim high proficiency

ratings. A similar trend was not observed among resident Spanish or French speakers. One explanation may be that there is a pattern among military dependents, who constituted a large number of the German speakers in this study, which discourages females from contact with the host national society.

Sponsorship of Schools

Introduction - Another way in which members of sponsorship groups differed was by the sponsorship of the schools that the dependents attended. An observation made suggested that schools vary in their efforts to teach languages. Based upon this observation, the hypothesis was proposed that sponsorship of a school in which the dependent is enrolled overseas is predictive of language learnings.

From the description of schools in the Directory of Overseas Schools (1968) it is known that in some institutions a language of instruction other than English is used; in others, foreign languages are required courses; in still others, foreign languages are electives. The nationality of the student body and of the teaching staffs vary.

Department of Defense Schools: The Department of Defense schools have student bodies consisting of the children of United States citizens only. Enrollees include

children of binational marriages for whom English is a second language. The language of instruction is always English. The local language, when French, Spanish or German, is taught as an elective in secondary school, but proficiency in speaking that language is not emphasized. A host national is often hired as a secondary school language teacher, or as a teacher in the lower grades to instruct classes in the local language and culture.

It was hypothesized that those who attended Department of Defense schools in areas where French, Spanish or German are spoken will learn the local language. However, a lower percentage will claim to speak with ratings of "excellent" or "good" as compared to resident speakers enrolled in other types of schools. Where a local language is spoken other than French, Spanish or German, it is hypothesized that few of those attending learn the local language.

The findings suggested that all of these hypotheses may be true.

Missionary Schools - Missionary schools stress proficiency in speaking the local language. The student attending a missionary school is likely to have fellow classmates who have been long term residents. He and his classmates may enter school with a speaking knowledge of the local language appropriate to the age level of host national playmates and siblings at home. It is hypothesized that

attendance at a missionary school is predictive of proficiency in speaking the local language. The findings suggested that attendance at a missionary school, as compared to other schools, may predict proficiency in speaking when the local language is Spanish or French, but not when it is an additional language. An explanation may be that speaking proficiency is more likely to be attained when the language learned is a comprehensive language or the language of a local elite, but less often when it is a regional or tribal language.

Correspondence Courses and No School Enrollment

Correspondence courses are taken by dependents residing in remote areas; some dependents are not enrolled in any school. Persons in these situations are seen as having the greatest opportunity of becoming fluent speakers in the local language. It is hypothesized that the taking of correspondence courses or not enrolling in any school is predictive of proficiency in speaking the local language. The data suggested that this hypothesis may be true. An exception occurred in the case of a dependent of a short-term university contract worker residing in a remote area in Africa. This dependent may not have learned the local

language because of the short length of stay, and because English was spoken by an educated elite.

Community Schools in Asia

Those dependents attending community and company schools in Asia are enrolled in schools attended by Americans, and where the law allows, by an elite segment of the host national society and by members of other nationalities who desire an English language education. This clientel was thought to desire traditional college preparatory curriculum stressing among other subjects, French. In large community schools, instruction in other languages may be available. Where there is a local language in addition to English, French, Spanish or German, it will be offered during the elementary grades, and is available to United States students as an elective in secondary school. (It is often required by law for host national students.)

It was hypothesized that more than one-half of the dependents attending community schools in Asia, whether or not they reside in French-speaking areas, will know French. The findings support this hypothesis; nine of fourteen non-residents learned French. Among a larger group, those who attended the American Community School in Beirut where French is a local language, more than two-thirds (22 of thirty) claimed to know French.

Community Schools in Latin America and Europe - The community schools in Latin America, in Spanish or Portuguese-speaking areas, teach Spanish or Portuguese as a strongly emphasized subject or use it as the language of instruction. Such schools are attended by host nationals who have studied with United States students during the elementary grades. In some countries host national law makes Spanish or Portuguese mandatory for all pupils regardless of nationality. To meet the particular legal requirement for secondary schools and the perceived academic requirements for college entrance in either the United States or the host nation, students are separated into different streams by nationality during secondary school. Community schools in Europe, like those in Asia, stress French as part of a classically-oriented curriculum. It was hypothesized that attendance at a community school in Latin American is predictive of proficiency in Spanish or Portuguese. Enrollment in a community school in Europe was hypothesized as predictive of the learning of French, and in Europe or Latin America, where it is the local language, of proficiency in speaking. The data suggested that these hypotheses may be true.

Proprietary and Non-United States Sponsored Schools - A number of proprietary schools, and schools enrolling a minority of students who hold United States citizenship,

use a language of instruction other than English. Among the schools in these categories attended by subjects in the present study are academies run by religious orders for host national elites, schools which make a profit and the public schools of the host nation. It was hypothesized that attendance at proprietary or non-United States sponsored schools is predictive of proficiency in speaking the local language.

The findings suggested that attendance may be predictive of speaking proficiency in Spanish and Portuguese-speaking areas. However it was predictive of ability, but not proficiency, in French-speaking areas. An explanation may be that some proprietary schools in areas where French is spoken use English as the language of instruction; speaking proficiency may result primarily from attendance where the language of instruction is a language other than English.

Language of Instruction

Several hypotheses were tested for which sufficient data was not available to claim statistically significant conclusions. One such hypothesis was that attendance at a school having a language of instruction other than English is indicative of proficiency in reading that language. The

data suggested that this hypothesis may be correct. In all twelve cases where the subjects were known to attend such schools, ratings of "excellent" or "good" in reading were claimed.

It was thought that parents might choose to place children in secondary schools, despite their initial linguistic handicap, in order to insure bilingualism where the language of instruction is French, Spanish or German. The findings suggested that this hypothesis may be true. Ten of the twelve subjects in this study who were enrolled in schools where the language of instruction was not English were in such schools. One person was enrolled in a school taught in Swedish; the other attended a school taught in Portuguese.

Area of Residence

Sponsorship groups differ in the regions of the world in which they reside. One hypothesis was that the area of residence is predictive of learning the local language. The findings indicated residence is strongly predictive of learning for speakers of French, Spanish and German. It indicated in more than the majority of cases those who speak Portuguese, Italian, Japanese, "other" European, Near Eastern and African, American and Asian languages.

A second hypothesis tested was that residence is predictive of proficiency in speaking the local language. The data showed that it is an important factor in predicting fluency in speaking Spanish, and suggestive of speaking proficiency among French and German speakers.

Overall Grade Point Average in Secondary School

Although residency was thought to be predictive of proficiency, it was hypothesized that an exception would occur among those non-residents with high grade point averages. It was hypothesized that for non-resident readers those with higher grade point averages in secondary school would claim higher proficiency ratings. The findings among Spanish and French readers tentatively supported this hypothesis, suggesting that among non-resident language learners, proficiency in reading is part of an overall orientation toward academic achievement in school.

Study of Language in College

Another hypothesis was that the study of a language in college is predictive of proficiency in reading. The data suggested that among readers of French, Spanish and German reading proficiency may be indicated by the study of these languages in college.

Alphabets Other than the Latin Alphabet

Languages learned by the subjects in this study included languages written in an alphabet other than the Latin alphabet. It was hypothesized that when a language is written in an alphabet other than the Latin alphabet, low proficiency, or no ability in reading would be claimed. The findings suggested this hypothesis may be true.

Summary of Findings

In summary, among the subjects in this research population, findings indicate that:

1) Residence is strongly predictive of which languages are learned; it is an important factor in predicting proficiency in speaking Spanish. Residence is suggestive of proficiency in speaking French and German.
2) Sponsorship of parents suggests the languages learned and proficiency in speaking; Department of Defense dependents may be less proficient in speaking. Missionary and business sponsorship may be predictive of higher proficiency in speaking. Missionary dependents appear more likely to learn languages in addition to French, Spanish and German.
3) Among residents in one country only, length of stay may be predictive of ability to speak

the local language.

4) Gender roles are strongly predictive of language learnings. Both among residents and non-residents, more females than males learn French. Among non-resident readers of French, Spanish and German, females have higher proficiency ratings. Among non-resident speakers of German, males are more proficient - a gender role pattern thought to be representation of Department of Defense dependents.

5) Sponsorship of school is suggestive of language learnings.

-Attendance at a Department of Defense school in areas where French, Spanish or German is spoken suggests who will learn the local language. Attendance is also predictive of lower proficiency in speaking.

-Enrollment in a missionary sponsored school is suggestive of ability to speak the local language, and of proficiency in speaking the local language when it is French or Spanish.

-Enrollment in correspondence courses or no school suggests proficiency in speaking the local language.

-Attendance at a community school in Asia suggests knowledge of French.

-Attendance at a community school in Europe may be predictive of learning French. In Latin America it may be predictive of learning Spanish or Portuguese. Where these languages are the local languages, attendance at a community school may be predictive of proficiency in speaking.

-Attendance at proprietary and non-United States schools may be predictive of proficiency in speaking in Spanish and Portuguese-speaking areas and of ability, but not proficiency, in speaking in areas where French is spoken. Students who enroll in proprietary or non-United States schools, as compared to students enrolled in all other types of schools, are most likely to claim to know the local language.

6) Attendance at a school having a language of instruction other than English may be predictive of proficiency in reading that language.

7) Studying a foreign language in college may be predictive of proficiency in reading that language.

8) The use of letters other than the Latin alphabet may be predictive of low proficiency, or no proficiency, in reading an additional language.

9) Overall gradepoint average in secondary school may be indicative of proficiency in reading among non-resident readers.

Having summarized the findings of this research, it is appropriate to suggest a series of propcsals with respect to preserving the language and related skills of the "third culture" teenager and conditions which influence findings.

Implications of the Research

Conditions which Influence Findings

Selection of Population - The findings of the research must be interpreted within the limitations of the design of the present study. Although the study saught to relate social factors in the overseas setting to language learnings, the research population of teenagers residing overseas prior to returning to the United States, while not available to this researcher, would have been a more appropriate population for examining the influence of the overseas setting.

A second limitation inherent in the selection of the research population is the lack of dependents with one or more foreign born parents. Since the 1960 Census was taken it is thought that the percentage of children in this category has

increased. An informal estimate suggests that one out of three pupils in Department of Defense schools have a foreign born parent. It may be that this group is fluent in a language other than English. Some of these pupils have difficulty with English.

Another group absent from the research population were those dependents not enrolled in college and those who dropped out of college. It is not known how the language learnings of such subjects might differ from others in thier sponsorship groups.

Use of Self-Reported Proficiency Ratings - In addition to factors related to the selection of the research population, limitation of findings occurred as a result of using self-reported claims of proficiency. If it is assumed that subjects will give accurate responses, Census scores seem to have sufficient validity for use as a tool in socio-cultural studies. However, because they may not be strongly related to direct measures of bilingualism, their use in conjunction with other direct measures is suggested.

Policy Implications of the Research

Introduction - Remarks made by "third culture" undergraduates con-cerning the differences between themselves and their university classmates illustrate their c ltural isolation on the American college campus.

Business, Male, Brazil

"Campus Culture is not Mine

There is a communication barrier for me at the university. It's like Disneyland here with rinky-dink characters. Their alternative is the only alternative. I've tried to explain how I feel about people living overseas - it's futile.

My roommate - I've known him since elementary school - he is a socialist, a revolutionary, a here-and-now person. It is important to understand his alternatives but I don't think they are right. It's impossible for us to understand each other.

We look alike. We've been friends a long time. He went through the fraternity thing. He said, 'Please come with me. I want to go through this with you, us together.' I had to tell him I didn't want forty brothers. I went over to the house yesterday. I felt so outside - like an observer.

It's changed. I originally decided to ask him to come home with me to Latin America. He chose to work at Ford and buy his own car. He has had work experience in a factory, a suntan, golf clubs, but he doesn't know what's happening on the streets of Latin America or what it's like to swim in salt water, lie in the surf, feel the cobble stones. He knows what it's like to get drunk with fraternity boys. It's my hang up. I'm ready to go home - really ready." (20)

Recommendations

To help the "third culture" dependent preserve his unusual cultural and linguistic skills documented in this study, and to help him satisfy his aspirations if he wishes to pursue a profession overseas, it is strongly recommended that;

1) Institutions known to enroll a number of "third culture" undergraduates, such as Michigan State

University, Yale and Wheaton College should

-Hold a reception for in-coming overseas students to introduce these students to each other, and help to avoid isolation. Such gatherings have been held during the last two years at Michigan State University, meeting with an enthusiastic response from the students.

-Allow curriculum flexibility to accept credit for language programs, other than French, Spanish or German, pursued by supervised study of special tapes, through the learning of linguistic informant techniques for use with a foreign student, or by summer study overseas.

-Provide academic advisors and dormitory counselors with research materials on the academic and social orientation of American students raised overseas, so that the "third culture" student is assessed and encouraged according to the norms of persons coming from the overseas American community.

2) Congress and federal administrators:

-Provide a special category of scholarships for overseas dependent undergraduates. With the

exception of the business dependent, "third culture" undergraduates tend to suffer financially when they return to the United States. The missionary dependent in particular is often in urgent financial need. At present, it is virtually impossible for the missionary dependent to pursue a course of study in preparation for an overseas career apart from the curriculum available at the college affiliated with the particular religious denomination of his parents. Church-affiliated colleges are the only schools known to provide financial assistance to overseas dependent students. Unfortunately, the course of study at these colleges is often not specialized enough to provide preparation for unusual career choices, and for language study by the "third culture" undergraduate.

-Use PL 480 funds to sponsor "third culture" undergraduates in summer language programs in a country where the language is spoken.

-Recruit for Peace Corps Volunteers and Foreign Service Officers among these students.

-Use missionary dependents as language instructors in teaching programs other than French, Spanish or German.

3) Parents and educators of overseas students be advised:

-To enroll Department of Defense dependents who wish to become proficient in a foreign language in a proprietary or non-United States school where the language of instruction is not English.

-To urge Department of Defense dependents and the more mobile dependents in all categories to study French, Spanish or German. These languages are more widely taught, and therefore the chance of obtaining continuous instruction is more likely. Also, because these languages are more widely used, they are more useful in traveling.

-To counsel students who will reside in an overseas area for more than three years to study the local language.

4) The overseas community as a whole be encouraged to offer special internships and part-time employment to "third culture" undergraduates

> and overseas teenagers as translators. The "third culture" dependents, particularly from the business and missionary communities, know how to speak the local language. They can perform graciously and competently in the diplomatic reception line, while buying the family car, and in evaluating and hiring servants. Summer work should be made available for overseas teenagers and undergraduates as substitutes for vacationing staff members, such as is done in the case of oil company personnel in the Near East.

In conclusion, the "third culture" undergraduate while linguistically and culturally talented, may become a non-contributing member to a society that is not concerned enough to acknowledge his talents. Language maintenance was a battle lost by the ethnic American. This decade presents another choice: in a time characterized by complex societal interdependencies, should the "third culture" undergraduate be allowed to become another societal drop-out, or should he be assisted to become a sophisticated cultural mediator.

BIBLIOGRAPHY

Brim, Jr. Orville G. and Stanton Wheeler
1966 "Socialization through the life cycle." in Socialization After Childhood: Two Essays. New York: John Wiley and Sons, Inc., p.3.

Buros, Oscar Krisen.
1965 Problems of adjustment of missionaries' children from Central School in the Congo. Biblical Seminary of New York: unpublished M.A. thesis.

Emery, Norman
1962 "The M.K." New York: Jaffray School of Missions, 8 May, 13 pp. (typewritten).

Ervin-Tripp, Susan.
1967 "An Issei learns English." Journal of Social Issues 23(2): 89.

Fishman, Joshua A.
1966 Language loyalty in the United States. London: Mouton and Company.

Fishman, Joshua A. and Charles Terry
1969 "The validity of census data on bilingualism in a Puerto Rican neighborhood." American Sociological Review, 34 (5): 636-650.

Gleason, Thomas P.
1969 Social adjustment patterns and manifestations of worldmindedness of overseas-experienced American youth. East Lansing: Michigan State University, unpublished Ph.D. dissertation.

Kant, Julia Gibson.
1970 "Foreign language offerings and enrollments in public secondary schools, Fall 1968." Foreign Language Annals, 3 (3):400-404.

Khlief, Bud B.
1970 The schooling careers of military dependents: a socio-cultural study. Washington, D.C.: United States Office of Education Project Number 2609.

Krajewski, Frank Richard
1969 A study of the relationship of an overseas-experienced population based on sponsorship of parent and subsequent academic adjustment to college in the United States. East Lansing: Michigan State University., unpublished Ph.D. dissertation.

Lambert, Gardner, Ollon and Tunstall.
1961 A study of the role of attitudes and motivation in second languages learning. McGill University. Final Technical Report, United States Office of Education Contract.

Mannino, Ernest Nuncio.
1970 The overseas education of American elementary and secondary school pupils with application for American sponsored schools overseas: a diagnosis and plan for action. East Lansing: Michigan State University, unpublished Ph.D. dissertation.

Mayer, Martin.
1968 Diploma: International Schools and University Entrance. New York: The Twentieth Century Fund, No. VI.

Orr, Clara.
1959 "The education of missionaries' children." Occasional Bulletin, 10(9). New York: Missionary Research Library.

1960 Schools overseas available for the children of North American missionaries - a directory. New York: Missionary Research Library.

Parker, Allen Ellsworth.
1936 An analysis of the factors in the personality development of children of missionaries. Chicago: University of Chicago, unpublished Ph.D. dissertation.

Patterson, Charles J.
1960 A comparison of performances of Mexican and American children in a bi-cultural setting on measures of ability, achievement, and adjustment. East Lansing: Michigan State University, unpublished Ph.D. dissertation.

Rainey, Mary C.
1971 "The third culture child." Overseas Educator. East Lansing: Michigan State University, Continuing Education Service (January).

1971 "Third culture child - a business dependent." Overseas Educator, East Lansing, Michigan State University, Continuing Education Service (February)

Steward, Harold and Givenda.
1957 "Bringing up children in a foreign environment." HIS (a publication of Intervarsity Christian Fellowship). 17(May): 27-29.

United States Department of Commerce, Bureau of the Census.
1964 United States census of population, 1960: selected reports Americans overseas. Washington, D.C.: U.S. Government Printing Office, 51-57, 65-71, 79-85.

Useem, John, John Donoghue and Ruth Useem.
1963 "Men in the middle of the third culture: the roles of American and non-Western people in cross-cultural administration." Human Organization, 22:169-179.

Useem, Ruth
1972 "Third culture factors in educational change." in Cultural Challenges to Education, Cole S. Brembeck and Walker Hill, Eds., John Wiley and Sons.

Ward, Ted with Mary Rainey
1968 Overseas schools directory. East Lansing: Human Learning Research Institute Michigan State University.

FOOTNOTES

1 Table One is adapted from U.S. Bureau of the Historical Statistics of the United States: Colonial Times to 1957 (Washington, D.C.): U.S. Government Printing Office, 1960 and U.S. Department of Commerce, Bureau of the Census. United States Census of Population, 1960; Selected Reports Americans Overseas. Washington, D.C.: U.S. Government Printing Office.

2 Table One excludes United States citizens temporarily abroad on private business, travel and the like.

3 U.S. Bureau of the census. Americans overseas, ix.

4 Ibid.

5. Ibid., 51,65,79.

6 "Other Citizens" are such persons as private businessmen, contract workers on military installations, employees of foreign governments and international organizations, retired persons, missionaries and religious workers, students and teachers. Ibid., ix.

7 Ibid., 51-57, 65-71, 79-85. The total in each cell is arrived at by subtracting from the total number of male fourteen to 24 year olds in that category, the "not reported" and the "speakers the local language, English." Because the number of females includes dependent wives but the male category contains primarily related-minor dependents, the number of females who are minor dependents was arrived at by multiplying the number of males by two. Thus the total number in each cell was estimated by computing the number of males as described above and multiplying by two.

8 Ibid.: 52-57, 66-71, 80-85.

9 Ibid.

10 Ibid.

11 Ibid.

12 Ibid.

13 Ibid.

14 Questionnaires in this category are assumed to have reached the student if not returned with a post office marking indicating subject could not be located. The number of questionnaires returned by the post office in this manner totals 61.

15 Questionnaires in this category met all criteria previously described.

16 Questionnaires failed to meet all or any of the criteria for further participation.

17 As for questionnaire I, if questionnaire II was returned marked as undelivered, it is not included in these statistics. The number returned by the post office was five.

18 Number actually used in this study. Subjects utilized by earlier researchers (Gleason 1969 and Krajewski 1969) were further scrutinized. Seven subjects were disqualified. Percentages in these columns were tabulated on the basis of mailed questionnaires.

19 The total adds to more than 150 because some subjects were enrolled in more than one school.

20 Rainey, Mary C. "Third Culture Child - A Business Dependent" Overseas Educator, February 1971.

APPENDIX A

Dear Participant:

We are studying persons who, in their teen years, have attended school outside the United States for one year or more. If you have not done so, please check below and return the questionnaire in the enclosed envelope.

1. _____ I have not attended school outside the United States during my teen years for one school year or more.

(Signed) _____

If you have attended school during your teen years (13-19 years) outside the United States for one school year or more, would you take a few minutes of your time to fill out the following questionnaire?

Your name and address have been requested to facilitate mail follow-up studies. Your responses will be used only in group summaries, and will not be identified with you individually. Put your name and social security number (if known) on this page only.

2. Name _____
(Print) Last First Middle or Maiden Name

Social Security Number (optional and if available)

3. ☐☐☐ ☐☐ ☐☐☐☐

This study is part of a long-term study we are doing of American youth who have attended school in places outside the United States. If, in addition to filling out the following questionnaire, you are willing to talk with us further about your experiences, please sign below, and give your local address and telephone number. We will contact you later.

I am willing to be part of a long-term study.

(Signed) _____

4. Local address: _____

5. Permanent address at which you can be reached:

_____

6. Telephone number: Area code: _____ Local number: _____

7. Best times to be contacted:

___Sun. ___ Mon. ___Tues. ___Wed. ___Thur. ___Fri. ___Sat.

Hours _____ A.M. and/or P.M. (please specify).

Dear Participant:

We are studying persons who, in their teen-years, have attended school outside the United States for one year or more. If you have been one, please check below and return the questionnaire in the enclosed envelope.

1. _____ I have not attended school outside the United States during my teen years for one school year or more.

(Signed) _____

If you have attended school outside the U.S. (for one year or more) during the teen years, you are eligible for this study. Please take a few minutes to fill out the following questionnaire.

Your name and address have been requested only so that we may follow-up studies. Your responses will be used only in group summaries, and will not be identified with you individually. Put your name and social security number (if known) on this page only.

1. Name _____
(Print) Last First Middle or Maiden Name

Social Security Number (optional and if available)

2. ___ ___ ___ - ___ ___ - ___ ___ ___ ___

This study is part of a long-term study we are doing of American young people who have attended school in places outside the United States. In addition to filling out the following questionnaire, you are willing to talk with us further about your experiences, please sign below, and give your local address and telephone number. We will contact you later.

I am willing to be part of a long-term study.

(Signed) _____

3. Local address: _____

_____

4. Permanent address at which you can be reached:

_____

5. Telephone number: Area code: _____ Local number: _____

6. Best times to be contacted:

Hours _____ A.M. and/or P.M. (please specify).

___Sun. ___Mon. ___Tues. ___Wed. ___Thur. ___Fri. ___Sat.

1. Your sex: _____Male _____ Female

2. Where were you born? _____
(city) (state) (country)

3. What do you consider your home state? _____

4. Are you a U.S. citizen by birth? _____Yes _____No

5. Are you a naturalized U.S. citizen? _____Yes _____No

6. If you are a naturalized U.S. citizen, state country of former citizenship, age of naturalization: _____ _____
Country of former citizenship Age at naturalization

7. Are you a dual citizen? _____Yes _____No

8. If you are a dual citizen, state countries of dual citizenship:

_____ and _____

9. What was your father's birthplace? _____
city state country

10. What was your mother's birthplace? _____
city state country

11. Have you had military service? _____Yes _____No

If yes, give dates of service, branch of service, and nationality of service.

12. _____ _____ _____ _____
(from) (to) (branch of service) (nationality of service)

13. Was any of this service outside the U.S.? _____Yes _____No

14. Where, outside of the United States, did you serve? _____

Beginning with the most recent and working backwards, list below all the places you have lived overseas during your teen years. Enter your approximate age, circle the grade or grades, fill in the name of the school or type of education.

	Country Lived In	Age at Time	Circle Grade or Grades	Name of School Attended (if none, indicate if you took correspondence courses, tutored at home, etc.)
	Most recent			
15.	_____ (city, country)	___ (age)	8th 9th 10th 11th 12th 13 (grade)	_____ (name of school)
16.	_____ (city, country)	___ (age)	8th 9th 10th 11th 12th 13 (grade)	_____ (name of school)
17.	_____ (city, country)	___ (age)	8th 9th 10th 11th 12th 13 (grade)	_____ (name of school)
18.	_____ (city, country)	___ (age)	8th 9th 10th 11th 12th 13 (grade)	_____ (name of school)
19.	_____ (city, country)	___ (age)	8th 9th 10th 11th 12th 13 (grade)	_____ (name of school)

20. Was the "most recent" overseas experience recorded in Item 15 above, in connection with the overseas employment of the head of your family?

_____Yes. The head of my family was employed as _____ (occupation)

with _____ (organization) in _____ (city) (country)

_____No. I was overseas because _____ (state reason or purpose)

21. During your first through seventh grades, approximately how many years were you overseas? _____ (years)

In what country(ies)? _____

_____

22. Have you ever attended boarding school in the United States?

_____ Yes _____ No

23. If "yes," circle grade or grades in boarding school in the United States.

1 2 3 4 5 6 7 8 9 10 11 12 13

Where were your parents living at that time? _____
(city) (state) (country)

24. Have you ever attended boarding school overseas?

_____ Yes _____ No

25. If "yes," circle grade or grades in boarding school overseas.

1 2 3 4 5 6 7 8 9 10 11 12 13

Where were your parents living at that time? _____
(city) (state) (country)

26. Other then in boarding school, have you lived away from your parents in order to attend school?

_____ Yes _____ No

If "yes," where did you live? _____
(city) (state) (country)

With whom did you live? _____

What grade or grades did you attend? _____

Where were your parents living? _____
(city) (state) (country)

27. Describe your present living arrangements, e.g., dormitory, residence hall, private home, private apartment, living with parents, etc.:

_____

_____

28. List below all the languages you read, speak, and understand, including English. Rate your ability by checking the rating scale for each. (If you know and understand only a few words of a language, give the information in Item 29.)

	ABILITY TO READ			ABILITY TO SPEAK			ABILITY TO UNDERSTAND		
	Excellent	Good	Fair	Excellent	Good	Fair	Excellent	Good	Fair
ENGLISH									
_____									
_____									
_____									
_____									
_____									

29. In addition to the above, are there any languages in which you can speak and understand a few words?

____Yes ____No

If "yes," specify languages: _____

_____

30. Of the languages listed above, what was the first language you spoke?

_____
(first language spoken)

What was the second language you spoke? _____
(second language spoken)

31. What is the highest level of formal education obtained by your parents? (Check one in each column.)

	Father	Mother
Grammar school or less	____	____
Some high school	____	____
High school graduate	____	____
Some college	____	____
College degree	____	____
Postgraduate degree	____	____

32. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider the annual income from all sources before taxes.

____ Less than $6,000

____ $6,000 - $9,999

____ $10,000 - $14,999

____ $15,000 - $19,999

____ $20,000 - $29,999

____ $30,000 or more

33. In what religion were you reared? _____

34. What is your present religious preference? _____

35. How many brothers do you now have living? _____

36. How many sisters do you now have living? _____

37. Are you: ____ an only child?

____ the first-born (but not an only child)?

____ the second-born?

____ the third-born or later?

38. What is your father's present employment? _____
(name of occupation)

with _____.
(name of organization)

39. Where is your father living now? _____
(city) (state) (country)

40. What is your mother's present employment? _____
(name of occupation)

with _____.
(name of organization)

41. Where is your mother living now? _____
(city) (state) (country)

42. What is your parents present marital status?

_____ married

_____ divorced

_____ legally separated

_____ other (explain circumstances): _____

_____

_____

43. During the period or periods you lived outside the United States, how would you describe your health? (Check one of the blanks below.)

On the whole, my health overseas was:

_____ excellent _____good _____fair _____ poor

44. Did you have any major illness or accident while living overseas?

_____ Yes _____No

If "yes," specify: _____

_____

THANK YOU FOR YOUR COOPERATION. PLEASE MAIL THE QUESTIONNAIRE IN THE STAMPED ENVELOPE. BE SURE TO SEAL THE ENVELOPE.

APPENDIX B

INTERNATIONALLY MOBILE STUDENTS QUESTIONNAIRE

Institute for International Studies in Education
College of Education
Michigan State University
East Lansing, Michigan 48823

INSTRUCTIONS

In those items with fixed responses, circle the appropriate alternative which best describes your attitude, belief, or situation. If you want to qualify your answer, use the blank page provided at the back for this purpose. Be sure to mention the item you are qualifying.

In some items, a written response is called for. If the provided space is not sufficient, continue on the blank page provided at the back for this purpose. Be sure to mention the item you are continuing.

INTERNATIONALLY MOBILE STUDENTS QUESTIONNAIRE

Institute for International Studies in Education
College of Education
Michigan State University
East Lansing, Michigan 48823

1. Circle your sex: M F

2. Date of birth: _____ Age at last birthday: ___
(month) (day) (year)

3. Circle number of your marital status:
1. single
2. married
3. divorced
4. other (specify)_____

4. College or University where enrolled: _____

5. Circle year in college:
1. freshman
2. sophomore
3. junior
4. senior
5. other (specify) _____

6. Present academic major(s): _____

7. Present academic minor(s): _____

8. Are you gainfully employed? (circle answer) Yes No

If yes, what do you do? _____

If yes, are you employed: (circle number) 1. full-time 2. part-time

9. What is your racial background? (circle number that applies)
1. My parents are of same racial background: (specify)_____
2. My parents are of different racial background.
My father is _____
My mother is _____

10. Citizenship of parents: (circle number and specify if appropriate)
1. both are U.S. citizens
2. father U.S. citizen; mother citizen of _____
3. mother U.S. citizen; father citizen of _____
4. father citizen of _____; mother citizen of _____

11. College students normally encounter problems - some small, some large, some temporary, some long-standing - while they are at college. Below is a list of problems which students mention as giving them some worry or difficulty. To what extent is each of the problems a current source of worry to you?

Circle (NO) if no problem; (SOM) if some problem; (SIG) if significant problem. If the problem is a source of worry to you, also indicate whether it is of recent onset (circle REC) or is a long-standing problem (LNG).

PROBLEM AREA	TO WHAT EXTENT A PROBLEM: No problem	Some problem	Significant problem	HOW LONG A PROBLEM: Recent onset	Long-standing problem
Finances	NO	SOM	SIG	REC	LNG
Handling the content of course work	NO	SOM	SIG	REC	LNG
Meeting members of the opposite sex	NO	SOM	SIG	REC	LNG
Relationships with a particular member of the opposite sex	NO	SOM	SIG	REC	LNG
Deciding on my major field	NO	SOM	SIG	REC	LNG
Deciding on my future occupation or career	NO	SOM	SIG	REC	LNG
Relationships with my parents	NO	SOM	SIG	REC	LNG
Relationships with relatives other than parents	NO	SOM	SIG	REC	LNG
Getting along with my roommate(s)	NO	SOM	SIG	REC	LNG
Trying to "find myself" in the sense of personal meaning and identity	NO	SOM	SIG	REC	LNG
Finding friends who share my values and background	NO	SOM	SIG	REC	LNG
Relationships with faculty member(s)	NO	SOM	SIG	REC	LNG
Relationship with college administrator(s)	NO	SOM	SIG	REC	LNG
Health	NO	SOM	SIG	REC	LNG
Other (specify)	NO	SOM	SIG	REC	LNG

USE BLANK PAGE AT BACK FOR ADDITIONAL REMARKS OR QUALIFICATIONS

12. Circle your average grade in secondary school:

A+ A A- B+ B B- C+ C C- D F

13. Circle where you ranked in your graduating class:
1. upper 10%
2. upper third
3. middle third
4. lower third

14. Circle size of your graduating class:
1. 0-10
2. 11-25
3. 26-75
4. 76-99
5. 100-199
6. 200-299
7. 300 and over

15. What was the size of your class in your last year overseas?
1. 0-10
2. 11-25
3. 26-75
4. 76-99
5. 100 and over

16. Circle your grade point average for last term:

___ Check if no prior college term.

A+ A A- B+ B B- C+ C C- D F

17. How did you feel about last term's grade point average? Circle number that applies.
__ no prior college term
1. very satisfied
2. somewhat satisfied
3. somewhat dissatisfied
4. very dissatisfied

18. How did your parents feel about your last term's grade point average? Circle letter that applies.

___ no prior college term

1. very satisfied
2. somewhat satisfied
3. somewhat dissatisfied
4. very dissatisfied
5. my parents don't know about my grades
6. my parents don't care about my grades

19. Compared to last college term (or high school if no prior college), do you expect your next grades will be:

1. higher
2. lower
3. about the same
4. don't have any idea

20. If you are failing one or more courses, to what do you attribute this?

_____

_____

_____

21. How important is it to you to get good grades? Circle one.

1. very important
2. fairly important
3. not very important
4. not important

22. If the majority of your secondary education was obtained overseas, how well do you feel it prepared you for college academic work? Circle number that applies.

1. did a very good job preparing me for college work
2. did a fairly good job
3. did a poor job
4. did a good job in some areas but poor in others

23. If the majority of your secondary education was obtained in the U.S., how well do you feel it prepared you for college academic work? Circle number that applies.

1. did a very good job preparing me for college work
2. did a fairly good job
3. did a poor job
4. did a good job in some areas but poor in others

24. In what ways do you think the secondary education which you had overseas gave you outstanding or exceptional preparation for college work?

_____

_____

_____

25. In what ways do you think the secondary education which you had overseas was deficient in preparing you for college work?

_____

_____

_____

26. What were the major factors leading you to apply or choosing to enroll at this college?

_____

_____

_____

27. As you see your situation at the present time, how much education do you think your parents (or guardians) expect you to get? Circle number that applies.

1. a year in college
2. two years of college
3. three years of college
4. four years of college (Bachelor's Degree)
5. graduate or professional school

28. As you see your situation at the present time, how much education do you really expect to get? Circle number that applies.

1. less than four years of college
2. Bachelor's Degree (B.A., B.S., etc.)
3. Master's Degree (M.A., M.S., etc.)
4. Ph.D. or Ed.D
5. M.D., D.D.S., D.V.M.
6. L.L.B. or J.D.
7. B.D.
8. other (specify)_____

29. Do you plan to go straight through until you reach the level of education specified above?

1. Yes
2. No

If No, when might you interrupt your studies and for what purpose(s)?

_____ _____

_____

_____

30. Are you considering transferring to another college during your undergraduate work?

1. Yes (If yes, why?)_____
2. No

31. People attend college for a variety of reasons. Listed below are some of the reasons students give for attending college. We would like to know what are important reasons for your being in college. Circle IMP if the reason is important to you, circle NOT if the reason is not important to you.

	Important	Not Important
I want the prestige attached to a college degree .	IMP	NOT
I want to please my parents	IMP	NOT
I want to live up to a family tradition of going to college	IMP	NOT
I enjoy the social part of college life	IMP	NOT
College gives me an opportunity to develop meaning in my life	IMP	NOT
College gives me an opportunity to participate in radical movements	IMP	NOT
It will help me get a position overseas	IMP	NOT
It will help prepare me for a life of service to others	IMP	NOT
I want a student deferment for military service .	IMP	NOT
Other (specify) _____	IMP	NOT

32. Circle YES or NO to the following:

I am the first of my family to attend <u>this</u> college . . .	YES	NO
One or more of my brothers or sisters have attended or are attending <u>this</u> college	YES	NO
One or both of my parents attended <u>this</u> college	YES	NO
One or more of my grandparents attended <u>this</u> college . .	YES	NO

33. Which type of college work do you prefer? Circle number that applies.

1. a predominance of class work, class assignments, and regular examinations

2. a predominance of independent reading, writing, and research

34. Rate yourself on each of the following traits <u>as you really think you are</u> when compared with other students of your own age. We want the most accurate estimate of how you see yourself.

Circle <u>one</u> for each item.

	Highest 10%	*Above average*	*Average*	*Below average*	*Lowest 10%*
Academic ability	HT	AA	A	BA	LT
Athletic ability	HT	AA	A	BA	LT
Artistic ability	HT	AA	A	BA	LT
Attractive to opposite sex	HT	AA	A	BA	LT
Drive to achieve	HT	AA	A	BA	LT
Leadership ability	HT	AA	A	BA	LT
Mathematical ability	HT	AA	A	BA	LT
Originality	HT	AA	A	BA	LT
Physical appearance	HT	AA	A	BA	LT
Public speaking ability	HT	AA	A	BA	LT
Self-confidence (intellectual)	HT	AA	A	BA	LT
Self-confidence (social)	HT	AA	A	BA	LT
Sensitivity to criticism	HT	AA	A	BA	LT
Well - liked by others	HT	AA	A	BA	LT
Writing ability	HT	AA	A	BA	LT

Use blank page at back for additional remarks or qualifications.

35. The following items refer to some general reactions which you might have to a variety of issues.

Please circle whether you agree (A), are uncertain (U) or disagree (D).

	Agree	Uncertain	Disagree
I am just as comfortable with foreigners as I am with my fellow countrymen.	A	U	D
I talk about different things with people who have had overseas experience than with those who have not. . . .	A	U	D
I doubt that there are any other countries where I could live as happily as in the United States	A	U	D
I feel more comfortable with people who have had overseas experience than with those who have not	A	U	D
I have more positive feelings about being an American when I am overseas than when I am in the U.S.	A	U	D
I am more aware of being an American when I am overseas than when I am in the U.S..	A	U	D
I feel different from people who have not had overseas experience.	A	U	D
I feel like a spectator on American life	A	U	D
I feel I can trust most Americans I meet overseas.	A	U	D
I feel I can trust most Americans I meet in the United States	A	U	D
I feel I can trust most foreigners I meet in their home country.	A	U	D
I feel I can trust most foreigners I meet in the United States	A	U	D
I feel very much a part of American life	A	U	D
I am well informed about national political affairs. . . .	A	U	D
I am well informed about international political affairs .	A	U	D
I tend to keep up on affairs in the country (countries) in which I lived overseas	A	U	D
Most people neither understand nor care about what my overseas experience means to me	A	U	D

36. What shocked you upon returning to the U.S.? _____

_____

_____

_____

37. What surprised (but not necessarily shocked) you upon returning to the U.S.?

_____

_____

_____

38. What did you do last summer? Briefly indicate.

Worked at_____

Voluntary service as_____

Travelled in or to_____

In school, studied at_____

Other (specify)_____

39. What are your plans for the coming summer? Briefly indicate.

Working at_____

Voluntary service as _____

Travelling in or to _____

In school studying at_____

Other (specify)_____

40. Which political party do you prefer?

1. Republican
2. Democrat
3. Other (specify)_____

41. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school.

If you engaged in an activity frequently, circle "F". If you engaged in an activity one or more times, but not frequently, circle "O" (occasionally). Circle "N" (not at all) if you have not performed the activity during the past year.

Circle one for each item.

	Frequently	Occasionally	Not at all
Read poetry	F	O	N
Voted in a student election	F	O	N
Cut class	F	O	N
Studied in the library	F	O	N
Participated on the speech or debate team	F	O	N
Acted in plays	F	O	N
Talked with a faculty member outside of class	F	O	N
Wrote for the school paper or literary magazine	F	O	N
Wrote a short story or poem (not for class)	F	O	N
Checked out a book or journal from the school library	F	O	N
Attended a public recital, concert, or ballet performance	F	O	N
Typed a homework assignment	F	O	N
Cheated on an examination	F	O	N
Turned in a paper or theme late	F	O	N
Asked questions in class	F	O	N
Attended a lecture on some serious topic	F	O	N
Participated in pre-professional clubs or clubs in my major field	F	O	N
Participated in internationally related clubs or organizations	F	O	N
Participated in traditional political organizations (eg. Young Republicans, Young Democrates)	F	O	N
Participated in contemporary political organizations (eg. S.D.S., Students for Civil Rights)	F	O	N

42. Below are a series of statements which may characterize your feelings about college life.

Circle whether you agree (A), are uncertain (U) or disagree (D).

	Agree	Uncertain	Disagree
This college has high academic standards.	A	U	D
I am proud to say that I go to this college.	A	U	D
I like the region of the United States in which this college is located.	A	U	D
This college has an excellent program in my field(s) of study.	A	U	D
Most of my professors are good to excellent.	A	U	D
I feel like a "number" at this college.	A	U	D
I felt "lost" when I first came to this campus.	A	U	D
I feel an integral part of campus life.	A	U	D
The intellectual climate is challenging at this college.	A	U	D
There are students from a wide variety of backgrounds at this college.	A	U	D
I get a lot of individual attention from the faculty.	A	U	D
I have a lot of personal freedom at this college.	A	U	D
My college work is relevant to my concerns in life.	A	U	D
Administrators at my college are too rigid in their attitudes toward drinking.	A	U	D
There is too much student concern with sex on my campus.	A	U	D
College students should have more voice in determining the content of courses.	A	U	D
College teachers are afraid to state their positions on current issues in the classroom.	A	U	D
College students should have more voice in faculty promotion and tenure.	A	U	D
College students should <u>not</u> have hours imposed on them.	A	U	D

43. How actively did you participate in highschool activities? Circle number that applies.

1. very active
2. moderately active
3. not active

44. Did you participate in a religiously-oriented youth group during your teen years overseas?

1. Yes (describe briefly)_____

_____

2. No

45. Do you generally like or dislike assignments requiring original research?

1. like
2. dislike

46. If you need help in your <u>academic</u> work to whom do you turn for help? (e.g. instructor, counselor, parents, friends, tutor, etc.)

_____ never need academic help

_____ never turn to anyone else, try to solve problem myself

I turn to (specify)_____

_____

47. If you need help on <u>personal</u> problems, (other than academic) to whom do you turn for help? (e.g. instructor, counselor, resident assistant, parents, health center, clergyman, student friends, roommate, "steady", etc.)

_____ never need help

_____ never turn to anyone else, try to solve problems myself

I turn to (specify)_____

_____

48. Indicate the importance to you personally of each of the following.

Circle E if essential, V if very important, S if somewhat important, and N if not important.

	Essential	Very important	Somewhat important	Not important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority on a special subject	E	V	S	N
Becoming an expert in finance and commerce	E	V	S	N
Having administrative responsibility	E	V	S	N
Being very well-off financially	E	V	S	N
Helping friends who are in difficulty	E	V	S	N
Participating in a voluntary service organization **domestic** (e.g. VISTA, etc.)	E	V	S	N
Participating in a **overseas** voluntary service organization (e.g. the Peace Corps, I.V.S.)	E	V	S	N
Making a contribution to science	E	V	S	N
Writing original works (poems, novels, essays)	E	V	S	N
Being free of obligations to others; "doing my own thing"	E	V	S	N
Creating artistic work (painting, sculpture, decorating)	E	V	S	N
Taking responsibility for church-related activities	E	V	S	N
Being well-liked by others	E	V	S	N

49. In what places of the world do you feel most at home? _____

_____

_____

50. Which of the following comes closest to describing your career plans?
Circle number of response which best fits.

1. I know exactly what I am going to do
2. I am fairly certain as to what I want to do
3. I am uncertain as to what I want to do
4. I have no idea what I am going to do

If you answered 1 or 2 in the above question, please answer the following question.

When did you really decide on what you want to do?

1. Before high school
2. During high school
3. After high school but not in college
4. In college

51. In thinking about your occupational future, do you feel that in the long run you will have a preference for:
Circle number that applies.

1. An academic life (Teaching, research, other scholarly work)
2. A business career
3. A professional life (doctor, lawyer, engineer etc.)
4. A career as a trained technician or craftsman
5. A teacher on the elementary or secondary level
6. A life centering upon some aspect of the creative arts
7. A life centering around a home and family.
8. A military service career
9. I have not given sufficient thought to this matter to say
10. Other (Please explain)_____

_____

52. Do you have any preferences as to where you would like to establish your home? Specify and briefly indicate why: _____

_____

(To be answered by both men and women.)

53. How many children would you eventually like to have? Circle appropriate number.

0. none
1. one
2. two
3. three
4. four or more

54. Where would you like to have your children spend their teen years? Specify and briefly indicate why: _____

_____

55. Where would you prefer to pursue your occupation?- or - where would you prefer that your husband pursue his occupation?

1. in one area overseas (indicate country or area) _____
2. overseas in a number of countries (indicate general area(s))

_____

3. based in U.S. but with occasional one- or two-year assignments overseas
4. based in U.S. but in a position which includes overseas travel
5. in U.S. only
6. other preference _____

56. Other than for occupational reasons, are there any places in the world, including the U.S., which you would like to visit or travel in? (Indicate area and possible reasons for preference, if any.) _____

_____

57. While growing up, who in your parental family really had the final say about things concerning the children? Circle one number.
    1. almost entirely up to father
    2. almost entirely up to mother
    3. usually up to father
    4. usually up to mother
    5. decisions jointly made by mother and father
    6. decisions jointly made by parents and children
    7. other (specify)_____

58. While I was growing up, I would describe my family as: (circle one number)
    1. very close
    2. fairly close
    3. not particularly close
    4. not close at all

59. Do you feel that in the last year or so you have been growing closer to your family or further away from it?
    1. much closer
    2. slightly closer
    3. slightly away
    4. much further away

60. During the coming year, how often do you plan to see your parents?
    1. every day or almost every day
    2. about once a week
    3. during hilidays and/or occasional weekends
    4. only during the summer
    5. not at all

61. How dependent or independent of your parents (or guardians, if applicable) do you consider yourself to be at the present time?
    1. quite dependent
    2. somewhat dependent
    3. fairly independent
    4. very independent

The following three questions are concerned with how you keep in touch with people you knew when you were overseas. Please do not put down any names but indicate some position (e.g., biology teacher) or relationship to you (e.g., girl friend) or group (e.g., ten classmates) to indicate person or persons. You may not have any to list. If so, check in indicated space.

62. On the left, list by position any former overseas teachers, principal, coach, or other adult with whom you have been in touch DURING THE LAST YEAR.

___ have not kept in touch with any adult (other than family) since leaving overseas area.

___ used to keep in touch with one or more adults but have not been in touch during past year.

Have been in touch during past year with: (e.g., biology teacher, coach,etc.)	Have kept in touch through (e.g., personal letters, visited overseas, visited me here, alumni newsletters, etc.)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

(Continue on back page if more space is needed.)

63. On the left, list any Americans you knew overseas roughly your age with whom you have been in touch DURING THE LAST YEAR.

___ have not kept in touch with any Americans my age since leaving overseas area

___ used to keep in touch with one or more, but have not been in touch during the past year

Have been in touch during past year with (e.g., girl friend, boy friend, classmates)	Have kept in touch through (e.g., reunions, visits, telephone, rooming with, etc.)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

(Continue on back page if more space is needed.)

64. On the left, list any host nationals or other nationals of any age with whom you have kept in touch DURING THE LAST YEAR.

_____ have not been in touch with any host nationals or other nationals since leaving overseas area.

_____ used to keep in touch with one or more but have not been in touch during the past year.

Have been in touch during past year with: (e.g. French classmate, German landlady, Thai boyfriend)	Have kept in tough through: (e.g. letters, home visits, travelled with, etc.)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

(Continue on back page if more space is needed.)

65. Do you know of other students at your college who have had overseas experience? (Circle number that applies)

1. I don't know any.
2. Yes, I know one or two.
3. Yes, I know three or more.

66. If you know one or more, how many are close friends of yours? (Circle number)

1. None of them are close friends.
2. One or two are close friends.
3. Three or more are close friends.

67. Of those students with overseas experience at your college, how many did you know overseas. (Circle number)

1. Knew none of them overseas
2. Knew one or two overseas
3. Knew three or more overseas

68. Compare the teenagers you knew overseas with your college classmates on the characteristics listed below. In every group there are exceptions, but <u>in general</u>, which group shows more of the characteristic indicated.

Circle (TO) if you want to choose teenagers overseas, (CC) for college classmates and (S) for about the same.

In general which group would you say were:	Teenagers overseas	College classmates	About the same
friendlier	TO	CC	S
more sophisticated	TO	CC	S
more morally upright	TO	CC	S
more provincial	TO	CC	S
better informed	TO	CC	S
more conservative	TO	CC	S
more religious	TO	CC	S
more serious-minded	TO	CC	S
more responsible	TO	CC	S
financially better off	TO	CC	S
better dressed	TO	CC	S
more competitive	TO	CC	S

69. Are any of your friends foreign students? Yes No

If yes, from what country (countries) are they_____

If yes, is any one of them your best friend? Yes No

70. Are any of your friends of a different racial background from yours?

Yes No

If yes, of what racial background(s)_____

If yes, is any one of them your best friend? Yes No

71. (If you are married, omit the following question.)
What is your best guess as to the chances that you will marry while in college? Circle appropriate number.

1. very good chance
2. some chance
3. very little chance
4. no chance

72. Are you engaged or going steady?

1. yes
2. no

If yes, is this person:

1. a foreigner
2. an American with overseas experience
3. an American with no overseas experience but very interested in going overseas
4. an American with no overseas experience or interest

73. The following items refer to some general reactions which you might have to a variety of issues.

Please circle whether you agree (A), are uncertain (U), or disagree (D).

	Agree	Uncertain	Disagree
I often react with intense personal feelings to works of art or music.	A	U	D
I barely have enough money to meet my daily needs . . .	A	U	D
Most of the time, I feel that I am a person of worth . .	A	U	D
Generally speaking, most things have gone my way	A	U	D
In general, I am more comfortable with older people than people my own age	A	U	D
I get more enjoyment out of life than my parents do . .	A	U	D
Generally speaking, I like competitive situations . . .	A	U	D
I consult with close friends when I am faced with an important personal decision	A	U	D
I do not make an important personal decision without consulting with my parents	A	U	D
I think life should be endured without complaint	A	U	D
I feel that it is important to satisfy my parents' wishes	A	U	D
In general, I feel that I have control over my own life.	A	U	D
My parents accept my right to make my own decisions even when they do not fully approve of my choices . .	A	U	D
One should never compromise one's own beliefs	A	U	D
All in all, I am inclined to feel that I am a failure .	A	U	D
I feel I have an adequate personal philosophy of life .	A	U	D

74. At the present time, what family members do you feel very close to? (Specify by relationship to you, e.g., father, cousin, grandmother, aunt, etc.)_____

_____

_____

75. At the present time, what persons (other than family) do you feel very close to? (Specify - e.g., boyfriend/girlfriend, landlady, professor, roommate, etc.)_____

_____

76. As a description of yourself, how accurate is the following statement: "I am one in a group of close friends, and we do most things together." Circle number of appropriate response.

1. very accurate
2. fairly accurate
3. not particularly accurate
4. definitely inaccurate

77. Other than on dates or with your spouse, do you generally pursue leisure time and recreational activities (movies, exhibits, hobbies, etc.) with a group of friends, by yourself, or with one friend? Circle number of appropriate response.

1. almost always with a group of friends
2. usually with a group of friends
3. usually by myself or with one friend
4. almost always by myself or with one friend

78. Would you say that you often seem to ignore the opinion of others when trying to accomplish something that is important to you?

1. no, never
2. rarely
3. occasionally
4. yes, quite frequently

79. Before you do something, do you try to consider how your friends will react to it? Circle one number.

1. yes, I always do
2. yes, I usually do
3. sometimes I do
4. no, usually not

80. Below is a general list of things that students sometimes do. Indicate which of these things you did during the <u>past year</u> in school.

If you engaged in an activity frequently, circle "F". If you engaged in an activity one or more times, but not frequently, circle "O" (occasionally). Circle "N" (not at all) if you have not performed the activity during the past year.

Circle <u>one</u> for each item.	Frequently	Occasionally	Not at all
Played games, e.g. bridge, monpoloy, cribbage . . .	F	O	N
Spent time in a local grill or snack bar	F	O	N
Watched TV	F	O	N
Gambled with cards or dice	F	O	N
Drove a car	F	O	N
Went to the movies	F	O	N
Listened to pop, rock, or folk music	F	O	N
Went dancing	F	O	N
Smoked cigarettes	F	O	N
Arranged a date for another student	F	O	N
Went to an over-night or week-end party	F	O	N
Drank beer, wine, etc.	F	O	N
Stayed up all night to study	F	O	N
Was in bull sessions	F	O	N
Dated	F	O	N
Overslept and missed a class or appointment	F	O	N
Attended Sunday School	F	O	N
Prayed (not including grace before meals)	F	O	N
Attended church	F	O	N
Participated in non-violent demonstrations	F	O	N
Participated in violent demonstrations	F	O	N
Participated in voluntary service activities during the college year	F	O	N

81. The following items refer to some general reactions that you might have about a variety of issues.

Please circle whether you agree(A), are uncertain (U) or disagree (D).

	Agree	Uncertain	Disagree
U.S. troops should be withdrawn from Southeast Asia immediately.	A	U	D
U.S. should help Israel maintain itself as a nation.	A	U	D
Most people have false ideas about what it is like to live overseas.	A	U	D
Colleges should accept all students who apply regardless of academic achievement in high school.	A	U	D
I think there are some duties to mankind that are more important than duty to my country.	A	U	D
Outside radical student leaders should not be permitted on our campus.	A	U	D
Our country is probably no better than many others.	A	U	D
A college should place more emphasis upon academic than upon social development.	A	U	D
It would be better to be a citizen of the world than of a particular country.	A	U	D
We should try to solve our own domestic problems before we try to help people in other countries.	A	U	D
College teachers should be rewarded more for <u>teaching</u> than research.	A	U	D
Law enforcement officers should forcibly put down violent protests.	A	U	D
A person in a skilled trade is worth as much to society as one in a profession.	A	U	D
It is inappropriate for college professors to state their position on current issues in the classroom.	A	U	D
Individual liberties and justice under law are not possible in socialist countries.	A	U	D

82. What musical instrument (s) do you play_____

_____

If you have not sung, nor played a musical instrument in the last year, check here _____ and go on to the next question.

83. Below is a list of musical activities in which students sometimes participate. If you engaged in the activity frequently, circle "F". If you engaged in the activity one or more times, but not frequently, circle "O" (occasionally). Circle "N" (not at all) if you have not performed the activity during the past year.

	Frequently	Occasionally	Not at all
Played in a school orchestra or band.	F	O	N
Sang in a school choral group	F	O	N
Sang in a choral group outside of school (church choir, etc.)	F	O	N
Played in a combo	F	O	N
Played in informal jam sessions	F	O	N
Taken vocal or instrumental lessons	F	O	N
Played or sang for pay.	F	O	N
Played or sang classical music.	F	O	N
Played or sang pop, rock or folk music.	F	O	N
Participated in informal group sings.	F	O	N
Practiced alone	F	O	N
Performed solo.	F	O	N

84. How much weight have you gained or lost during the last year?

gained_____pounds

lost_____pounds

To what do you attribute this weight change?_____

_____

85. Have you been hospitalized during the past year?

1. Yes
2. No

If yes, for approximately how long?_____

For what reason?_____

86. Roughly how many weeks of school have you missed this school year because of illness?

1. less than one week
2. 1-4 weeks
3. more than a month

87. In what ways are you restricted in your activities for reasons of long-standing physical disability or illness?

_____

_____

Is this condition in any way related to your living overseas? If so, indicate in what way._____

_____

_____

88. How do you usually feel?

1. tired most of the time
2. tired occasionally, but generally active
3. tired seldom, usually active

89. To what degree are you troubled by:

	Serious case	Mild case	Rare occurrence	Never troubled
Acne				
Hives or Excema				
Asthma				
Ulcers				

Below is a list of the health problems which people sometimes have. Indicate the extent to which you have been troubled by each of these problems during the past year.

90. Circle F, if you have been troubled frequently, O if you have been troubled occasionally and N if you have not been troubled.

	Frequently	Occasionally	Never
Had headaches.	F	O	N
Had allergic reactions	F	O	N
Had to rest during the day	F	O	N
Had colds or respiratory infections.	F	O	N
Went to infirmary or health clinic	F	O	N
Incurred small injuries.	F	O	N

FOR MALES ONLY:

(Circle Number of appropriate response.)

91. Have you had or are you now enrolled in basic ROTC? 1. Yes 2. No

92. Are you now in or will you take advanced ROTC? 1. Yes 2. No

93. Are you, or would you consider being, a conscientious objector? 1. Yes 2. No

94. How would you describe your concern about military service?

(Circle as many as apply.)

1. If drafted, I would serve
2. If drafted, I would request non-combatant service
3. If drafted, I would refuse to serve
4. If not drafted, I would enlist
5. If not drafted, I would NOT enlist
6. I am in ROTC and will be commissioned as an officer
7. Other (specify):_____

FOR WOMEN ONLY:

95. Fifteen years from now would you like to be:

(Circle appropriate response.)

1. A housewife with no children
2. A housewife with one or more children
3. An unmarried career woman
4. A married career woman without children
5. A married career woman with children
6. Right now I am not certain

Page No.	Item No.	Qualification of answer:

APPENDIX C

Indepth Interview Questionnaire

1. During your preschool years, who did you know that knew foreign languages?

   Describe your relationship with this person.
   What languages did you use when you were together?

2. What languages do your parents know?

   Describe how they use them when you are present.
   How do you feel about their using these languages?
   What kind of an English accent do your parents have?
   How do you feel about their accent?

3. What languages did you learn in school in the United States before going overseas?

   How did you do?
   Describe your teacher.

4. What languages were spoken in your neighborhood in the United States?

5. When you went overseas, describe the servants you had.

   What did you do with them?
   What languages did you speak together?

6. What schools did you go to overseas?

   What was the language of instruction?
   What other languages were offered?
   Describe the language requirements for admission, graduation.
   What special help was offered to students who had problems in language?

7. What languages did you take in school?

   Why did you chose to take them?
   How did your parents feel about your taking them?
   Describe your language(s) teacher(s).
   What was emphasized in class?
   How did you do?
   Do you have an aptitude for learning languages?

8. In general how did the students feel about taking foreign languages?

   What languages did they use when together?
   What languages did you use with your friends?

9. What language lessons did you take outside of school? Why?

10. Describe a typical day at the last school you attended overseas.

11. How did your knowing a foreign language make a difference to others in your family?

    What languages did your brothers and sisters know?
    How did other members of your family's knowing foreign languages help you?

12. How do you feel when you are in a country where you don't know the language?

    How do you get along?

13. In what ways has knowing a foreign language been a disadvantage?

14. Describe a time when you pretended you didn't know a language.

15. What languages would you like to learn? Why?

16. What language have you forgotten? When did you notice that this was occurring?

17. What languages would you like your daughters to know? Why? Your sons? Why?

18. How do you feel about a foreigner knowing the language of the country he is in? country he is passing through?

19. How have you used your knowledge of a few words of other languages?

20. How do you feel about Americans in general learning foreign languages.

21. What place in the world do you feel most at home? Why?

22. What place in the world would you like to live? Why?

23. Why did you chose your present major in college? Minor?

24. What do you think you will be doing five years from now? Ten?

25. Do you have anything else to add?

Interviewer should add a description of the appearance of the subject and any general insights gained in the interview.

APPENDIX D

List of Schools Last Attended Overseas by Type of School Attended and Number of Subjects Enrolled

	Number of Subjects Enrolled
Department of Defense Schools	
Africa, Libya	
Wheelus High School	1
Asia, Japan	
Kinnick High School	1
Europe, Germany	
H.H. Arnold American High School	1
Augsburg American High School	2
Frankfurt American High School	26
Ludwigsburg American High School	1
Wiesbaden High School	1
unlisted	1
Spain	
Sevilla High School	3
Missionary Schools	
Africa, Ethiopia	
Good Shepherd School	1
Kenya	
Rift Valley Academy	6
Nigeria	
Kent Academy	2
Asia, India	
Kodaikanal School	3
Woodstock School	2
Japan	
Christian Academy	5
Malaysia	
Dalat School	1
Republic of the Philippines	
Faith Academy	1
Taiwan	
Morrison Academy	2
Thiland	
Chiang Mai Children's Center	1
South America, Ecuador	
Alliance Academy	2

Appendix D (cont'd)

Community Schools

Asia, India	
American International School, New Delhi	3
Pakistan	
Karachi American School	1
Republic of the Philippines	
American School	1
Taiwan	
Taipei American School	2
Thailand	
International School of Bangkok, Thailand	2
Central and South America, Argentina	
Arguello Academy	1
Brazil	
The American School of Rio de Janiero	11
Colombia	
Colegio Neuva Granda	1
Haiti	
Union School	1
Peru	
American School of Lima	1
Europe, Belgium	
International School of Brussels	3
England	
Central High School	2
France	
American School of Paris	1
American College of Paris	1
Italy	
Overseas School of Rome	1
Near East, Afghanistan	
American International School of Kabul	4
Iran	
American Community High School	2
Lebanon	
American Community School	28
Proprietary and Non-United States	
Africa, Morocco	
Lycee Regnault	1
Nigeria	
International Secondary School of Ibadan	1
Saint Theresa's College	1

Appendix D (cont'd)

South Africa	
Saint Dominic's Priory	1
Vryheid High School	1
Europe, England	
Baston School	1
France	
Lycee Jean Giraupaux	1
Greece	
American Academy	1
Switzerland	
Bibelschule Beatenberg	1
Ecole Superieur	1
Institut Montana	1
Sweden	
Swedish Public School	1
South America, Brazil	
Colegio Progresso	1
Venezuela	
Academy la Castellana	1
Colegio Internacional de Carabobo	1
Correspondence Course or Not Enrolled	
Correspondence in Brazil, Dominican Republic, Guatamala and Nigeria	4
Not Enrolled in Nigeria	1
Not Known	1

APPENDIX E

Distribution of 150 Overseas Experienced Undergraduates by Sponsorship of Parents and by Regions in Which Resident Overseas

Regions Where Resident Overseas	Sponsorship of Parents: Department Defense	Federal Civilian	Missionary	Business	Other	Total
	n = 30	n = 28	n = 38	n = 35	n = 19	n = 150
Africa	0	4	11	1	5	21
Asia	9	18	18	17	11	73
Europe	28	12	2	11	4	57
Central America	0	2	5	2	1	10
South America	2	4	5	8	4	23

APPENDIX F

Languages Claimed as Known by 150 Overseas Experienced Undergraduates

Language	Number Claiming To Know	Percentage
English	150	100
Dead Languages		
Latin	4	2.8
Greek	3	2.1
Three Most Frequently Learned		
French	84	56.0
German	48	32.0
Spanish	42	28.0
Languages Spoken in Africa		
Swahili	3	2.0
Yoruba	2	1.3
Afrikaans	1	.7
Fula	1	.7
Hausa	1	.7
Kisakuma	1	.7
Languages Spoken in Central and South America		
French Creole	1	.7
Quichi	1	.7
Portuguese	13	8.6

Appendix F (cont'd)

Languages Spoken in Asia Excluding the Near East		
Japanese	7	4.7
Thai	3	2.0
Hindi	2	1.3
Lao	1	.7
Marathi	1	.7
Languages Spoken in Europe		
Italian	7	4.7
Norwegian	2	1.3
Swedish	2	1.3
Danish	1	.7
Russian	1	.7
Yiddish	1	.7
Languages spoken in the Near East		
Persian	6	4.0
Arabic	2	1.3
Hebrew	1	.7
Turkish	2	1.3

APPENDIX G

Ranking of Languages Claimed as Known by 150 Overseas Experienced Undergraduates by the Number-Percentage of Individuals Claiming to Know Each

Language by Rank		Percent	Number Claiming to Know Each
1	English	100.0	150
2	French	56.0	84
3	German	32.0	48
4	Spanish	28.0	42
5	Portuguese	8.6	13
6	Italian	4.7	7
7	Japanese, Persian	4.0	6 each
8	Latin	2.8	4
9	Greek, Swahili, Thai	2.1	3 each
10	Arabic, Hindi, Norwegian Swedish, Turkish, Yoruba	1.3	2 each
11	Afrikaans, Danish, French Creole, Fula, Lao, Hausa, Hebrew, Kisakuma, Marathi, Quichi, Russian, Yiddish	.7	1 each

MICHIGAN STATE UNIV. LIBRARIES
31293015774452