

Washington State Coalition for International Education
Washington Association for Language Teaching (WAFLT) and OSPI

World Language Survey 2004 – Summary

Total Schools responding 431 (19.5% of 2,212 schools)

(Note: some schools overlap with these categories)

- Elementary Schools 205 (out of 1,142)
- Middle/Junior High Schools 118 (out of 336)
- High Schools 180 (out of 321)

Question 1. Languages offered, grades, and for how many years

Language	Grades offered													Years offered				
	K	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5
Spanish	19	27	26	24	23	21	15	33	49	161	172	167	165	177	163	131	103	43
French	3	6	6	6	6	6	8	16	24	105	115	114	114	121	116	87	65	24
German	0	0	1	1	1	1	1	8	11	74	78	78	77	75	69	57	38	7
ASL	2	3	3	3	3	3	2	4	4	46	52	53	52	55	48	20	3	1
Japanese	1	2	3	4	5	5	3	7	9	35	41	41	40	45	41	32	18	5
Latin	0	0	0	0	2	2	3	2	2	10	11	11	11	12	9	4	3	1
Chinese	0	0	1	1	1	1	0	2	1	7	8	8	8	9	7	6	6	2
Russian	1	1	1	1	1	1	0	1	0	6	6	6	6	7	7	4	3	3
Arabic	0	0	0	0	0	0	0	2	1	1	1	1	1					
Native L																		
Yakama	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0
Lummi	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0
Salish	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0
Klallam	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0
Salish	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0

Sections offered

Language	Sections/Year offered				
	1	2	3	4	5
Spanish	973	715	310	133	40
French	293	230	114	65	25
German	184	127	62	33	8
ASL	123	84	18	3	1
Japanese	85	58	33	14	3
Chinese	24	11	9	5	2
Latin	18	8	4	3	1
Arabic	11	1	0	0	0
Russian	7	6	4	3	3
Native L					
Yakama	1	0	0	0	0
Lummi	1	1	0	0	0
Salish	1	1	0	0	0
Klallam	1	1	0	0	0
Salish	1	1	0	0	0

Native Languages

School District	City	Language
Toppenish	Toppenish	Yakama
Ferndale School District	Ferndale	Lummi
Inchelium	Inchelium	Salish
Port Angeles	Port Angeles	Klallam
Wellpinit #49	Wellpinit	Salish

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Question 2. Types of Language Programs

207	<input type="checkbox"/> Traditional classroom instruction (about 5 hours/week, all year long)
49	<input type="checkbox"/> Extended classroom period (fewer classes per week, longer periods)
21	<input type="checkbox"/> Trimester schedule (where one year's content is covered in 1 or 2 trimesters)
13	<input type="checkbox"/> FLES (Foreign Language in the Elementary School)
24	<input type="checkbox"/> FLEX (Foreign Language Exploratory or Experience -- language and culture)
2	<input type="checkbox"/> Full immersion (entire day spent in non-English classroom)
7	<input type="checkbox"/> Partial immersion (half-day English/half-day immersion)
78	<input type="checkbox"/> Advanced Placement (AP) or International Baccalaureate (IB) Language courses, or College in the High School
28	<input type="checkbox"/> Before or after-school language program
6	<input type="checkbox"/> Community-based language learning (e.g., Chinese Language School)
73	<input type="checkbox"/> Study or travel abroad
39	<input type="checkbox"/> Other types of programs (describe below)

Note: These numbers contain some duplicates

Question 6 Priorities

Given the availability of resources, what role do you think OSPI, WAFLT, or other professional organizations should play in supporting world language education in Washington?

Summary Comments from Caleb Perkins, OSPI

1. More support desired – professional development, specific guidelines
2. Advocacy desired – strong state voice for World Languages
3. World Languages to be part of core – basic education
4. More World Languages at elementary and middle school
5. More than two years (at least two years and make it a high school graduation requirement for all kids)
6. World Language Standards would help