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Infusing global education into the foreign language classroom: A look at the Iowa global education standard

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Infusing Global Education into the
Foreign Language Classroom:

A Look at the Iowa Global
Education Standard

by Darcie J. Novotny
March 14, 1993

University of Northern Iowa
Presidential Scholar Thesis

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I. Introduction

Introduction

Within the past two decades, as technological advances have continued to “shrink” the world, educators across the country have realized the need for a new approach in American education to prepare students to live in a world that is far different than before. The internationalizing of American businesses has finally dispelled the American myth of self-sufficiency (Bragaw 96). The acquisition of a second language and the development of the ability to empathize with and understand those from other cultures has become a necessary element for the success of global business and now these same concerns are being confronted within the field of education.

Various studies have cited the importance of a more global approach in education. Both the National Commission on Excellence in Education and the Twentieth Century Fund Report classified second language proficiency and a knowledge of international studies as imperative (Bragaw 92). In 1978, President Carter established the Presidential Commission on Foreign Language and International Studies. Its 1979 report *Strength Through Wisdom* concluded “If the 47 million children in our schools are to function successfully as adults in the next century they must grow up with more knowledge about our interdependent world, keener awareness of other people and greater sensitivity to those people’s attitudes and customs” (Ochoa 123). Global education encompasses more than just a preparation for a successful economic future of the United States. The need for global education is to prepare students for a future of “change, pluralism, and interdependence” (Rosenbusch 1). The National Council for the Social Studies views the world as

globalized because of its “interactions, interdependence, and interrelatedness” (*Position 36*).

As with other studies, the 1989 report of the National Governors Association also cites the need to make education more responsive to today’s world:

“Times have changed. Revolutionary advances in science, technology, communications, and transportation have brought nations and peoples together. World trade and financial, economic, and political developments have transformed disparate economic systems into a highly interdependent global marketplace. Today, the nations that inhabit the planet are often more closely linked than neighboring states or villages were at the turn of the century.

Yet these important changes are not reflected in the manner in which many US schools prepare students for citizenship. In educating students, the languages, cultures, values, traditions, and even the location of other nations understanding that pervades the nation from government and business leaders to school children” (Kneip 399).

Likewise, the Committee on Geography and International Studies of the Association of American Geographers stresses that a liberal education should go beyond the traditional ethnocentric orientation: “In today’s highly interdependent world, a liberal education should develop in each individual the realization that his or her own country, region, and ethnic religious, social or linguistic groups are but one among many, each with differing characteristics and that other countries, regions, or social groups are not necessarily inferior or superior, and that one cannot see one’s own country and culture in perspective until he or she has studied other lands and countries” (Bragaw 92).

Global education is not just a philosophy, but in the opinion of many, a necessity. The 1986 Study Commission on Global Education stated that “global interdependence is not an opinion or a political statement but a demonstrable fact “ (Sulzberger 26).

There are various realities facing the world today which call for the implementation of global education:

- * Nuclear arms proliferation
- * Denial of basic human rights
- * Depleting natural resources
- * Pollution of the environment
- * Interdependence of economic systems

As these issues indicate, we now live in a “multiboundary world” and the problems threatening humanity are not solvable at the national level (Kneip 399). What will be necessary in the future is a unified effort to combat these problems.

Iowa Global Education Standard

Educators in all fifty states have answered the call to promote global education. In 1985, Iowan educators organized the Iowa Global Education Task Force and in 1988, Iowa adopted the Iowa Global Education Standard which required all school districts to have a written plan for infusing global education by July 1, 1989. The text of the Global Education Standard is as follows:

“The board shall adopt a plan which incorporates global perspectives into all areas and levels of the educational program so that students have the opportunity to acquire a realistic perspective on world issues, problems, and prospects for an awareness of the relationship of an individual’s self-interest and the concerns of people elsewhere in the world. The plan shall include procedures for a review of its effectiveness” (Iowa Dept. of Education, *Guide 1*).

Purpose of the Study

This study is designed to focus on the various aspects of infusing global education, as mandated by the Iowa Department of Education, into the high school foreign language classroom. Included in the study is an assessment of the approaches infusion of global education and a sample lesson plan meeting the guidelines as established by the mandate. A survey of 52 Iowa foreign language teachers was conducted to assess attitudes toward global education and to assess the implementation of global education. Further areas for research will also be discussed.

II. Global Education

Definition and Purpose

Various definitions and purposes exist for the concept of global education but all include the goal of providing a “more holistic education” (Ochoa 124) and require a broadening of the perspective of the formal curriculum in the US (Evans 546). Global education involves teaching a world view which includes such topics as history, geography, economics, politics, sociology, demography, ecology, and culture (Simone).

Distinctions however must be made between other courses which also deal with these topics. “International Studies” or “World Studies” usually deal with the study of nations and geographical areas, but as a separate course, while global education is a whole curriculum approach (Lynch xvi).

The National Council for the Social Studies has been a forerunner in developing global education guidelines and the area of social studies continues to be

a major vehicle to introduce global education materials. Due to the training of social studies teachers and the nature of the subject matter, social studies teachers are in the position to lead the infusion of global education in school curriculum (NCSS 37).

The purpose is “to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited national resources, and characterized by ethnic diversity, cultural pluralism and increasing interdependence” (NCSS 37). The four goal areas of the NCSS for global education are knowledge, abilities, valuing, and social participation (NCSS 36-37). *Knowledge* includes the information that reflects viewpoints other than the white middle class. *Abilities* stresses the use of higher-order thinking skills; questioning, analyzing, evaluating of information and the skills needed for responsible social action; communication and conflict resolution. *Values* is the examination of differences among value systems and requires a supportive atmosphere to study differing value systems. *Social participation* is “responsible global citizenship” which requires researching complex issues before coming to a decision.

The NCSS has chosen the following points to be emphasized within the social studies curriculum: (NCSS 37-38)

1. Human experience is increasingly globalized.
2. The variety of actors that now exist on the world stage.
3. Humankind is an integral part of the world environment.
4. Linkages between present social, political, and economic realities and alternative futures.
5. Citizen participation in world affairs.

Historically, social studies has prepared citizens for responsible participation in society. However, the definition of society has changed from “nation” to “world,” so preparation is needed for responsible global citizens (Rosenbusch 1).

Becker defines global education as “an effort to help individuals to see the world as a single and global system and to see themselves as participants of that system” (Evans 546). He provides the following objectives to further define global education: (Evans 547)

1. Provide learning experiences that give students the ability to view the world as a planet wide society.
2. Teach skills and attitudes that will enable the individuals to learn inside and outside of school throughout their lives.
3. Avoid the ethnocentrism common in sharp divisions drawn between the study of “us” and “them.”
4. Integrate world studies with developments in other disciplines and fields of study.
5. Teach the interrelatedness of human beings rather than simply identify uniqueness or differences.
6. Explore alternate ways of resolving problems of a world-wide nature.
7. Recognize in the experience provided for students the likelihood of continued change, conflict, ambiguity, and increasing interdependence.

Another main goal of global education is to develop in students a sense of perspectivism, the ability of being able to see or take someone else’s perspective. Not only should students be able to recognize another point of view, but also be able understand that this point of view is based on an alternate set of values (Bragaw 93).

D. King defines global education as “an effort to place learning within the context of the pressures and challenges which characterize our age” (Evans 546). Because of the international scope of today’s challenges, an important aspect of global education becomes to show students the interdependence and interconnectedness of our age (Lynch 3).

The Social Studies - Foreign Language Link

In trying to extend global education beyond the walls of the social studies classroom, many look to an obvious link with the area of foreign languages. The “crossover” between social studies and foreign language can be very beneficial as social studies teachers have information on economics, geography, political structures, and history while foreign language teachers can add material on customs, nonverbal communication, and value systems (Ochoa 123).

The President’s Commission on Foreign Language and International Studies stimulated the first collaborative efforts of these two areas, which resulted in joint NCSS (National Council for the Social Studies) - ACTFL (American Council on the Teaching of Foreign Languages) recommendations to the Commission in 1979 (Ochoa 123). This initial partnership led to a Special Task Force of the NCSS and ACTFL with Global Perspectives in Education. Four areas were designated for further work including public awareness, research, curriculum and materials development, and teacher education (Bragaw 95).

Although social studies and foreign language seem an obvious first step for the infusion of global education, most educators feel that infusion across the curriculum is most effective in all areas and at all levels (Sulzberger 4). The link that has already been established by foreign languages and social studies must be extended to other disciplines as well.

III. Global Education in Iowa

Definition and Purpose of Global Education in Iowa

In order to facilitate the implementation of global education across the curriculum and at all levels in Iowa schools, in May 1989 the Iowa Department of Education developed *A Guide for Integrating Global Education Across the Curriculum*. The following information is taken from this text.

According to the Iowa Department of Education, the mission of global education is "to produce citizens who are both knowledgeable about the world, and who possess skills, values, and a commitment appropriate for the support of quality, long-term survival of all human beings" (1).

Developing a global perspective in students is a responsibility of all educators. All subject matter specialists "share the obligation" which extends beyond the formal curriculum to "thoughts, words, and actions". In order to teach global perspectives, teachers are asked to "model" these perspectives in the class (2). Because people have different global perspectives based on personal values and outlooks, educators are asked to help our young people "develop a broad outlook" viewing the world as "a single interdependent system" (2). The definition of the nature and purpose of global education is as follows:

"Global education is an approach to learning which promotes greater understanding of the world as an interconnected aggregate of human and natural systems. These systems operate within a single planetary life-support system on which the destiny of all humankind depends. The purpose of global education is to promote long-term human survival by developing greater respect for and cooperation with our fellow human beings and greater concern for the environment on which all people depend for their very existence" (3).

The underlying assumption of global education is that it extends the concept of developing responsible citizens to developing responsible global citizens (3).

Rationale

The rationale behind global education in Iowa centers around the interconnectedness and interdependence of our world today. The earth, described as a "life-support" system, needs to maintain a state of equilibrium in order to maintain itself. The ability to upset the balance of this system has increased along with technological advances (4). The interconnectedness and interdependence is shown by the global dimensions of these human activities. Multinational corporations also influence the globalness of today's world, "We live in a global society, unified by interrelated economic activity, threatened by interrelated environmental activity, and fragmented by political unrest." (5). Global education becomes an approach that "recognizes these realities and attempts to simplify their complexities so they can be understood" (5).

To help students develop a global perspective, the Iowa Department of Education states that they must learn about aspects of all cultures including literature, art, music, historical traditions, languages, religions, family life, social structure and other contributions (5). This study needs to be "integrated into every subject area and grade level in the curriculum" (6). The concept of preparing a student for this responsible global citizenship requires the acquisition of multiple loyalties, but these goals "are clearly not in conflict with the goals of national citizenship any more than is family loyalty in conflict with loyalty to one's country" (6).

Thematic Model

Iowa structures its approach to global education around five basic themes: (7-9)

1. Global interdependence means mutual dependence. Terms like “spaceship earth” and “global village” show the interconnectedness of the world. Students focus on the interdependence of the economic, political, cultural, ecological, and technological systems of the world.

2. Human resources, values, and culture includes the languages, literature, art, music, traditions, myths, social structures, family life, and religions of the diverse national and cultural groups. It also includes the human values of individual worth, human dignity, moral and collective responsibility, integrity, justice, and equality. Students in this area focus on past human failings and realize that the creation of a better world is possible.

3. The global environment and natural resources includes the ecological system. Students develop an awareness of the destructive powers of technology, the responsibilities we have, and actions needed to safeguard the environment.

4. Change and alternative futures provides global education with a focus to the future. Understanding the past is crucial to gain a time perspective but this theme is a pro-active exercise involving goal setting for a better tomorrow, rather than allowing aimlessness and crisis management chart events.

Infusing Global Education

The Iowa Global Education Standard mandates the teaching of global education into all areas and levels of the curriculum. There are four basic approaches to infuse global education into the curriculum including direct content, indirect content, applied content, and teacher modeling (21).

1. Direct content: This approach involves the identification of global topics around which are built separate units or lesson plans. The content itself is related to one of the global education themes.
2. Indirect content: This approach identifies ways in which global perspectives can be added to already existing curriculum, primarily through the use of examples of a global nature.
3. Applied content: This involves applying basic goals and processes of global education into the classroom, outside of the context of global education content.
4. Modeling: This involves teacher modeling of appropriate values, attitudes, and behaviors.

IV. Global Education in Iowa Foreign Language Classrooms

Applying the Approaches

As Beverly Simone stated in her keynote address to foreign language teachers at the Central States Teaching Conference, foreign language teachers “hold a critical key” in the promotion of global education (Simone). Past cooperative efforts between foreign languages and social studies has prompted foreign language teachers to be key people to incorporate global education across the curriculum (Rosenbusch 1).

All four approaches of infusion of global education as stated by the Iowa Department of Education can be utilized in the foreign language classroom. *Indirect content* is already being applied in foreign language classrooms, as textbooks use examples of a global nature as defined by Iowa. *Applied content* can be brought into the classroom by utilizing such methods as cooperative learning or classroom management techniques which promote conflict resolution within the class. Because a high percentage of teacher preparation in foreign language education involves study abroad in another culture, foreign language teachers should be predisposed to *modeling* appropriate attitudes and behaviors concerning other cultures.

The main focus in foreign language is likely to be upon *direct content* because of the nature of foreign language programs. Direct content involves developing a separate unit or lesson plan, the content of which is related to one of the global education themes. Because the teaching of culture is usually an element of foreign language programs, global education provides language teachers with the means for weaving language and culture together (Bragaw 92).

The Study of Culture

Because language is a vehicle which conveys a people's culture, the study of culture has always been an important element of foreign language programs (Donoghue 124). Typical culture activities have included holidays, games, dances, realia, foods and crafts. The rationale for including such activities has been to increase the students' cultural knowledge and increase their awareness of cultural diversity (Rosenbusch 129).

Global education can be effectively utilized through the study of culture. There has been a movement to broaden cultural studies to other areas of the world, for example, areas in French-speaking Africa. Teachers have also focused on not just comparing and contrasting the culture to American culture, but making comparisons and contrasts between two or three different nations. For example, a teacher might discuss differences in Spanish, French, and German culture (Bragaw 92).

Perhaps the biggest movement has been a move from the teaching of Culture with a "C," to the teaching of culture with a "c." In the past, most of the culture studies in foreign language have included such areas as art, music, painting, architecture, and literature, in essence showing the society's level of civilization or sophistication in the arts (Donoghue 124). More recently the focus has changed to "c" culture, the socio-anthropological aspects of a people (Bragaw 92). This focus is on all aspects of the society: behavior, feelings, actions, and political, social, religious, and educational institutions (Donoghue 124). By studying the lives, customs, and crafts of ordinary people, the universality of the culture is demonstrated, a universality which crosses national boundaries, language groups, and socioeconomic ranges (Bragaw 92). The teaching of "c" culture does not focus on unique characteristics but rather on similarities, interdependence, and the meeting of common needs (Evans 553). By studying cultures in this manner, students are not only learning a language, but developing empathy for other cultures, another goal of global education (Bragaw 95).

Developing a Global Education Unit Dealing with Culture

Infusing global education into the foreign language classroom goes beyond previous teaching of different cultures (Rosenbusch 1). When teaching about another

culture, various aspects must be considered. Bragaw states that studies should highlight the diversity of the culture positively and should also include basic commonalities of all people (92). According to Donoghue, effective cross-cultural communication relies upon four premises: (124)

1. The values and customs of the culture on which an individual is born and raised constitute major conditions of his/her behavior.
2. While differences in cultures do exist, they should not be derided nor interpreted in terms of one's native culture
3. Behavior of any group within one culture must be understood solely in terms of the institutions prevailing in that culture.
4. Words used for discussion and explanation of cultural components cannot be partisan or evaluative but always descriptive and precise.

Sample Lesson

The following lesson plan was developed according to the guidelines in the Iowa Department of Education's Global Activities: Teaching Ideas for K-12 Educators.

Grade Level: 9-12

Subject: Foreign Language/ Spanish

Title: Hispanic Contributions in the US

1. Desired lesson outcome:

Students will learn about the current and projected population of Hispanic residents in the US.

Students will be able to identify the influence of the distinct Hispanic groups inhabiting Miami, New York, and Los Angeles.

Students will appreciate contributions Hispanics have made in the US.

2. Approximate time needed:

5-6 class periods

3. Teacher preparation needed:

Plan with media specialist to secure information on contemporary Hispanic figures in the US.

4. Materials needed:

*Annenburg CPB Project videotape series The Americas

"The Americans: Latin America and Caribbean Presence in the US"

*census reports from US Bureau of the Census including:

"Age, Sex, Race and Hispanic Origin Information from the 1990 Census"

"Census Bureau Releases 1990 Census Counts on Hispanic Population Groups"

5. Teacher background:

Become familiar with current Hispanic figures in the US and their contributions and the distinct Hispanic groups in the US.

6. Procedures:

Day 1

Students will brainstorm various Hispanic influences in the US including the utilization of Spanish words such as pinto, siesta and the use of Spanish names for streets and cities, Los Angeles, San Francisco.

Students will gather information on the number of Hispanics currently in the US, their projected population figures and the distribution of Hispanics throughout the US.

Students will discuss the implications of the increasing Hispanic population in the US.

Day 2

Students will view "The Americans: Latin American and Caribbean Presence in the US."

Day 3

Students will identify the main Hispanic groups comprising New York, Miami, and Los Angeles.

Students will discuss the issues shown in the program.

Suggested questions:

Identify why the Hispanic groups have tended to settle in these cities.

What are some of the problems facing the (Dominicans, Puerto Ricans, Mexicans, Cubans) in the cities shown in the program?

What important contributions have the Hispanics made?

Students will choose a contemporary Hispanic figure in the US to research including background, family education, and what role they play in US society.

Day 4-5

Time allowed for research.

Day 6

Presentations to the class.

7. Evaluation options:

Participation, research, presentation.

8. Additional ideas:

Construct a year-round bulletin board that deals with issues concerning Hispanics in the US.

Invite a Hispanic member of the community to class to discuss his/her background and role in the community.

9. Additional resources:

*Materials Quinto Centenario (Sept/ Oct 1992)

"Hispanos in los EE.UU"

Spanish Embassy

1350 Connecticut Ave NW Suite 1050

Washington DC 20036

*Report on the Americas

Vol. XXVI No 1 (July 1992)

Vol. XXVI No 2 (Sept 1992)

(various articles)

This sample lesson uses the direct approach and deals with 1) global interdependence 2) Human resources, values, and culture and 5) change and alternative futures.

V. Survey

Design of the Study

In 1989, the Iowa Department of Education introduced the Global Education Standard, which mandated the teaching of global education across the curriculum and at all levels in Iowa schools. The purpose of this survey is to assess the attitudes of Iowa foreign language teachers toward global education and also to assess the amount to which global education is already being implemented. For this purpose, an instrument was developed to address these two areas.

Description of Sample

The subject sample was comprised of randomly selected Iowa foreign language teachers who are teaching a foreign language at least part of the time at the high school level. The two-page survey was distributed at an Iowa Foreign Language Association meeting at the Central States Conference on the Teaching of Foreign Languages held in Des Moines, Iowa on March 25-28, 1993. (Appendix A)

The questionnaire, which includes an explanation of this study, was also available to other Iowa foreign language teachers at the Hospitality Table throughout the conference. The respondents were able to return the survey during the conference, or return it to the researcher's home address, which was printed on the reverse side of the survey for convenient mailing.

Anonymity was assured to all respondents.

Development of the Survey

The 2-part survey was developed in part by the researcher and also utilizes items from “Teacher Attitudes Toward Global Education: A Report from Dade County” (Tucker) and “Global Education Survey” (Stamp).

Demographic Information

This section included both school and personal data. It was designed to gather information concerning school size, foreign languages offered, and the background of the respondents. It also included a question to survey the previous information the respondents had received concerning global education.

Attitudes Toward Global Education

This section was designed to assess the extent to which the respondents are in agreement with Iowa’s definition of the nature and purpose of global education, how the respondents felt global education should be implemented into the curriculum and various questions designed to measure attitudes toward global education. This section also asks respondents to rate the importance of global education topics.

Implementation

This section was included to assess to what extent global education is already being implemented into the curriculum. It also asks respondents to rate administrative support of global education. The extent to which the school provides a global atmosphere was assessed by questions concerning travel abroad programs and the presence of international students enrolled during the school year. The respondents were also asked to identify obstacles to the infusion of global education.

VI. Findings

Collection of Data

Questionnaires were distributed to approximately 118 Iowa foreign language teachers at the Central States Conference in Des Moines. Of this number, 56 were returned to the researcher at the conference and 2 were mailed to the researcher after the conference. Six questionnaires were invalid because no teaching was done at the high school level. The sample used included 52 respondents.

Description of Sample

Demographic variables were assessed in Part I (School Data) and Part II (Personal Data) of the survey.

School Data

The majority (55%) of the schools surveyed had total student enrollment of over 500 students. The majority (96.1%) of the schools were public institutions. The top three language offered at the schools included Spanish (94.2%), French (69.2%), and German (48.1%). Responses indicate that the 52 teachers surveyed represent 43 Iowa schools. See Table 1.

Table 1 Statistical Profile of Schools

Demographic Variable	N	Frequency	%
Part I School Data			
1. <u>Total Student Enrollment</u>	49		
0-100		5	10.2
101-500		17	34.7
501-1000		12	24.5
1001-1500		11	22.4
1501-2000		4	8.1
2. <u>Type of School</u>	51		
Public		49	96.1
Private		2	3.9
3. <u>Foreign Languages Offered</u>	52		
French		36	69.2
German		25	48.1
Japanese		8	15.4
Latin		5	9.6
Russian		9	17.3
Spanish		49	94.2

Table 1 Statistical Profile of Schools (continued)

Demographic Variable	N	Frequency	%
List of schools participating in the survey:	52		
Albert City-Truesdale		1	1.9
Andrew Community School		1	1.9
Anthon-Oto High School		1	1.9
Bettendorf High School		1	1.9
Cedar Rapids Jefferson High School		1	1.9
Cedar Rapids Kennedy High School		1	1.9
Cedar Rapids Washington High School		3	5.8
Central Lee		1	1.9
Dows Community		1	1.9
Dubuque Hempstead High School		1	1.9
Dubuque Senior High School		3	5.8
Fort Dodge Senior High School		1	1.9
Fort Madison High School		1	1.9
Gladbrook-Reinbeck High School		1	1.9
Iowa City Regina High School		1	1.9
Keopun Senior High School		1	1.9
Johnston High School		1	1.9
Malcolm Price Laboratory School		1	1.9
Maquoketa Community High School		1	1.9
McCombs Middle School		1	1.9
Mt. Ayer Community High School		1	1.9
Muscatine High School		2	3.8
North Iowa High School at Buffalo Center		1	1.9
North Kossuth Schools		1	1.9
Odgen High School		1	1.9
Oskaloosa Community		1	1.9
PCM High School		1	1.9
Pekin High School		1	1.9
Perry High School		1	1.9
SIC		1	1.9
Spencer High School		1	1.9
WACO High School		1	1.9
Walcott Junior High School		1	1.9
Wall Lake View		1	1.9

Table 1 Statistical Profile of Schools (continued)

Demographic Variable	N	Frequency	%
Washington Community High School		1	1.9
Waterloo West High School		1	1.9
Waverly High School		1	1.9
Wayne Community High School		1	1.9
West Delaware County Community School		1	1.9
West Branch		1	1.9
West Harrison		1	1.9
Williamsburg High School		1	1.9
Winfield-Mt. Union		2	3.8
No name given		2	3.8

Personal Data

Responses indicate that the majority (88.5%) of the 52 respondents surveyed were women. Also, the majority (56.2%) were over 40 years of age. For the majority (86.3%) of the respondents, teaching foreign language constituted over 75% of their total teaching time. The majority (69.2%) taught Spanish. Also, the majority (69.2%) taught only at the high school level. Responses indicate that a foreign language was the undergraduate major of the majority (76.9%) of the respondents. Slightly less than half (48%) of the respondents did not hold another degree.

Responses indicate that the majority (84.6%) of respondents had traveled abroad during the past five years and of these, the majority (95.5%) had traveled abroad on one to five separate occasions. Responses indicate that the majority (63.5%) had traveled to Europe.

Question 9 on the survey asks respondents where they had received information concerning global education. The majority (56.5%) had received information from professional reading. Only 11.5% had not received any information concerning global education. See Table 2.

Table 2 Statistical Profile of Sample

Demographic Variable	N	Frequency	%
Part II Personal Data			
1. <u>Gender</u>	52		
M		6	11.5
F		46	88.5

Table 2 Statistical Profile of Sample (continued)

Demographic Variable	N	Frequency	%
2. Age	48		
20-25		4	8.3
26-30		4	8.3
31-40		13	27.1
41-50		22	45.8
51+		5	10.4
3. % of Time Teaching Foreign Language	51		
0-25%		1	2.0
26-50%		2	3.9
51-75%		4	7.8
76-100%		44	86.3

Table 2 Statistical Profile of Sample (continued)

Demographic Variable	N	Frequency	%
4. <u>Languages Taught</u>	52		
French		17	32.7
German		6	11.5
Japanese		0	0
Latin		0	0
Russian		1	19.2
Spanish		36	69.2
5. <u>Grade Levels Taught</u>	52		
Junior high		2	3.8
High school		36	69.2
Combination including High school		14	26.9
6. <u>Undergraduate Majors</u>	52		
English		4	7.7
Foreign Language		40	76.9
History		2	3.8
Social Studies		1	1.9
Other		5	9.6

Table 2 Statistical Profile of Sample (continued)

Demographic Variable	N	Frequency	%
7. <u>Other Degrees</u>	52		
MA Foreign Language		14	26.9
MA Foreign Language ED		3	5.8
None		25	48.0
Other		10	19.2
8. <u>Travel Abroad</u>	52		
No		8	15.4
Yes		44	84.6
1-5 times		42	95.5
6-10 times		1	2.3
11+ times		1	2.3
Regions			
Africa		0	0
Asia		0	0
Australia		1	1.9
Canada		7	13.5
Central/South America		6	11.5
Europe		33	63.5
Mexico		22	42.3
Middle East		0	0
Other		2	3.8

Table 2 Statistical Profile of Sample (continued)

Demographic Variable	N	Frequency	%
9. Sources	52		
No information		6	11.5
	46		
Professional reading		26	56.5
College/univ. class		17	37.0
Local in-service		20	43.5
Inservice by AEA		14	30.4
Individual teachers		15	32.6
Iowa D of E		10	21.7
Office of Intl. Ed. of US D of E		3	6.5
Private organizations		6	13.0

Attitudes Toward Global Education

The majority (54%) of the respondents strongly agreed with the Iowa Department of Education definition of the nature and purpose of global education. The opinion that global education should be infused into existing courses was held by the majority (75.5%) of the respondents.

When asked if global education is an important part of foreign language studies, the majority (69.2%) responded with "strongly agree" and 30.8% with "agree." Global education was viewed as a necessity in foreign language with the majority (67.3%) responding with "strongly agree" and 30.8% with "agree." Only 1.9% disagreed with this statement. Responses indicated that the majority (59.8%) believe global education will increase in importance in the future. The statement that global education needs greater emphasis in foreign language was generally supported by the respondents with 37.3% answering "strongly agree" and 29.4% with "agree." When asked if global education is a controversial idea, 11.5% "strongly agreed" 36.5% "agreed," 21.2% were "not sure", and only 21.2% "disagreed." Respondents generally felt well-qualified to infuse global education into foreign language classrooms, with 15.7% at "strongly agree" and 51.0% at "agree." Only 15.7% of the respondents "strongly agreed" with the statement that there are sufficient resources available to teach global education, and 21.6% "agreed." Preservice training was positively supported by the respondents with 30% at "strongly agree" and 56% at "agree." Inservice training was also supported, 31.4% "strongly agreed" that inservice should deal with global education, and 56.9% "agreed."

Question 4 asked respondents to rate various topics according to the importance of inclusion in foreign language curriculum with a "0" indicating "would not consider" to a "5" indicating "most important." The top four topics, along with their

average scores are as follows: Cross-cultural communication (4.64), Human rights (4.30), Racism (4.17), and Environmental issues (3.89). The bottom four scores include the following 5 topics: Law (2.22), UN/UNESCO/intl. agencies (2.36), Nuclear proliferation (2.75), Energy (3.19), and Inflation/ Economic problems (3.19). See Table 3.

Table 3 Attitudes Toward Global Education

Question	N	Frequency	%
1. <u>To what extent do you agree with this definition?</u>	50	.	
SA		27	54.0
A		19	38.0
NS		3	6.0
D		1	2.0
SD		0	0
2. <u>In your opinion, global education should be:</u>	49		
a)infused into existing courses		37	75.5
b)taught as a separate course		0	0
c)as a combination of a) and b)		12	24.5

Table 3 Attitudes Toward Global Education (continued)

Question	N	Frequency	%
3. <u>a)Global education is an important part of foreign language studies.</u>	52		
SA		36	69.2
A		16	30.8
NS		0	0
D		0	0
SD		0	0
<u>b)Global education is a necessity in foreign language studies.</u>	52		
SA		35	67.3
A		16	30.8
NS		0	0
D		1	1.9
SD		0	0

Table 3 Attitudes Toward Global Education (continued)

Question	N	Frequency	%
<u>c)Global education will increase in importance in the future.</u>	51		
SA		30	58.8
A		21	41.2
NS		0	0
D		0	0
SD		0	0
<u>d)Global education needs greater emphasis than it currently receives in foreign language.</u>	51		
SA		19	37.3
A		15	29.4
NS		9	17.6
D		8	15.7
SD		0	0

Table 3 Attitudes Toward Global Education (continued)

Question	N	Frequency	%
<u>e) Global education is a controversial idea.</u>	52		
SA		6	11.5
A		19	36.5
NS		11	21.2
D		11	21.1
SD		5	9.6
<u>f) I feel well-qualified to infuse global education into the foreign language classroom.</u>	51		
SA		8	15.7
A		26	51.0
NS		12	23.5
D		4	7.8
SD		1	2.0

Table 3 Attitudes Toward Global Education (continued)

Question	N	Frequency	%
<u>g) There are sufficient resources available for teaching global education in the foreign language classroom.</u>	51		
SA		8	15.7
A		11	21.6
NS		19	37.3
D		11	21.6
SD		2	3.9
<u>h) Global education should be a component of preservice training for education majors.</u>	50		
SA		15	30.0
A		28	56.0
NS		6	12.0
D		1	2.0
SD		0	0

Table 3 Attitudes Toward Global Education (continued)

Question	N	Frequency	%
<u>i) Inservice training should be done in the area of global education.</u>	51		
SA		16	31.4
A		29	56.9
NS		3	5.9
D		3	5.9
SD		0	0
4. <u>Please rate the following topics from 0 (would not consider) to 5 (most important).</u>	36	Average Score	
Cross-cultural communication		4.64	
World trade/aid		3.42	
Inflation/Economic problems		3.19	
Third World Issues		3.44	
Racism		4.17	
Population		3.44	
World health		3.31	
UN/UNESCO/international agencies		2.36	
Law		2.22	
Environmental issues		3.89	
Human rights		4.30	
Nuclear proliferation		2.75	
Food and hunger		3.58	
Energy		3.19	
Women's rights		3.31	

Implementation

The section on implementation required respondents to assess to what extent global education was already a part of their school's curriculum. As with any educational reform, support from administration is an essential component and respondents were asked to assess this support. Because exposure to other cultures by traveling abroad or the presence of international students lends to the creation of a more global perspective in the school, these issues were also assessed. Respondents were also given the opportunity to cite any obstacles to the infusion of global education into the foreign language classroom.

The majority (57.1%) of respondents indicated that global concepts are "somewhat" infused into the foreign language program in their school. Also, the majority (60.0%) of the respondents indicated that their schools were only "moderately effective" in providing a global perspective focusing on the interdependence of countries throughout the world. Only 24% of the respondents indicated that students "frequently" study another culture from the perspective of a native of that culture. The majority (59.2%) of the respondents rated administrative support as either "excellent" (18.4%) or "good" (40.8%).

The majority (63.3%) of the respondents indicated that there are organized travel abroad programs offered for the students, with 38.7% of the programs offered every year and 35.5% offered once every two years. Also, the majority (89.4%) of the schools are attended by international students, with 78.6% having between 1-5 international students attending each year.

When questioned about obstacles to the infusion of global education into the foreign language classrooms, 65.2% cited unclear goals/objectives of global education, 61% indicated lack of training, 56.5% indicated lack of classroom time, and

54.3% cited lack of sufficient materials. Only 19.6% cited lack of administrative support as an obstacle. See Table 4.

Table 4 Implementation

Question	N	Frequency	%
1. <u>How extensively are global concepts infused into the foreign language program in your school?</u>	49		
Not at all		2	4.1
Somewhat		28	57.1
Nearly completely infused		11	22.4
Completely infused		2	4.1
Don't know		6	12.2
2. <u>How effective is your school in providing a global perspective that impresses students with the ideas of the interdependence of countries?</u>	50		
Not at all effective		8	16.0
Moderately effectively		30	60.0
Effective		9	18.0
Very effective		1	2.0
Don't know		2	4.0

Table 4 Implementation (continued)

Question	N	Frequency	%
3. <u>How frequently do students in your classes study another culture from the perspective of a native of that culture?</u>	50		
Never		3	6.0
Rarely		15	30.0
Occasionally		11	22.0
Frequently		12	24.0
Don't know		9	18.0
4. <u>How would you describe the support for global education which you receive from your administration?</u>	49		
Excellent		9	18.4
Good		20	40.8
Fair		12	24.5
Poor		8	16.3

Table 4 Implementation (continued)

Question	N	Frequency	%
5. <u>Is there an organized travel abroad program for foreign language students in your school?</u>	49		
No		18	36.7
Yes		31	63.3
1/yr		12	38.7
1/ 2 yr		11	35.5
1/ 3yr		6	19.4
1/ 5yr		2	6.5
6. <u>Do students from other countries attend your school?</u>	47		
No		5	10.6
Yes		42	89.4
1-5		33	78.6
6-10		4	9.5
11+		5	11.9

Table 4 Implementation (continued)

Question	N	Frequency	%
7. <u>Which of the following do you view as obstacles to the infusion of global education into the foreign language classroom?</u>	46		
Lack of sufficient materials		25	54.3
Lack of administrative support		9	19.6
Unclear goals/objectives of global education		30	65.2
Lack of training		28	61.0
Lack of classroom time		26	56.5

VII. Conclusions from Survey

The concern for creating in Iowa students a global perspective prompted the Iowa Department of Education to mandate the teaching of global education throughout the curriculum at all levels in Iowa schools. This concern manifested itself in the creation of the Global Education Standard. The purpose of this survey was to assess the attitudes of Iowa foreign language teachers toward global education and to assess the extent to which global education is already being implemented into Iowa foreign language programs.

Findings

On the basis of the instrument utilized in this study, the following conclusions are drawn.

1. Based on this set of questions and the responses of the sample, there is an overall support of Iowa's definition of the nature and purpose of global education and the method of infusion into existing courses as mandated by the Iowa Global Education Standard. Refer to questions 1 and 2, Table 3.
2. Iowa foreign language teachers surveyed show overall positive attitudes toward global education and its infusion into foreign language classrooms. See question 3, Table 3.
3. Although foreign language teachers are positive toward global education, the actual implementation of global education does not reflect this support. See Table 4.
4. The exposure to other cultures by study abroad programs or interaction with international students enrolled at the school, is supported overall by Iowa schools surveyed. See questions 5 and 6, Table 4.

Discussion

The purpose of this study was to assess the attitudes of Iowa foreign language teachers toward global education and to determine to what extent global education was being infused into the curriculum.

The study first focused on whether or not the respondents have traveled abroad during the past five years. The high percentage (89.4%) is encouraging because it is

the opinion of this researcher that travel abroad will increase an individual's global perspective. Also encouraging is the fact that only 11.5% of the respondents had not received any information concerning global education.

Overall attitudes toward global education were shown to be positive by the responses to this instrument. The Iowa Department of Education's definition of global education and its mandate of infusing global education into existing courses was supported by the respondents.

This researcher was especially interested in the attitudes held by the respondents toward global education. There was a very positive response toward global education although a relatively high percentage of respondents also viewed global education as controversial. It is the opinion of the respondents that there are not sufficient resources available for teaching global education. Respondents felt global education should be a component of both preservice and inservice training.

Although the attitudes toward global education are overall very positive, this instrument shows a disappointing amount of implementation taking place. Global education is not infused very extensively into the curriculum and schools are not very effective with providing students with the impression of interdependence of countries, an important element of global education. There is a slightly higher amount of learning done about cultures from the perspective of a native of that culture.

It was encouraging to note that the administration is classified as being supportive of global education. Schools surveyed are also providing the opportunity to travel abroad and the high number of schools which regularly host international students will also contribute to an increased global awareness of the students. It is the hope of this researcher that these opportunities are fully utilized by the schools.

According to the respondents, there exist many obstacles to the infusion of global education into the foreign language classrooms. Unclear goals/objectives of global education was noted with the highest frequency, which might have a relationship with the relatively high opinion that global education is a controversial topic. Also cited frequently were lack of training, lack of classroom time, and lack of materials.

Global education will become of increasing importance as our world becomes more interdependent and the problems of the world are no longer able to be solved by individual members, but rather necessitate a unified effort. The inclusion of global education into schools will impart a global perspective necessary to become a responsible global citizen.

Provided with the proper materials, training, support, and a clear set of objectives and goals for global education, foreign language teachers can be an integral component in the process of fully infusing global education.

Limitations

1. A limitation of this study was the small sample. It is suggested that a larger sample would provide a more realistic view of these issues.
2. If this survey is used for further research, some of the items should be refined.

Recommendations for Further Research

1. Identify global education resources and materials for foreign language.
2. Determine if participation in undergraduate study abroad programs influence an individual's global perspective.
3. Determine how teacher attitudes and modeling affect the effectiveness of

global education.

4. Determine the effect of teaching globally in the foreign language classroom on students' perceptions and attitudes.
5. Explore the relationship between unclear goals and objectives of global education with the controversiality of the issue.
6. Survey the inclusion of global education topics in foreign language textbooks.

Appendix 1

As part of a senior thesis project at the University of Northern Iowa, I am conducting a survey of Iowa foreign language teachers concerning their attitudes towards global education and the implementation of global education in Iowa foreign language classrooms. All responses will be kept confidential. Thank you for your time. All questions can be directed to:

Darcie J. Novotny
2470 27th Avenue
Marion, IA 52302
(319) 377-6223

or Terri Gebel
Baker 240 UNI
Cedar Falls, IA 50614
(319) 273-6200

I. SCHOOL DATA

1. Total student enrollment: _____
2. Public _____ or Private _____
3. Foreign languages offered: _____
4. Name of school: _____

II. PERSONAL DATA

1. Gender: M F
2. Age: _____
3. What percentage of your teaching assignment is associated with foreign languages? _____
4. What language(s) do you currently teach? _____
5. What grade level(s) do you currently teach? _____
6. What was your undergraduate major? _____
7. Do you hold any other degrees? _____ If yes, please list: _____

8. During the past five years, have you been abroad? ___ No ___ Yes *How many times? _____

Please check the regions that you have visited:

- | | | |
|------------------------------------|--------------------------------------|--|
| <input type="checkbox"/> Africa | <input type="checkbox"/> Canada | <input type="checkbox"/> Mexico |
| <input type="checkbox"/> Asia | <input type="checkbox"/> Middle East | <input type="checkbox"/> Central/South America |
| <input type="checkbox"/> Australia | <input type="checkbox"/> Europe | <input type="checkbox"/> Other _____ |

9. From which of the following sources have you received most of your information related to global education? (Please check all that apply.)

- I have not received any information.
- Professional reading (Please specify major source:) _____
- College or university class/workshop
- Local district in-service activity
- In-service activity sponsored by Area Education Agency
- Individual teachers in your school district
- Iowa Department of Education personnel
- Office of International Education of the U.S. Department of Education
- Private organizations (Please specify:) _____

III. ATTITUDES TOWARD GLOBAL EDUCATION

1. According to the Iowa Department of Education, the definition and purpose of Global Education is as follows : *an approach to learning which promotes greater understanding of the world as an interconnected aggregate of human and natural systems. These systems operate within a single*

planetary life-support system on which the destiny of all humankind depends. The purpose of global education is to promote long-term human survival by developing greater respect for and cooperation with our fellow human beings and greater concern for the environment on which all people depend for their very existence. (A Guide for Integrating Global Education Across the Curriculum, May 1989)

To what extent do you agree with this definition?

strongly agree agree not sure disagree strongly disagree

(optional) If you disagree/strongly disagree with this definition, what changes would you make?

2. In your opinion, global education should be: (please check one)

- a) infused into existing courses
 b) taught as a separate course
 c) as a combination of a) and b)

3. Please rate the following statements concerning global education as Strongly agree (SA), Agree (A), Not sure (NS), Disagree (D), or Strongly disagree (SD).

- | | | | | | |
|--|----|---|----|---|----|
| a) Global education is an important part of foreign language studies. | SA | A | NS | D | SD |
| b) Global education is a necessity in foreign language studies. | SA | A | NS | D | SD |
| c) Global education will increase in importance in the future. | SA | A | NS | D | SD |
| d) Global education needs greater emphasis than it currently receives in foreign language. | SA | A | NS | D | SD |
| e) Global education is a controversial idea. | SA | A | NS | D | SD |
| f) I feel well-qualified to infuse global education into the foreign language classroom. | SA | A | NS | D | SD |
| g) There are sufficient resources available for teaching global education in the foreign language classroom. | SA | A | NS | D | SD |
| h) Global education should be a component of preservice training for education majors. | SA | A | NS | D | SD |
| i) Inservice training should be done in the area of global education. | SA | A | NS | D | SD |

4. The following is a list of global education topics. Which do you consider most important to be included in a foreign language curriculum? Please rate from 0 (would not consider) to 5 (most important).

- | | |
|---|--|
| <input type="checkbox"/> Cross-cultural communication | <input type="checkbox"/> Law |
| <input type="checkbox"/> World trade/aid | <input type="checkbox"/> Environmental issues |
| <input type="checkbox"/> Inflation/Economic problems | <input type="checkbox"/> Human rights |
| <input type="checkbox"/> Third world issues | <input type="checkbox"/> Nuclear proliferation |
| <input type="checkbox"/> Racism | <input type="checkbox"/> Food and hunger |
| <input type="checkbox"/> Population | <input type="checkbox"/> Energy |
| <input type="checkbox"/> World health | <input type="checkbox"/> Women's rights |
| <input type="checkbox"/> UN/UNESCO/international agencies | <input type="checkbox"/> Other: _____ |

IV. IMPLEMENTATION

1. Many schools are in the process of infusing global concepts into the curriculum. How extensively are global concepts infused into the foreign language program in your school?
 - Not at all
 - Somewhat
 - Nearly completely infused
 - Completely infused
 - Don't know

2. Many schools are attempting to provide students with experiences which will give them a greater impression of the interdependence of countries throughout the world and how each country is different. How effective is your school in providing such a global perspective in the foreign language classroom?
 - Not at all effective
 - Moderately effective
 - Effective
 - Very effective
 - Don't know

3. Students may study other cultures from several perspectives. How frequently do students in your classes study another culture from the perspective of a native of that culture?
 - Never
 - Rarely
 - Occasionally
 - Frequently
 - Don't know

4. How would you describe the support for global education which you receive from your administration?
 - Excellent
 - Good
 - Fair
 - Poor

5. Is there an organized travel abroad program for foreign language students in your school?
 - No
 - Yes * How often? _____

6. Do students from other countries attend your school?
 - No
 - Yes * Average number per year: _____

7. Which of the following do you view as obstacles to the infusion of global education into the foreign language classroom? (Please check all that apply.)
 - Lack of sufficient materials
 - Lack of administrative support
 - Unclear goals/objectives of global education
 - Other: _____
 - Lack of training
 - Lack of classroom time

THANK YOU FOR YOUR TIME.

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