

DOCUMENT RESUME

ED 119 471

FL 007 384

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 TITLE Progress Report on the South Carolina Market for Foreign Languages Study.  
 PUB DATE Dec 75  
 NOTE 37p.

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage  
 DESCRIPTORS Business; Career Opportunities; Educational Demand; Educational Supply; \*Employment Opportunities; \*Job Skills; \*Labor Market; Language Enrollment; Language Fluency; \*Language Instruction; \*Language Skills; Modern Languages; School Surveys; Second Language Learning; Second Languages; State Surveys  
 IDENTIFIERS \*South Carolina

ABSTRACT

The Market for Foreign Languages Study was begun in South Carolina to ascertain both the state's projected needs for modern foreign language competencies and the state's foreign language resources over the next five years. Questionnaires have been sent to industrial plants, secondary schools, and junior and senior colleges. Of the plants responding, 21.48 percent presently use or expect to use foreign language skills. Such firms engage in business abroad and use the languages in manufacturing or marketing. Staff members speaking foreign languages do needed translations or use the language in overseas business or with foreign businessmen in South Carolina. Most businesses would like to employ engineering or management graduates with foreign language skills. Languages that will be needed most in the future are German, Japanese, Spanish, French, Chinese, Portuguese, Russian, and Swedish. Of the schools questioned, most teach some foreign language, chiefly French, German, Russian, and Spanish. Enrollment in high school language classes is constant or growing; in college it is tending to decline. Schools also gave their activities and plans in regard to dropping or adding foreign languages and their policies on foreign language requirements. Reasons given by the educators indicate that languages are generally selected because they are traditional, rather than because of community needs. The future outlook is that the business community will develop a substantial demand for people fluent in Japanese and Chinese before schools can meet the need. Copies of the survey forms and accompanying letters are appended. (CHK)

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ED119471

PROGRESS REPORT  
ON THE  
SOUTH CAROLINA MARKET FOR FOREIGN LANGUAGES STUDY

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FL007384

DECEMBER 1975

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
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PROGRESS REPORT ON THE  
SOUTH CAROLINA MARKET FOR FOREIGN LANGUAGES STUDY

The Market for Foreign Languages study has been initiated within South Carolina as an attempt to ascertain the state's needs for people with modern foreign language competencies. Needs within the industrial, government, academic, and general populace communities are to be identified, described, and projected for the next half-decade. At the same time, the state's foreign language resources--its foreign language educated citizens--are to be identified. The needs are to be compared with the resources in hopes that an improved meshing of the two will occur.

The study was launched by sending questionnaires to the 774 industrial plants, each of which employs more than 100 people, within South Carolina. This was followed with questionnaires sent to all the state's secondary schools (ninth grade up), junior colleges, and senior colleges. These questionnaires have sought to identify the most basic demand for and supply of foreign-language trained people. Pending the final development of the computer programs, results of the industrial and academic questionnaires, based upon samples of the returned forms, are herewith presented.

Of the 774 industrial questionnaires mailed, 240 were returned. The returns, however, represent effectively 329 of the mailed question-

naires, because 89 of the questionnaires sent were answered by only 13 of those returned: the returns represented in those cases all the plants owned by a company. The effective return rate has been, therefore, 42.51 percent to the industrial questionnaire (Appendix A).

Fifty-three and two one-hundredths percent of the responding industries will require no use of modern foreign languages over the next four years. An additional 18.12 percent of the respondents conduct dealings abroad but do so in English only. Fifteen and seventy-seven one-hundredths percent of the answering firms require some use of modern foreign languages. They, however, handle all foreign language needs elsewhere than at their South Carolina plants. This leaves the 21.48 percent of the plants responding that presently make use of, or expect to do so within the next four years, modern foreign language skills within South Carolina.

The hand-counter sample of the respondents represents 25.49 percent of the latter category. The plants employ from somewhat more than 100 to somewhat less than 4,000 employees. Most fall between 150 to 249 or between 500 to 999 employees. Their products range from textiles to electrical equipment. Although the plants are located throughout South Carolina, the three highly industrialized Piedmont counties, Anderson, Greenville, and Spartanburg, account for almost one-half of the plants (46.15%). Somewhat less than one-third of the respondents (30.77%) represent their entire companies, while the rest (69.23%) represent only one division of a larger company.

Eighty-four and sixty-two one-hundredths percent of the firms engage today in business abroad. The rest expect to do so within the time frame of the study. Sixty-nine and twenty-three one hundredths

percent of the companies deal at their South Carolina offices with non-English speaking people; the rest do not.

The firms will use modern foreign languages for several functions over the next five years. Most (92.31%) will use the tongues in their manufacturing activities. Many (53.85%) will use languages as they market their products. Some (15.38%) will be interested in financial activities abroad, while some (7.69%) are interested in auditing their foreign operations.

Sixty-one and fifty-four one hundredths percent of the companies have staff members possessing modern foreign language skills. These skills represent seven languages: French, German, Spanish, Italian, Dutch, Portuguese, and Swedish. They were acquired chiefly by the persons' having learned the languages in college (62.50%), or by their having lived abroad (62.50%). Other sources are speaking the language at home (37.50%), learning the language at high school (25.00%), having military schooling in the language (12.50%), and being educated abroad (12.50%).

As translations are needed, most businesses (46.15%) make occasional use of their own staff members, whose primary duties are other than translating. Two businesses (15.38%) retain full-time translators on their staffs. Another business uses residents of the local community as translations are needed.

Most businesses (69.23%) expect that their staff members will use the foreign languages while visiting businessmen overseas. A substantial percentage (61.54%) expect to use the languages while entertaining foreign visitors in South Carolina. Other uses are handling foreign correspondence (46.15%), purchasing abroad (38.46%),

advertising abroad (23.08%), dealing with non-English-speaking U. S. citizens (15.38%), and selling abroad (7.69%).

Only one of the businesses gives preference in hiring to those people with a modern foreign language skill. The other 22.21 percent do not.

Most businesses (76.92%) would like to employ engineering graduates with modern foreign language skills. Other college degree areas for graduates with foreign language skills that interest the companies are: management (61.54%), financial management (23.08%), marketing (23.08%), accounting (15.38%), office administration (15.38%), economics (7.69%), and sciences (7.69%).

The most frequently used foreign languages today are German (75%), French (25%), Spanish (25%), Italian (12.5%), Portuguese (12.5%), and Swedish (12.5%). Fluencies have been identified by the U. S. Department of State Foreign Service Institute R and S rating scales-- for reading and speaking. In addition, a comparable W scale for writing has been described. Fluencies are rated from 1 to 5, elementary proficiency to bilingual proficiency. For the languages used by South Carolina's industries today, these are the indicated fluency usage levels by number of response:

German, R-1, 1; R-2, 1; R-3, 1; R-4, 1  
 W-1, 2; W-3, 2; W-4, 2  
 S-1, 1; S-2, 1; S-3, 3; S-4, 1.

French, R-3, 1; R-5, 1  
 W-3, 2  
 S-2, 1; S-3, 1

Spanish, R-1, 1; R-5, 1  
 W-1, 1; W-5, 1  
 S-3, 1; S-5, 1

Italian, R-3, 1  
           S-3, 1  
 Portuguese, R-5, 1  
           W-2, 1  
           S-2, 1  
 Swedish, R-5, 1  
           W-4, 1  
           S-5, 1

All languages are used fewer than eight hours per week, excepting German. In German one user indicates that the language is read over forty hours per week, written eight to sixteen, and spoken over forty.

The greatest unmet language needs today are in German (60%), Spanish (40%), Japanese (20%), and Portuguese (20% of those responses indicating an unmet language need). Fluency levels by language--and number of responses--are:

German, R-3, 1; R-4, 1  
           W-3, 1; W-4, 1  
           S-3, 1; S-4, 2  
 Spanish, R-1, 1; R-3, 1  
           W-1, 1; W-3, 1  
           S-3, 2  
 Japanese, R-3  
           W-3  
           S-3  
 Portuguese, R-3  
           W-3  
           S-3

At these fluency levels all languages will be used less than eight hours per week.

Languages that will have the greatest use in the next half-

decade are: German (87.5% of respondents), Japanese (50.0%), Spanish (50.0%), French (37.5%), Chinese (25.0%), Portuguese (25.0%), Russian (12.5%), and Swedish (12.5%). Corresponding fluency levels and number of responses are:

German,	R-2, 1; R-3, 3; R-4, 2 W-2, 1; W-3, 3; W-4, 2 S-2, 2; S-3, 3; S-4, 2
Japanese,	R-1, 1; R-3, 2 W-1, 1; W-3, 2 S-1, 1; S-3, 2; S-4, 1
Spanish,	R-2, 1; R-3, 2; R-5, 1 W-2, 1; W-3, 1; W-4, 1; W-5, 1 S-2, 1; S-3, 1; S-4, 1; S-5, 1
French,	R-3, 3 W-3, 3 S-2, 1; S-3, 2
Chinese,	R-3, 1 W-3, 1 S-3, 1; S-4, 1
Portuguese,	R-4, 1 W-4, 1 S-4, 2
Russian,	R-3, 1 W-3, 1 S-3, 1
Swedish,	R-3, 1 W-3, 1 S-3, 1

All languages will be used less than eight hours per week except Spanish, which will be employed by one user for seventeen to twenty-six hours per week in reading and in writing.



The questionnaire for educators (Appendix B) was sent to South Carolina's secondary schools that include the ninth grade (and higher grades in most instances), its junior colleges, and its senior colleges. Three hundred eight-five were sent to secondary schools, with 294 (76.38%) going to public schools, and 91 (23.62%) going to private schools. One hundred seventy-one replies (44.42%) were received. Of those schools, only twenty-two (12.87%) do not teach a modern foreign language.

Of the questionnaires sent to junior colleges, three (37.5%) were returned. Of those sent to four-year colleges and their two-year branches, fifteen (40.55%) were completed. All responding junior colleges teach modern foreign languages; and all senior colleges that completed the questionnaire do except for one, a theological seminary.

Samples for hand processing were drawn from the three groups. A 10 percent sampling of secondary schools was used. Those questionnaires represent schools with enrollments from less than four hundred (46.67%) to over one thousand two hundred (6.67%). Sixty percent of those schools are public; the remainder are private. Most (53.33%) are not accredited by the Southern Association of Colleges and Schools. The high schools teach French (93.33%) and Spanish (40.00%). By numbers of schools these are the years of the language offered:

French, one (1), two (5), three (9), four (1)

Spanish, two (4), three (2).

All returned junior college questionnaires have been hand processed. All these schools are denominational schools; and all are located in upper South Carolina. Each teaches four semesters of French, while one teaches four semesters of Spanish also.

The senior colleges chosen represent 26.67 percent of the returned college questionnaires. Those processed include two state supported colleges, one of them a two-year branch of a university, and two private colleges, one of these denominational. These are the languages and terms they teach:

French, 2 years, one (25.0%)  
4 years, three (75.0%)

German, 1 quarter, one (25.0%)  
4 years, two (50.0%)

Russian, 3 semesters, one (25.0%)  
2 years, one (25.0%)

Spanish, 2 years, one (25.0%)  
4 years, three (75.0%)

The high schools report these enrollment trends:

French, growing, 4 = 28.57% of those teaching French  
constant, 8 = 57.14%  
declining, 2 = 14.29%

Spanish, growing, 2 = 33.33%  
constant, 3 = 50.00%  
declining, 1 = 33.33%

All junior colleges report declining enrollments in French and Spanish.

The senior colleges report this:

French, constant, 2 = 50.00% of those teaching French  
declining, 2 = 50.00%

German, constant, 1 = 33.33%  
declining, 2 = 66.67%

Russian, constant, 1 = 50.00%

Spanish, growing, 1 = 25.00%

constant, 1 = 25.00%

declining, 2 = 50.00%

High school enrollments in modern foreign languages are these percentages of school enrollment, by number of schools:

Less than 10%; 2 = 13.33%

10% to 20%, 4 = 26.67%

21% to 30%, 3 = 20.00%

31% to 40%, 3 = 20.00%

51% to 60%, 1 = 6.67%

In junior colleges they are:

Less than 10%, 1 = 33.33%

10% to 20%, 1 = 33.33%

31% to 40%, 1 = 33.33%

In senior colleges enrollment percentages are:

Less than 10%, 2 = 50.0%

51% to 60%, 1 = 25.0%

100%, 1 = 25.0%

Generally, the present school policies regarding modern foreign language study are expected to be kept in effect for the next years. One high school did indicate, however, that in the college preparatory studies, study of a modern foreign language will probably be required. Likewise, one college has indicated that language study will probably no longer be required for a degree in certain fields of study.

Four high schools (26.67%) have added additional foreign languages within the past five years. Two have added French; two Spanish.

Spanish. The junior colleges have added no foreign languages. One senior college has added a language, Russian, during that period.

Only one high school (6.67% of the sample) has dropped a language during the last five years. That language was Spanish, and it was withdrawn because of lack of a qualified teacher. The junior colleges have not withdrawn any modern foreign languages. Two senior colleges have dropped languages. One withdrew German because of insufficient enrollment; another withdrew Portuguese because of insufficient enrollment and the lack of a qualified teacher.

Twenty percent of the high schools (3) plan to add additional modern foreign languages during the next five years. Two expect to add German and one expects to add Spanish. One junior college (33.33%) expects to add the language, Spanish, during that time frame. The senior colleges expect to add no additional languages. No school plans to drop a language.

The selection of languages taught appears greatly influenced by tradition. Reasons given by high school teachers were these:

French	dictate of tradition,	10 = 71.43%
	present-day community needs,	1 = 7.14%
	other reasons (chiefly, availability of a qualified teacher), of those teaching French	3 = 21.43%
Spanish	dictate of tradition,	4 = 66.67%
	anticipated community needs,	1 = 16.67%
	other reasons,	1 = 16.67%

All junior college teachers attributed their offerings to dictate of tradition. Senior colleges, also, did so, except at one (50% of

those teaching it) Russian was selected for some "other reason."

Less than half the high schools (46.67%) review the languages that they teach in light of present-day community needs. Likewise, only one junior college (33.33%) does so. Half of the senior colleges do make a periodic review.

All of the high schools have indicated that they will seek qualified teachers for modern foreign languages if substantial demand develops within South Carolina for a language that they do not teach. Too, they would counsel their students to study the language in demand instead of a less needed one. Two of the junior colleges (66.67%) would seek a qualified teacher and three of the senior colleges (75.00%) would do so. All junior and senior colleges would counsel their students to study the currently needed language.

Teaching emphasis within each language during the first two years is, in high schools:

French	Develop a working competency	9(64.29%)
	Develop literacy appreciation as well	5(35.72%)
Spanish	Develop a working competency	2(33.33%)
	Develop literary appreciation as well	4(66.67%)

A change in emphasis is proposed by four high school teachers (26.67%). Two propose working to improve oral skills; two, working with a professional and commercial vocabulary. Nine high schools (60.0%) indicated that they would change their teaching emphasis to stress commercial usages if the business community needed people with those foreign language skills.

In the junior colleges 66.67 percent (2) of the respondents have indicated that the teaching emphasis in French is to develop a working competency. Only one indicates that it is to develop literary

appreciation as well. Only one teacher advocates changing the teaching emphasis. He would like to develop more effective methods to teach the below average students. Two of the junior colleges (66.67%) have indicated that they would change their teaching emphasis to stress commercial usages, if the business community needs people with those foreign language skills.

The senior college respondents believe, generally, that the teaching emphasis within each tongue they teach is balanced between developing a working competency and developing literary appreciation. Only one school, a public military college, believes that the primary emphasis is upon developing a working competency. Only one senior college respondent proposed any change of emphasis in language program emphasis; and, that was to secure adequate funding to enable a larger staff to be hired at his small, private college! All senior colleges have indicated that they would place greater emphasis upon commercial usages, if the business community wants them to do so.

All levels of academia have both full-time and part-time modern foreign language teachers. At only the senior college level, however, do any of these teachers teach more than one language. There, the combinations include Spanish and French (2), German and Russian (1), French and Russian (1), and French, Spanish, and German (1).

All high school foreign language teachers hold at least their bachelor's degree. Half (7 of 14) hold their master's. All junior college language teachers hold their master's and Ph.D. degrees.

Five high schools (33.33%) expect to hire additional modern foreign language teachers during the next five years. Three will be hired for French, one for German, and one for Spanish. All will hold at least their bachelor's degrees; and one, the German teacher, would

be preferred with his master's as well. He will be expected to teach German and Latin.

Only one junior college (33.33%) expects to hire an additional language teacher over the next five years. He will teach Spanish and should have his master's degree. No senior college expects to enlarge its language faculty.

The business community has called upon 20 percent (3) of the high schools' foreign language departments to make translations. It has called upon two-thirds of the junior colleges and all of the senior colleges. All of the senior colleges will make translations, for fees, in the future. Two-thirds of the junior colleges' language departments and 80 percent (12 of 15) of the high schools in this sample will do so.

In summary, South Carolina's schools and colleges provide graduates educated in the traditional European languages. While the industrial community of the state continues to need people fluent in these tongues, it also is beginning to require fluency in Oriental languages not heretofore taught. The future outlook is that a substantial demand for people fluent in Japanese and Chinese will develop before the educational community attempts to meet that need.

APPENDIX





UNIVERSITY OF SOUTH CAROLINA  
COLUMBIA, S. C. 29208

COLLEGE OF BUSINESS ADMINISTRATION

February 1973

APPENDIX A

Dear Sir:

South Carolina is one of our nation's pacemakers in seeking business from abroad. The intensive efforts of our State Development Board, of our local chambers of commerce and other commercial bodies, and of individual businessmen are paying dividends in the forms of increased employment and higher incomes for our citizens. This bright present appears to foretell an even more productive future.

To transact business with non-English speaking peoples requires not only business skills, but also communication skills. In particular we should understand their languages. With this idea we at the University of South Carolina are interested in determining the foreign language needs of our state's businesses. Once ascertained, these needs can be met through long range planning on the part of the academic community.

Will you please take a few minutes to complete the enclosed questionnaire and return it in the self-addressed envelope. Even if your organization makes no use of a foreign language today and expects to make no use of one in the future, please complete the form through question #6, since that information will help in planning.

Thank you in advance for your cooperation. We hope to hear from you soon.

Sincerely,

William M. Morgenroth  
Professor of Marketing  
Director, Marketing Area

WMM/mbc  
Enclosure

UNIVERSITY OF SOUTH CAROLINA  
COLLEGE OF BUSINESS ADMINISTRATION

FOREIGN LANGUAGE NEEDS SURVEY

1. Organization Name: \_\_\_\_\_

2. Address of Organization: \_\_\_\_\_  
\_\_\_\_\_

3. Report covers entire organization [ ]; or,  
Report covers division only [ ].

If for division only, what is the name of the division? \_\_\_\_\_  
\_\_\_\_\_

4. Does your organization presently engage in business abroad?

Yes [ ] No [ ]

5. Does your organization deal at its South Carolina office with non-English speaking people?

Yes [ ] No [ ]

6. If answers to questions 4 and 5 are no, do you anticipate any transactions with foreign companies or with non-English speaking people within the next five years (1973-1977)?

Yes [ ] No [ ]

If answer to question 6 is no, please return the questionnaire in the enclosed self-addressed envelope. If answer is yes, please continue.

7. What will be the general nature of your organization's transactions with non-English speaking people during the next five years?

[ ] Marketing. Which products or services? \_\_\_\_\_  
\_\_\_\_\_

[ ] Manufacturing. Which products or services? \_\_\_\_\_  
\_\_\_\_\_

[ ] Finance.

[ ] Audit

[ ] Other. Specifically what? \_\_\_\_\_  
\_\_\_\_\_

8. Do any members of your South Carolina staff have a practical knowledge of any modern foreign language?

Yes [ ] No [ ]

9. If yes, which language(s)? \_\_\_\_\_
- 
10. What are the sources of the foreign language skills of your organization's manpower? (Check all that apply).
- High schools.
  - Colleges and Universities.
  - Berlitz or similar commercial language schools.
  - Military schools and institutes.
  - Tutoring.
  - Speaking a foreign language at home.
  - Living abroad.
  - Others (Please specify): \_\_\_\_\_
  - None. Our staff knows only English.
11. In what ways does your organization normally meet its needs for foreign language skills? (Check as many of the following choices as apply).
- Keeps full-time staff members whose primary job is handling foreign language matters.
  - Makes occasional use of foreign language skills of staff members who have other normal duties.
  - Pays residents of the local community with foreign language skills to make free-lance translations whenever needed.
  - Pays on a commission basis language teachers and language professors to make necessary translations.
  - Others. (Please specify): \_\_\_\_\_
- 
- None. The need for foreign language skills has not yet arisen.
12. During the period 1973-1977, how might your organization use modern foreign languages? (Check all that apply).
- Dealing with U. S. citizens whose primary language is not English.
  - Entertaining its foreign visitors in South Carolina.
  - Handling foreign language correspondence.
  - Purchasing abroad.
  - Advertising abroad.
  - Selling with a full-time staff abroad.
  - Visiting businessmen abroad.
  - Others. (Please specify): \_\_\_\_\_

13. Do you give preference today in recruiting personnel to those with a foreign language skill?

Yes [ ] No [ ]

14. During the next five years (1973-1977), from which college degree areas would your organization like to employ graduates who also have a foreign language skill? (Check all that apply.)

Agriculture

Architecture

Business Administration:

Accounting

Economics

Financial Management

Hotel and Restaurant Management

Insurance

Management

Management Science/Statistics

Marketing

Office Administration

Real Estate

Education

Engineering

Forestry

Home Economics

Journalism

Law

Liberal Arts

Medicine

Nursing

Pharmacy

Sciences

Other. Please specify. \_\_\_\_\_

Please answer the next three questions by consulting the attached lists. The first list is a statement of characteristics that measure the degree of fluency in a language. The second lists the major languages of the world but is not all inclusive.

Please indicate the exact name of the language (as, German), and the level of fluency desired by your organization for reading, writing, and speaking skills (as, R-3; W-3; S-2). If your organization needs some language other than those on the second list, indicate its name and the desired fluency levels.

Indicate as many foreign languages as you expect your organization will need. If more than five languages are needed, continue the replies on a blank page.

15. A. What are your organization's most frequently used foreign languages, and at what level of fluency are they used?

Languages					
Reading Fluency					
Writing Fluency					
Speaking Fluency					

- B. Approximately how many hours each week is it necessary for your staff to use each language? (Reply by entering the name of the language, then checking the appropriate boxes.)

Language Name	Skill	Fewer Than 8	8 to 16	17 to 24	25 to 32	33 to 40	Over 40
	Reading						
	Writing						
	Speaking						

	Reading						
	Writing						
	Speaking						

	Reading						
	Writing						
	Speaking						

	Reading						
	Writing						
	Speaking						

	Reading						
	Writing						
	Speaking						

16. A. In what languages are your organization's greatest unmet needs today, and at what level of fluency?

Languages					
Reading Fluency					
Writing Fluency					
Speaking Fluency					

B. Approximately how many hours each week might your staff use these languages?

Language Name	Skill	Fewer Than 8	8 to 16	17 to 24	25 to 32	33 to 40	Over 40
	Reading						
	Writing						
	Speaking						

	Reading						
	Writing						
	Speaking						

	Reading						
	Writing						
	Speaking						

	Reading						
	Writing						
	Speaking						

	Reading						
	Writing						
	Speaking						

17. A. What languages do you expect will be your organization's most widely used foreign languages within the next five years (1973-1977), and at what fluency levels?

Languages					
Reading Fluency					
Writing Fluency					
Speaking Fluency					

- B. Approximately how many hours each week do you expect your staff will spend using each language?

Language Name	Skill	Fewer Than 8	8 to 16	17 to 24	25 to 32	33 to 40	Over 40
	Reading						
	Writing						
	Speaking						

	Reading						
	Writing						
	Speaking						

	Reading						
	Writing						
	Speaking						

	Reading						
	Writing						
	Speaking						



	Reading						
	Writing						
	Speaking						

18. Name, title and business telephone number of person completing questionnaire:

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PLEASE RETURN THIS COMPLETED QUESTIONNAIRE IN THE SELF-ADDRESSED, POSTAGE-PAID ENVELOPE. YOUR COOPERATION IS APPRECIATED.

## FLUENCY CHARACTERISTICS

### Absolute Language Proficiency Ratings

The rating scales described below are adopted from those developed by the Foreign Service Institute of the U. S. Department of State. These ratings have been designed to provide a meaningful method of characterizing the foreign language skills of personnel within U. S. government agencies; consequently, the ratings are widely accepted as a description of foreign-language skill levels. The R-rating for reading, W-rating for writing, and S-rating for speaking proficiency are based upon the absolute criterion of the command of an educated native speaker of the language.

The definition of each proficiency level is worded so as to be applicable to every language. A person with R-3's in both French and Japanese, then, should have approximately equal reading competence in the two languages, regardless of the time and training which were required to reach this competence in each language.

As currently used, all ratings except the R-5, W-5, and S-5 may be modified by a plus (+), indicating that proficiency substantially exceeds the minimum requirements for the level involved, but falls short of those for the next higher level. Heavy stress is laid at the upper levels on accuracy of structure and precision of vocabulary sufficient to be both acceptable and effective in dealings with educated citizens of the foreign country.

### Definitions of Absolute Ratings

#### Elementary Proficiency

- R-1--Able to read elementary lesson material or common public signs.
- W-1--Able to write only enough of the language to phrase individual sentences in a basic vocabulary.
- S-1--Able to satisfy routine travel needs and minimum courtesy requirements.

Limited Working Proficiency

- R-2--Able to read intermediate lesson material or simple colloquial texts.
- W-2--Able to write well enough to handle basic, non-technical correspondence and limited office requirements.
- S-2--Able to satisfy routine social demands and limited office requirements.

Minimum Professional Proficiency

- R-3--Able to read non-technical news items or technical writing in a special field.
- W-3--Able to write non-technical news items or to perform technical writing in a special field.
- S-3--Able to speak the language with sufficient structural accuracy and vocabulary to satisfy representation requirements and handle professional discussions within a special field.

Full Professional Proficiency

- R-4--Able to read all styles and forms of the language pertinent to professional needs.
- W-4--Able to write all styles and forms of the language pertinent to professional needs.
- S-4--Able to use the language fluently and accurately on all levels normally pertinent to professional needs.

Native or Bilingual Proficiency

- R-5--Reading proficiency equivalent to that of an educated native user.
- W-5--Writing proficiency equivalent to that of an educated native user.
- S-5--Speaking proficiency equivalent to that of an educated native user.



UNIVERSITY OF SOUTH CAROLINA  
COLUMBIA, S. C. 29208

COLLEGE OF BUSINESS ADMINISTRATION

May 1973

APPENDIX B

TO: Chairmen, Modern Foreign Languages Departments,  
High Schools and Colleges

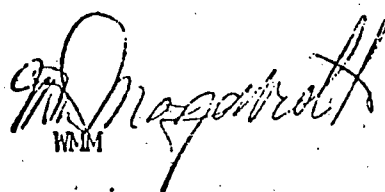
FROM: Dr. William M. Morgenroth  
Director, Marketing Department

SUBJECT: Foreign Language Resources and Needs of South Carolina

We at the University of South Carolina are seeking to determine our state's foreign language resources and its needs for the next half-decade. Once resources have been determined and needs have been projected, we expect to help match them. If a mismatch is foreseen we hope to alleviate that through longer range planning than has been used in the past.

Will you please take a few minutes to complete the enclosed survey, which has been developed in conjunction with USC's Foreign Languages Department's faculty, then return the form in the postage-paid envelope. Even if your school does not offer a modern foreign language today, please follow the survey's directions as the information that it provides us will be useful for planning. Should you require additional space to answer any question, please continue your response on a blank sheet of paper.

Thank you in advance for your cooperation. We hope to hear from you soon.

  
W.M.

Enclosures

UNIVERSITY OF SOUTH CAROLINA  
College of Business Administration

Foreign Language Survey

1. Department Name: \_\_\_\_\_

\_\_\_\_\_

2. School Name and Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Does your school teach any modern foreign language today?

Yes \_\_\_\_\_ No \_\_\_\_\_

If answer to question 3 is yes, please complete all questions on this form; if answer is no, please complete questions number 7, 9, 10, 14, 17, and 20.

4. Please indicate below the modern foreign languages that your school teaches and the number of terms (i.e., 1 year, 2 years, 2 semesters, 3 quarters) offered in each language. If more space is needed, continue on a blank page.

Language Name	Number of Terms

5. From the trend of the last five academic years (1967/1968 to 1971/1972) is numerical enrollment within each language taught growing, holding constant, or declining? Please indicate in the grid below by entering each language's name, then checking the appropriate box to the right of the name. If more space is needed, continue on a blank page.

Language Name	Growing Enrollment	Constant Enrollment	Declining Enrollment

6. Approximately what percentage of students in your school study a modern foreign language? (Check the appropriate response.)

Less than 10% \_\_\_\_\_

10% to 20% \_\_\_\_\_

21% to 30% \_\_\_\_\_

31% to 40% \_\_\_\_\_

41% to 50% \_\_\_\_\_

51% to 60% \_\_\_\_\_

61% to 70% \_\_\_\_\_

71% to 80% \_\_\_\_\_

81% to 90% \_\_\_\_\_

91% to 99% \_\_\_\_\_

100%. The study of a modern foreign language is a graduation requirement. \_\_\_\_\_

7. Do you expect that your school will change its present foreign language requirement within the next five years (1972/1973 to 1976/1977) so that the study of a modern foreign language will be required--or will no longer be required--for graduation? (Check the appropriate response.)

No change in the present policy is expected. \_\_\_\_\_

Study of a modern foreign language will probably become a requirement for graduation. \_\_\_\_\_

Study of a modern foreign language will probably no longer be required for graduation. \_\_\_\_\_

8. (A) Within the past five years has your school expanded the number of modern foreign languages that it teaches?

Yes \_\_\_\_\_ No \_\_\_\_\_

(B) If yes, which languages have been added?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. (A) Within the past five years has your school dropped any modern foreign languages that it previously taught?

Yes \_\_\_\_\_ No \_\_\_\_\_

(B) If yes, which languages?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. (C) Please indicate in the grid below why each language was dropped. Enter each language's name, then check the appropriate box to the right of the name.

Language Name	Insufficient Enrollment	Lack of Qualified Teacher	Other Reason

10. (A) To the best of your knowledge, does your school plan to teach additional modern foreign languages within the next five years?

Yes \_\_\_\_\_ No \_\_\_\_\_

- (B) If yes, which languages?

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11. (A) Do you expect your school to discontinue teaching any modern foreign languages during the next five years?

Yes \_\_\_\_\_ No \_\_\_\_\_

- (B) If Yes, which languages?

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11. (C) Please indicate in the grid below why you think each language will be discontinued. Enter each language's name, then check the appropriate box to the right of the name.

Language Name	Insufficient Enrollment	Lack of Qualified Teacher	Other Reason

12. How has your school determined which foreign languages it will teach? Enter the name of each foreign language taught into the grid, then check the appropriate box to the right of the name.

Language Name	Dictate of Tradition	Present-day Community Needs	Anticipated Community Needs	Other Reason

13. Does your school periodically review in light of present and anticipated community needs the foreign languages that it teaches?

Yes \_\_\_\_\_ No \_\_\_\_\_

14. (A) If a substantial need developed within this state for a modern foreign language other than those you now teach, would you seek a qualified teacher of that language and offer the language?

Yes \_\_\_\_\_ No \_\_\_\_\_

(B) Would you counsel students to study the needed language instead of one less needed?

Yes \_\_\_\_\_ No \_\_\_\_\_

15. (A) Please indicate whether emphasis during the first two years of each language as taught at your school is chiefly upon acquiring a working, everyday competency in the language, whether it is chiefly upon literary aspects (i.e., reading and criticising the works of the classical authors), or whether it is balanced between these two goals. Enter the name of the language, and check the appropriate box to its right.

Language Name	Working Competency	Literary Aspects	Balanced

(B) Do you advocate any change in emphasis for each language from the way it is presently taught?

Yes \_\_\_\_\_ No \_\_\_\_\_

(C) If yes, please indicate the advocated change.

Language Name	Advocated Change

15. (D) If the business community needed people with greater skills in commercial usages and was not interested in literary aspects of the language, would you consider changing the emphasis of a foreign language course to meet the needs of business?

Yes \_\_\_\_\_ No \_\_\_\_\_

16. (A) Please indicate the number of teachers employed by the modern foreign language department for each language. Enter the language's name and to its right, the number of full-time teachers for that language and the number of part-time teachers for that language.

Language Name	Number of Full-time Teachers	Number of Part-time Teachers

- (B) Do any of these teachers teach more than one language?

Yes \_\_\_\_\_ No \_\_\_\_\_

- (C) If yes, please indicate the combination of languages taught and the number of people teaching that combination.

Language Combination	Number of Teachers

16. (D) Which degrees do the foreign language teachers hold? Please indicate in the grid below the name of the language taught and, to its right, the degree (such as A. B. in Languages; Master of Arts in Teaching) held by the teacher.

Language Taught	Degree Held by Teacher(s)

17. (A) Do you expect to employ any new faculty members for your modern foreign language department during the next five years?

Yes \_\_\_\_\_ No \_\_\_\_\_

- (B) If yes, for which languages will you probably hire people; and, how many teachers will be employed for each language?

Language Name	Expected Number of New Teachers

17. (C) Which academic degree should each new teacher hold?

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(D) Do you expect any of the new teachers to teach more than one language?

Yes \_\_\_\_\_ No \_\_\_\_\_

(E) If yes, which language combinations will each person teach?

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18. Do any of your faculty members make occasional translations for the local business community?

Yes \_\_\_\_\_ No \_\_\_\_\_

19. If translations for the business community are not made at present, should translations be requested in the future, will members of your faculty make them for a fee?

Yes \_\_\_\_\_ No \_\_\_\_\_

20. Name, title, and school telephone number of person completing survey form:

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Thank you in advance for helping us to determine the foreign language needs and resources of South Carolina.