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# Understanding Successful Japanese Language Programs: Utah Case Study

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UNDERSTANDING SUCCESSFUL JAPANESE LANGUAGE PROGRAMS:

UTAH CASE STUDY

by

Timothy G. Stout

A dissertation submitted in partial fulfillment  
of the requirements for the degree

of

DOCTOR OF EDUCATION

in

Education  
(Curriculum and Instruction)

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Logan, Utah

2013

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**ABSTRACT**

Understanding Successful Japanese Language Programs: Utah Case Study

by

Timothy G. Stout, Doctor of Education

Utah State University, 2013

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Department: Teacher Education and Leadership

Recent world events have caused Americans to reassess national political, economic, and educational priorities, resulting in a shift towards Asia. The schools in response have begun to introduce less commonly taught languages, such as Japanese and Chinese. These less commonly taught languages are unusually susceptible to elimination due to many teacher- and nonteacher-level factors. Many Utah public schools have tried to implement less commonly taught language programs. Some have succeeded and other others have not. Some Japanese programs in Utah have been established for over 20 years and could serve as valuable examples of successful integration into the Utah curriculum. The purpose of this study was to understand how and why some schools were able to successfully integrate less commonly taught language programs and why others were not.

The researcher conducted interviews with six teachers of long-term Japanese programs. When the interviews were analyzed and compared, it was found that the factors relating to *students' interests* and the *teacher/administrator relationship* were the

most important positive factors affecting the success of the Japanese programs with staying power. It was also found that the factors relating to *funding issues* and *student enrollment* were the most important negative factors affecting the failure of the long-term Japanese programs that were eliminated. Recommendations for stakeholders of less commonly taught language programs are offered.

(289 pages)

**PUBLIC ABSTRACT**

Understanding Successful Japanese Language Programs: Utah Case Study

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Timothy G. Stout, Doctor of Education

Utah State University, 2013

Recent world events have caused Americans to reassess national political, economic, and educational priorities, resulting in a shift towards Asia. The schools in response have begun to introduce less commonly taught languages, such as Japanese and Chinese. Many Utah public schools have tried to implement less commonly taught language programs. Some have succeeded, and other others have not. The purpose of this study was to understand how and why some schools were able to successfully integrate less commonly taught language programs, and why others were not.

The results of this study suggest that the factors relating to *students' interests* and the *teacher/administrator relationship* were the most important positive factors affecting the success of the Japanese programs with staying power. It was also found that the factors relating to *funding issues* and *student enrollment* were the most important negative factors affecting the failure of the long-term Japanese programs that were eliminated.

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## **CHAPTER I**

### **INTRODUCTION, CONTEXT, AND RESEARCH QUESTIONS**

#### **Introduction**

A new day is dawning in Asia, and the US has reassessed its long-term national interests in the region. Transatlantic Trends, an organization that tracks American opinions, recently reported that in 2011 for the first time, Americans feel their “national interests lie more with the countries of Asia, such as China, Japan, and South Korea, than with the countries of the EU” (Transatlantic Trends, 2011, p. 3). A major shift in US foreign policy is taking place, with much more emphasis on Asia than in the past. President Obama in his 2012 State of the Union Address made reference to Asia eight times, and only made reference to Europe twice (Obama, 2012).

The General Social Survey revealed that more than half (64%) of Americans believed that “learning a foreign language is as valuable as learning math and science in school” (National Opinion Research Center, 2012). When high school students were recently asked if they would be willing to take a course in a non-traditional language, 60% responded positively that they would (American Council on the Teaching of Foreign Languages, 2008, p. 10).

Over the past 25 years, the number of high schools teaching Japanese language grew from almost none to over 500 (Japan Foundation, 2009, p. 23). Currently, in the US there are 73,000 students learning Japanese, and 60,000 students learning Chinese (American Council on the Teaching of Foreign Languages, 2011, p. 5). Korean program

enrollments are still few in number, and not regularly reported.

The world's most commonly spoken languages are called less commonly taught languages in the US. This is because although a quarter of the world's population speaks Arabic, Chinese, Hindi, Japanese, Korean, or Russian, in US high schools these languages collectively represent less than 3% of the overall foreign language offerings (American Council on the Teaching of Foreign Languages, 2011). For a variety of reasons it has been difficult for many US high schools to begin and maintain less commonly taught language programs.

By contrast, the commonly taught languages of Spanish, French, and German account for 6.5% of languages spoken natively around the world (Central Intelligence Agency, 2012). These three languages make up 92% of overall foreign language enrollment in US high schools (American Council on the Teaching of Foreign Languages, 2011, p. 5).

Given the fact that the commonly taught languages are spoken natively in countries comprised primarily of white people, and that the less commonly taught languages are spoken natively in countries comprised primarily by people of color, the question naturally follows, to what extent do race, ethnicity, and other background factors influence the programming of foreign languages in the US? Although there is a long history of discrimination against ethnic minorities in this country, it is not clear what role discrimination may have played, or may now play, in American foreign language education in this respect.

**Foreign Language Programs:  
Who Decides?**

The American curriculum is complex and dynamic, thus it has a difficult time responding to the needs of vast and various stakeholders. Many of these stakeholders, particularly at the national level, have called on the schools to build greater capacity in the less commonly taught languages (Brecht, 2002; Brecht & Walton, 1994; Carnegie Corporation, 2007; Committee for Economic Development, 2006; Government Accountability Office, 2006; Jordan & Lambert, 1991; Lambert, 1992). So far, however, these calls have seemed to have little effect on policy or curriculum.

Given America's highly decentralized education system, and given the lack of a national language policy, it is sometimes unclear exactly who is making the decisions regarding foreign language curriculum matters. The constitution leaves education policy in the hands of the states, but "the states actually play a very limited role in determining who studies a foreign language and when" (Met, 1994, p. 152). Currently, nine states have foreign language requirements for high school graduation; five states have foreign languages requirements for state college admissions; and three states are planning on future requirements in foreign language for high school graduation (National Council of State Supervisors of Languages, 2012). In other words, most states do not have foreign language education policies in place, leaving these decisions to local districts and schools.

The federal government's role in education has grown over the past half century, and current federal funding accounts for approximately 10% of state's education budgets (New America Foundation, 2011). Still, the federal government's approach is largely

through competitive grants to fund innovative programs, which are usually short-term in duration and limited in their overall impact. The current reauthorization of the Elementary and Secondary Education Act, for example, provides funding for foreign language study, including \$975,000 for “critical languages and dual immersion” in the 2012 Utah public education budget (Public Education Base Budget Amendments, 2012). When these 3-year grants are gone, however, many of these programs may be eliminated.

In Utah there are 120 high schools, overseen by 41 local school districts. The author recently conducted an email survey of these principals received a 61% response rate. Of the 74 principals who responded it was found that 30 high schools (40%) offer Chinese and 12 high schools (16%) offer Japanese. Survey results revealed that four of the Chinese programs were going to be cut next year due to a lack of interest or funding; none of the Japanese programs were said to be facing elimination. Two principals mentioned they hoped to add Chinese next year, and one principal mentioned hopes to add Japanese. In addition, six students at one school were said to be studying Japanese through Electronic High School (EHS), the State’s accredited online high school system.

When starting less commonly taught language programs in schools it is often the parents, teachers, and administrators who make the initial decision, but continuing these programs is another matter. Here, the students are perhaps one of the most important policymaking demographics to consider. If enrollment is strong, then these programs are usually able to continue and expand. If enrollment is weak, however, these programs are usually reduced or eliminated. Students are a “frequently overlooked cohort of policymakers” (Met, 1994, p. 154).



### **Islands of Excellence**

One of the key roles of the US Department of Education is to foster the innovation and dissemination of highly successful models of education (U.S. Department of Education, 2011). Through highlighting these islands of excellence, it is hoped that more schools will take notice and implement similarly successful models. In a highly decentralized education system like we have in the US, this is perhaps one of the best ways that policymakers can influence the equality and excellence of schools.

In Utah there are well-established Japanese programs, some of which have been around for 20 years or more. These are the most longstanding less commonly taught language programs in Utah, and their staying power may be evidence of best practices, which may be fruitfully examined and implemented in other schools. The successes of these programs may offer solutions to the problems facing all less commonly taught languages that make them “extraordinarily vulnerable to elimination” (Schleicher & Everson, 2006, p. 205).

### **Problem Statement**

Recent world events have caused Americans to reassess national political, economic, and educational priorities, resulting in a shift towards Asia. The schools in response have begun to introduce less commonly taught languages, such as Japanese and Chinese. These less commonly taught languages are unusually susceptible to elimination due to many teacher- and nonteacher-level factors. Some schools have built highly successful programs, serving as islands of excellence to the other less commonly taught

language programs. Many other programs, including long-term programs have been eliminated. In spite of the fact that many students and parents continue to express an interest in these less commonly taught languages, most schools in America currently do not offer these classes.

### **Significance Statement**

For the first time, a majority of Americans feel that their interests lie more with Asia than with Europe, in terms of economic and national security (Transatlantic Trends, 2011). This shift in attitude has implications for the field of foreign language education in America. Currently, the major languages of Asia such as Chinese, Japanese, and Korean are not taught in significant numbers compared to the languages of Europe. With less than 3% of students studying Asian languages compared to 92% of students studying European languages (excluding Latin), there appears to be a large mismatch between perceived national needs and the school systems' response. It appears to be very difficult for less commonly taught languages to get fully integrated into the American curriculum. Yet, it is not impossible.

At least half of Utah's public schools have tried to implement less commonly taught language programs, according to a recent email survey of 74 Utah high school principals conducted by the author in 2012. Some have succeeded and other others have not. Some Japanese programs have been established for over 20 years, and could serve as valuable examples of islands of excellence to other programs trying to become established. When asked if they would be willing to take a nontraditional foreign

language, more than half of high school students said they would try it (American Council on the Teaching of Foreign Languages, 2008, p. 10). The level of interest has been significant in the past, and just because many programs have failed to thrive, does not mean that this interest is diminishing. On the contrary, interest in taking a non-traditional language appears to be strong.

Understanding the reasons why some schools were able to successfully integrate less commonly taught languages into the Utah curriculum, and why others were not, may help inform current and future schools that are contemplating launching less commonly taught language programs of their own. A key role of the U.S. Department of Education is to discover and disseminate the success stories of schools and programs, leading to increased equality and excellence throughout America. This study seeks to emulate this role by highlighting the strengths of Japanese programs in Utah with the most staying power, and thus contribute to our knowledge about successful less commonly taught language programs.

### **Research Questions**

Why and how have some schools been more successful than others at integrating less commonly taught language programs into the Utah curriculum? This study divided the above overarching question into three subquestions.

1. What do the experiences of the teachers of Japanese programs with staying power tell us about the ways that less commonly taught languages might be successfully implemented into the schools?

2. What do the experiences of teachers of long-term Japanese programs that were eliminated tell us about the obstacles that may inhibit less commonly taught language programs from being successfully implemented into the schools?

3. What are the similarities and differences between these teachers' experiences and what can these things tell us about the state of less commonly taught language programs in the schools?

## **CHAPTER II**

### **LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, AND POSITIONALITY**

#### **Literature Review**

##### **Introduction**

This literature review begins with the larger context of less commonly taught languages in the US. It briefly examines the history of these programs, as well as the rationales that have often been used to promote them. Next, it turns to the specific context of Japanese language instruction in the US, and examines the historical role of discrimination towards Japanese, and its possible implications for language education in the US. This literature review concludes with a summary of the challenges associated with becoming certified to teach less commonly taught languages in American schools.

##### **The Larger Context of Less Commonly Taught Languages in the US**

The term less commonly taught languages is used in contrast to the commonly taught languages in American schools, namely Spanish, French, and German, which collectively make up 92% of high school foreign language enrollments (American Council on the Teaching of Foreign Languages, 2011). The prominence of these languages in schools has often reflected the general attitudes of Americans in the past. Sternia (2008) believed that American attitudes towards foreign languages have been based on domestic demographic trends, such as heavy immigration from Europe in the

19<sup>th</sup> century and from Central and South America in the 20<sup>th</sup> century (p. 43).

Student enrollment growth in the less commonly taught languages, on the other hand, has often reflected major world events affecting the interests of the US. The first less commonly taught language to be systematically introduced into American high schools was Russian, which came about as a result of the Soviet Union's successful launch of the first satellite (Brown, 2009, p. 2; Committee for Economic Development, 2006, p. 34; National Commission on Excellence in Education, 1983, p. 9). Sputnik became a symbol of America's need to invigorate its education system, and the teaching of Russian was aided by the National Defense Education Act of 1958, which appropriated funding for improving the teaching of math, science, and foreign languages.

Enrollment in Russian began growing in 1958, and peaked in 1965 at nearly 27,000 high school students (Draper & Hicks, 2000, p. 6). Then, enrollment in Russian began to steadily decline. The President's Commission on Foreign Languages noted, "Foreign language study was given a temporary impetus, but it was overshadowed by a tremendous new thrust in the study of natural sciences" (1979, p. 2). The Commission also noted that the biggest problem impeding foreign language enrollment was, "a lack of concern or responsibility for international education at administrative levels" (1979, p. 3). Russian enrollment has yet to return to 1965 levels. Perhaps partly as a result of US' successful race to put the first man on the moon, the once acute sense of urgency had begun to fade.

Beginning in the early 1970s, as the relatively new Soviet and Russian studies programs began to decline in enrollment, numerous language policy papers were

published in an attempt to bolster US support. At first these policy papers were directed toward the Soviet and Russian studies programs (Star & Boisture, 1972). Then, they shifted to emphasize international and foreign language studies more generally (Berryman, Langer, Pincus, & Soloman, 1979; President's Commission on Foreign Language and International Studies, 1979).

The next less commonly taught language to be introduced into American schools on a large scale was Japanese. This undoubtedly reflected US interest in Japan's growing economy (Jordan & Lambert, 1991, p. 1). The first national survey to record Japanese enrollment was conducted in 1990, and by that time there were nearly 25,000 high school students enrolled in Japanese classes, and this number grew to 50,000 by the following decade (Draper & Hicks, 2000, p. 6). A survey conducted by Jordan and Lambert revealed the number one reason given by high school students for taking Japanese at that time was "job opportunities" (p. 63). Japanese enrollment growth slowed between 2000 and 2004, perhaps in response to Japan's struggling economy (Rhodes & Pufhal, 2010, p. 3). Japanese enrollment has since resumed growing, and with 73,000 students, continues to be the fifth most commonly taught language, behind Italian (American Council on the Teaching of Foreign Languages, 2011, p. 8).

It is important to note that although Japanese language enrollment was growing rapidly, beginning in the 1980s, the enrollment of all of the less commonly taught languages only made up a small fraction of overall foreign language enrollment. Consequently, during this time, many national policy papers were again published to fortify support for the fledgling less commonly taught language programs (Brecht &

Rivers, 2000; Brecht & Walton, 1994; Jordan & Lambert, 1991; Lambert, 1985, 1992; National Commission on Excellence in Education, 1983).

The terror attacks of September 11, 2001, ushered in a new era of heightened awareness of the need for improved international and foreign language studies in the US. Many language policy makers have referred to these events as the “Sputnik moment” of our time (Association of American Universities, 2006, p. 20; Committee for Economic Development, 2006, p. 17; Committee on Education and the Workplace, U.S. House of Representatives, 2005, p. 10). The unfortunate events of September 11 also had the effect of dramatically increasing the nation’s interest in international studies and foreign languages.

In 2000 there were 1,300 high school students studying Chinese, and 570 high school students studying Arabic (American Council on the Teaching of Foreign Languages, 2000, p. 21). By 2008 there were 59,000 high school students studying Chinese, and 2,400 high school students studying Arabic (American Council on the Teaching of Foreign Languages, 2011, pp. 6-7).

Following the terror attacks of 9/11 there were again numerous calls at the national level for building greater capacity in the nation for less commonly taught languages and area studies. These calls also reflected a national uncertainty regarding economic competition from foreign countries, as well as a rising trade deficit, particularly with countries in Asia (Brecht, 2002; Committee for Economic Development, 2006; Committee on Education and the Workplace, U.S. House of Representatives, 2005; Government Accountability Office, 2006).



The National Security Language Initiative was signed by President George W. Bush on January 5, 2006, to develop foreign language skills, especially in the “critical-need” foreign languages such as Arabic and Chinese. The initiative was given \$114 million in 2007 and \$26 million in 2008 to expand programs from the kindergarten to university levels (U.S. Department of Education, 2008). Critical languages, such as Arabic and Chinese, continue to receive federal funding through the current reauthorization of the Elementary and Secondary Education Act (also NCLB) and other initiatives. However, due to budget constraints, some of these initiatives are being reduced or eliminated. The Foreign Language Assistance Program (FLAP), which funded \$27 million in grants to 55 districts, schools, and charters, was cut from the recent budget bill, leaving the future of these foreign language programs uncertain (Koebler, 2012).

Interest in the less commonly taught languages in the US seems to be a function of public concern for national security and economic problems. Throughout the twentieth century the high school enrollments in these languages have been low, until a national crisis arises. Then, in response to these crises, the country seems to mobilize its resources, resulting in rapid, temporary enrollment growth. There are many challenges, however, associated with such rapid enrollment growth, as in the uncertain funding sources, noted above. Teacher preparation and retention, as well as field-wide professionalization have also posed significant challenges to these rapidly expanding programs.

### **Japanese Language Programs in the US**

American interest in the Japanese language stemmed from Japan’s expanding

economy, particularly beginning in the 1980s. By the time it stopped expanding in 1994, Japan had the second largest economy in the world. During this time the US was reassessing its relationship with Japan, and negotiating the many challenges and tensions inherent with the changing world dynamics.

By 1990, the first year that Japanese was included in the national survey, there were 25,000 students enrolled in Japanese programs (American Council on the Teaching of Foreign Languages, 2000, p. 5). As of June 1993, South Dakota was the only state in the union without a public school offering Japanese (Japan Foundation, 1993, p. 1). Japanese language instruction was experiencing, “the highest enrollment growth of any foreign language in the US” (Walton, 1993, p. 1).

Jordan and Lambert (1991) noted that most schools (82%) did not rely on outside sources of funding for their new Japanese programs, but that funding came from regular school budgets (p. 21). This high level of interest among students and parents, as well as support within schools and districts, provided a foundation for long-term growth within the American curriculum.

As interest in Japanese education grew in the US, funding support from various sources also increased. Many new K-12 Japanese programs in the US were started through the Foreign Language Assistance Program (Dial, 1993, p. 7; Johnson, 1993, p. 6; Sandrock, 1993, p. 10). National support also came through The National Security Education Program, three new National Foreign Language Resource Centers, funded by Title VI of the Higher Education Act, and the Special Opportunities in Foreign Languages initiative. In contrast to their predecessors, these initiatives, “concentrated on

areas of the world other than Western Europe” (Brecht & Walton, 1994, p. 191).

This new growth in a less commonly taught language was long overdue and welcome in the US, but it was not without its challenges. Walton (1993) enumerated some of the major issues facing the new programs, stating that “such rapid expansion is straining the capacity of the secondary education system to deliver instruction given the paucity of trained teachers, the lack of teacher training programs, the lack of appropriate instructional materials, and the absence of standardized tests to measure student progress and achievement” (Walton, 1993, p. 1).

In response to these and other challenges, the Japan Foundation was established in the US in 1993. The Japan Foundation with support from the Japanese government and the private sector promotes mutual understanding between Japan and other countries through 21 offices throughout the world, including two in the US (Japan Foundation, 2011a). The Japan Foundation provides comprehensive assistance for Japanese language teachers in the United State through a series of competitive grants, as well as programs to sponsor Japanese arts and cultural events.

The Japan Foundation has awarded hundreds of grants to recipients within the US during the past 20 years. These grants have included teacher salary assistance programs, which cover up to two thirds of the cost of teachers’ salaries and benefits for three years, Japanese language teaching materials purchase grants, of up to \$1,000 per grant, tuition support for graduate programs in Japanese language and culture, long- and short-term teacher training programs, and professional development support programs (Japan Foundation, 2011b). In addition, the Japan Foundation cosponsors the annual Japanese

Language Proficiency Exam, offered the first Saturday of December in 11 cities across the US, which was taken by over 770,000 non-native speakers in 2009 worldwide (Japanese Language Proficiency Test, 2010).

The 2006 survey of worldwide Japanese language enrollment revealed that although Japanese language education had increased 26% worldwide since the last survey in 2003, enrollment in the US had declined 15% during this period (Japan Foundation, 2008, p. 6). The report speculated that the decline in the US was likely due to two factors related to the No Child Left Behind (NCLB) legislation. First, NCLB had required public schools to only hire licensed teachers to teach the core subjects, and second, public schools had tended to reallocate their budgets to enhance core subjects by reducing or eliminating elective courses (Japan Foundation, 2008, p. 10).

This was a time of heightened concern among the Japanese language teaching community in the US. Some individuals predicted that if a cycle of declining enrollment were not somehow stopped, the entire system could be “shut down” (Watanabe & Lin, 2008, p. 4). An article in the Japan Foundation’s periodical was entitled, “How to Save Your Japanese Language Program” (Lin, 2008a, p. 4). Responding to the bleak news of declining enrollment in the US, many Japanese language educators and interested observers began to underscore the importance of advocacy efforts.

Beginning in 2006, the Japan Foundation commenced several new initiatives in the US to strengthen Japanese language education. These included annual Japanese language education leadership workshops, designed to provide training for 5 to 10 individuals who are seen as potential leaders in Japanese language education, as well as

annual group-tour programs, which invite cohorts of 20 to 30 elementary and secondary school administrators to tour Japan for 2 weeks, learning about Japanese education, society, and culture (Lin, 2008b, p. 1, 2008c, p. 2). These initiatives not only sought to build mutual understanding between Japan and the US, but also to foster a stronger foundation for leadership and advocacy in Japanese language education in the US.

The importance of advocacy efforts continued to be a theme within the Japanese language education community, and was a common topic in the Japan Foundation's periodical, *The Breeze*. The Japan Foundation produced an "Advocacy Kit" and distributed it freely through their website and at state, regional, and national workshops and conferences. Lin (2010) noted that with the three biggest school districts in the nation, including ones in California, Illinois, and New York, looking at layoffs of 22,000, 17,000, and 15,000 employees, respectively, "foreign language teachers will be at the crosshairs of the school boards who are looking to find ways they can reduce spending during these difficult times" (p. 1).

In 2009 the Japan Foundation conducted another survey of Japanese language education, and found that not only had enrollment risen 23% worldwide since the last survey in 2006, the enrollment in the US had risen 20% during the same period (Japan Foundation, 2009, p. 4). The report also revealed shifts in the reasons given by students for studying Japanese. Whereas most students cited "job opportunities" in the 1991 survey (Jordan & Lambert, 1991, p. 63), the new survey revealed that most students cited, "Interest in learning Japanese language" as their reason for studying Japanese (Japan Foundation, 2009, p. 11).

The enrollment in Japanese language education at the secondary level has experienced periods of rapid growth, as well as periods of decline, during the past 25 years. The factors affecting these periods of expansion and contraction seem to have changed over time. Although American students seemed to be most interested in the Japanese economy in the 1990s, now they seem to be more interested in the Japanese language and culture itself.

### **Racial Discrimination and Japanese Language Programs**

A study of the history of Japanese language programs in the US would not be complete without a discussion of the role of racial discrimination. There are many examples of how racial discrimination negatively impacted students' opportunities for an education in the past, and like all non-English-speaking immigrants, the Japanese sacrificed much in order to assimilate into American society.

Once they had settled in the US, the Japanese and other immigrant groups, endured both individual and group discrimination. Although they were generally peaceful, law-abiding citizens, the Japanese were viewed with suspicion and contempt by many of their non-Japanese neighbors, jealous of their modest success in farming and fishing. Beginning in "1909 and continuing until after World War II, anti-Japanese bills were introduced into the California legislature every year" (National Park Service, 2004). In addition to first generation Japanese American immigrants being unable to gain citizenship, laws were passed severely restricting their ability to own property or obtain fishing licenses.

The most widespread act of anti-Japanese discrimination came with the forced internment of over 120,000 persons of Japanese descent during World War II. With the signing of Order 9066 by President Franklin D. Roosevelt, the lives of men, women, and children, mostly U.S. citizens, were abruptly and forever altered. This period of internment was marked by a surprising sense of compliance and social order. Aside from a few exceptions, the majority of the Japanese Americans moved quietly and quickly, answering the demands of their government. Many interned *Nisei* (second-generation immigrants from Japan) enlisted in the military at this time, and became part of the 442<sup>nd</sup> Regimental Combat Team, an all-Japanese unit, which is the “most decorated unit for its size and length of service in U.S. military history” (Japanese American Legacy Project, 2011). The resilience of the Japanese Americans’ sense of patriotism is remarkable. The national “Go For Broke” monument was unveiled in Los Angeles in 1995 to commemorate their service and sacrifice, and in reference to these soldiers, Major General Willoughby, General McArthur’s Intelligence Chief said, “The Nisei saved countless lives and shortened the war by two years” (Go For Broke National Education Center, 2012).

The many forms of racial discrimination against Japanese and Japanese-Americans may have an impact on the teaching of the Japanese language in US educational institutions. In spite of the increasing recognition of their importance, the current enrollment of all less commonly taught languages accounts for less than 3% of the languages being studied in US public schools (American Council on the Teaching of Foreign Languages, 2011). One wonders if this discrepancy might be explained at least in

part by lingering stigma attached to these languages by the white majority within the US.

### **Cultural Myopia and Less Commonly Taught Language Enrollment**

By most measures, enrollment in many of the so-called less commonly taught languages should be higher than their current levels. Far more people around the world speak these languages than the commonly taught languages. The economies of these countries are also ranked among the top, some growing at historic rates, such as China and India (Central Intelligence Agency, 2012). The future prospects for these countries are looking bright, but it seems the US is currently less than interested in building relationships that may help to secure its own future.

The primary reason for the low enrollment levels in many less commonly taught languages is perhaps the lack of qualified teachers, but racial discrimination may play a major role in the education systems' failure to value these programs enough to attract and retain these teachers. This is not an education system problem alone. Ask most Americans, and they may be surprised by the gap between school enrollments in the commonly taught languages and the less commonly taught languages. Then, they will likely assert that this gap reflects the economic realities. Here, again, they may be surprised to learn that the economic realities have shifted greatly in the last few decades. Next, they will likely say that it does not matter because English is the number one language being taught around the world, and that Americans need not worry about learning other world languages. Yet again, they may be surprised to know that learning English puts other countries at a great advantage in penetrating our markets, but being



ignorant of foreign languages and cultures puts us at a great disadvantage in marketing our products and services domestically and abroad, not to mention the other documented benefits of learning world languages.

Perhaps the primary characteristic of the attitude described in the preceding example is cultural myopia, or the lack of perception caused by the viewing of one's own culture as more important than other cultures in the world. To be fair, not all Americans exhibit this attitude, and cultural myopia exists to some degree in all cultures. Still, this attitude appears widespread in the US, perhaps encouraged by its status as sole superpower since the ending of the Cold War. Furthermore, it extends back far into our history. Colonial sentiments, which defined US internal and foreign relations for centuries, may still be evident in the many attitudes of individuals and institutional policies. For example, many US companies engage in business in foreign lands, exploiting cheap labor and new markets, often apparently without regard for the potential human and environmental harm.

### **Certification Challenges of the Less Commonly Taught Languages in America**

Proper certification has been identified as critical to the success of less commonly taught language programs (Brecht & Walton, 1994, p. 8; Jordan & Lambert, 1991, p. 181; Moore, 1992, p. 118; Star & Boisture, 1972, p. 28; Walker & McGinnis, 1995, p. 2). Still, there are many unique challenges in certifying teachers of the less commonly taught languages. These challenges, which are shared by all less commonly taught languages, mainly refer to underdeveloped support structures, such as the expertise base, research

tradition, dissemination mechanism, instructional materials, field assessment and feedback, and institutions committed to the field's long-term success (Brecht & Walton, 1994, p. 197). Most teachers of less commonly taught languages work in isolation, unable to collaborate on a consistent basis. Without critical support structures or collaborative opportunities, experts assert that, "no program can be mounted" (Brecht & Walton, 1994, p. 197).

Russian, the first less commonly taught language to be implemented into the American curriculum, lacked a coordinated expertise base and the mechanism for dissemination of best practices among the field (Star & Boisture, 1972, p. 21). As a less commonly taught language, Russian was not represented at national foreign language councils until the 1980s (Walker, 1991, p. 131). As such, Russian language teachers, neither benefited from, nor contributed to, the professional dialogue of foreign language teaching in the US.

Russian language education was widely implemented in high schools across the US following passage of the National Defense Education Act of 1958, but it showed the slowest growth among the five leading modern languages studied during the early 1960s, and it began declining sharply after 1968 (Star & Boisture, 1972, p. 10). Star and Boisture blamed a lack of interest and poor funding for declining Russian enrollment (p. 11). However, Russian's thorough lack of professional support structures should not be overlooked.

The field of Japanese language education in the US has also faced unique challenges in certifying its teachers, according to a study conducted by Jordan and

Lambert (1991, p. 181). This study found that most pre-collegiate teachers of Japanese were non-native speakers of Japanese, with teaching certificates in subjects other than Japanese (Jordan & Lambert, 1991, p. 177). As Walton (1993) noted, such rapid expansion was “straining the capacity of the secondary education system” (p. 1).

One measure of a field’s level of professionalism is the number of its credentialing institutions. In 1993 fewer than ten institutions of higher education offered Japanese teaching credential programs, but by 2000 that number had grown to 48 (Kataoka, Furuyama, & Yasuhiko, 2000, p. 1). Although there were far fewer than their Spanish and French teaching credential counterparts, this was a sign of significant growth in professional support structures. Still, this level of support was not in place until the field had been around for more than ten years, and nearly 300 Japanese teachers had already entered the public schools (American Council on the Teaching of Foreign Languages, 2000, p. 5).

Japanese language enrollment grew to over 50,000 by the beginning of the new millennium (American Council on the Teaching of Foreign Languages, 2000, p. 5). By this time the number of Japanese teaching credential institutions had grown to the extent that in most states where there was a K-12 Japanese language program it was possible to be certified as a Japanese teacher (Kataoka et al., 2000, p. 7). The results of a study at the time, however, revealed that these credential programs did “not seem to be satisfactory, given the needs of the teachers” (Kataoka et al., 2000, p. 7). For instance, although the Japanese language is considered harder for English speakers than Latin root languages, such as Spanish and French, “The requirements for Japanese teachers seemed to be

exactly the same as, or even sometimes less than, those of Spanish or French teachers in terms of the number of, and type of, courses” (Kataoka et al., 2000, p. 7).

In addition to preservice training, which is provided by the credential institutions, another critical need of professionals is inservice or professional development. These opportunities, however, were also lacking. One organization that oversees in-service professional development on a national level is the National Board for Professional Teaching Standards (National Board). The National Board began certifying inservice Japanese language teachers in 1993 (Tohsaku, 2003, p. 2). These standards of certification not only evaluate “knowledge about subjects and teaching skills, but also knowledge about their students, and behavior and disposition as a teacher” (Tohsaku, 2003, p. 2).

Since the National Board began certifying Japanese language teachers in 1993 the demand for this training has steadily increased, but at the same time, financial resources available for this training has diminished, “reflecting the state of the Japanese economy” (Tohsaku, 2003, p. 5). At that time it became more important for teachers and their communities to work closely together to ensure high-quality teaching of Japanese. In some communities, however, there was little provision for teacher professionalization, and thus teachers had to bear many of these responsibilities alone.

Between 2003 and 2006 Japanese language enrollment declined in the US by 15% (American Council on the Teaching of Foreign Languages, 2011). This has largely been blamed on the NCLB legislation’s requirements that schools only hire certified teachers, and on schools reallocating funding from elective budgets to core subject budgets (Japan

Foundation, 2008, p. 6). The Japan Foundation report pointed out this link between the declining student enrollment and inadequately certified teachers of Japanese (p. 6).

Now, with attention turning to Chinese, Arabic, and other critical less commonly taught languages, the role of certification perhaps cannot be overstated. Brecht and Walton (1994) have said that without it, “no program can be mounted” (p. 9). The recent history of Russian and Japanese both seem to underscore its importance. Language programs without crucial professional support structures, such as rigorous pre-service training and in-service development, may be consigned to always remain less commonly taught.

### **Conclusion of Literature Review**

This literature review began by examining the larger context of less commonly taught languages in the US. It was shown that student enrollments in these languages followed American attitudes, which generally responded to major world events, ranging from scientific and economic advances among foreign competitors, to terror attacks carried out against the US. Then, it considered the specific context of Japanese language education in the US, noting that although American students’ interest was at first focused on the Japanese economy, a shift has taken place, and that most students now exhibit a general interest in the language and culture of Japan itself.

Next, this literature review looked at the context of racial discrimination with respect to Japanese language education in the US. Given the importance of American attitudes when considering the driving forces behind foreign language enrollment trends, and given the long history of discrimination towards Japanese people in the US, it seems

reasonable that there is a connection between discrimination and low enrollment in Japanese language programs. Finally, it examined the studies that have focused on the challenges of becoming certified to teach a less commonly taught language.

### **Conceptual Framework**

This study employs a conceptual framework based on two bodies of literature, student interest and the teacher and principal relationship. These two lenses are used to analyze the data gathered in the interview process, and may help shed light on the reasons why some public school Japanese programs were more successful than others. This section introduces this dual conceptual framework. First, I describe the literature about student interest and its importance with regard to less commonly taught language program success. I then consider the literature about the teacher and principal relationship, and similarly, its connection to successful less commonly taught language programs.

#### **Student Interest**

**Introduction.** Student interest plays an important role in elective course selection and student success. This section discusses the literature that asserts that student interest, as opposed to perceived difficulty or other factors, is regarded as the most important predictor of course selection. Next, it discusses the literature that demonstrates an association between student interest and high levels of motivation and achievement. It then describes the literature that outlines the factors that contribute to student interest. Finally, it discusses the importance of understanding student interest in promoting school

success.

**Student interest as a predictor of subject choice.** Student interest is widely researched as a critical predictor of subject choice (Beggs, Bantham, & Taylor, 2008; Carmichael, Callingham, Hay, & Watson, 2010; McPhan, Morony, Pegg, Cooksey, & Lynch, 2008; Stewart-Strobelt & Chen, 2003). The subjects of these studies ranged from marketing to mathematics, from foreign language to international business. The common theme among all of these studies was the demonstrated link between student interest and subject choice.

Ackerman and Gross (2006) studied the effect of choice given to marketing majors in course selection. They examined how differing levels of choice can effect both perceptions of, and feeling about, course options. It was found that the impact of choice on the students' preference for courses depended on the level of interest that students had in the courses available (Ackerman & Gross, 2006, p. 72).

Beggs and colleagues (2008) studied the process by which students choose their major in college, "a decision that research has shown to be the most frequently identified life regret for Americans" (p. 381). They looked at "sources of information and influence," "job characteristics," "fit and interest in the subject," and "characteristics of the major/degree." It was found that students rated, "fit and interest in the subject" as the most important factor when considering a college major (p. 389).

Given that "student interest is known to be a predictor of subject choice" Carmichael and colleagues (2010) studied students' interest in statistical literacy in order to find ways to increase student enrollment and success (p. 9). The researchers developed

and evaluated an instrument for measuring student interest in statistical literacy, with the objective of gaining a better understanding of student interest and developing interventions aimed at increasing student enrollment in these courses (p. 9).

McPhan and colleagues (2008) studied the troubling trend that “capable students are not choosing to take higher-level mathematics in the senior year of schooling” (p. 6). The researchers surveyed teachers and career professionals regarding their perspectives on four major contributing factors, including “school influences,” “sources of advice influences,” “individual influences,” and “other influences” (p. 7). Their study reports that “individual influences,” including student interest was perceived as having the greatest impact on students’ decision making (McPhan et al., 2008, p. 7).

Stewart-Stobelt and Chen (2003) examined the reasons given by students for choosing the particular high school foreign language class. The choices given to the students included “interest in the language and culture,” “family heritage,” “career advantages,” “friends in class,” “parents’ preference,” “like teacher,” “perceived ease of learning the language,” and “counselor’s advice.” (p. 163). This study found that “interest in the language and culture” was the most important factor in students’ choices of a foreign language elective, followed by “career advantages” and “perceived ease of learning the language” (Stewart-Stobelt & Chen, 2003, p. 163).

Numerous studies have examined student interest with regard to subject selection. Some researchers are interested in increasing enrollment in subjects that are identified as having lower than desired enrollment. Some researchers appear to be interested in predicting enrollment in order to support schools and colleges’ strategic planning. One



finding common among most of these studies is that student interest is the most important factor affecting subject selection.

**Linking student interest to motivation and achievement.** Many studies have examined the link between student interest and achievement (Abrantes, Seabra, & Lages, 2007; Flowerday & Schraw, 2003; Schiefele & Csikszentmihalyi, 1995; Stewart-Strobel & Chen, 2003; Ward, 2006). These studies have compared student interest with other factors such as achievement motivation and scholastic ability, and student interest has repeatedly been shown to be one of the best predictors of student achievement. These studies are discussed briefly below.

Schiefele and Csikszentmihalyi (1995) investigated the link between student interest and achievement on four different subject areas PSAT, including mathematics, biology, English, and history. Among 208 “highly able” high school freshmen and sophomores the researchers studied the relationship of three factors and student achievement. The three factors were “interest,” “achievement motivation,” and “scholastic ability” (p. 251). The study revealed that “interest” was more accurate in predicting students’ PSAT grades than were “achievement motivation” or “scholastic ability” in all subject areas except for English (p. 251).

Abrantes and colleagues (2007) surveyed 1000 high school students regarding a set of factors that affect their perceived learning. These factors included “pedagogical effect,” “student interest,” and “learning performance.” (p. 963). The researchers found that “student interest is the primary influence on perceived learning, followed by pedagogical affect and learning performance” (p. 963).

Flowerday and Schraw (2003) examined whether or not giving students choices affects their learning efficiency. Eighty college students were given an academic task to perform; half of them were allowed to do it at their own pace, and the other half were paced by the researchers. Their research revealed that “even short-term choice can increase positive affective response” (p. 214). Flowerday and Schraw asserted that “allowing students to choose which classes they enroll in increases motivation and independence, which in turn increases a student’s cognitive processing and performance” (p. 214).

Stewart-Stobelt and Chen (2003) examined the reasons that high school students give for selecting foreign language classes. The subjects attended a high school in a medium-size city in western Washington. These subjects took a survey that asked them to rank the reasons they chose the foreign language class they were currently taking. In the literature review section the researchers stated that, “several studies have shown the importance of beliefs and attitudes for enrollment, success, and attrition rates in foreign language classes” (p. 167).

Ward (2006) compared the level of motivation of students in elective classes and required classes. The researcher considered several factors that affect the motivation of students, including grade level, gender, student choice, and class type (elective or required). Three hundred high school students participated in the study, and the results demonstrated that choice was the most important factor.

The data analysis provided results that indicate that students demonstrated a higher level of intrinsic motivation in elective classes than in required classes. Variables such as grade level and gender do have a main effect on intrinsic motivation, but fail to produce any statistical significance with regard to whether

the student is in a required or elective class. The most statistically significant variable was choice. The variable of choice was influential in affecting the level of intrinsic motivation. Allowing students to have choice in the class selection process will provide a greater opportunity for the student to demonstrate a high level of intrinsic motivation to be successful in the class. (p. 66)

Many studies have demonstrated a strong link between student interest and performance, as outlined above. These studies are generally focused on high school students, with a few focused on college students. They also look at alternate factors such as achievement motivation and scholastic ability, and student interest consistently correlates more positively than other factors. Next, I will describe the studies that have looked at the factors that contribute to increasing student interest in school subjects.

**Factors that contribute to student interest.** There are many factors that contribute to student interest in academic subjects. Research shows that student interest is most closely linked to the expected quality of learning, teacher characteristics, and ease of the course (Babad & Tayeb, 2003; Curran & Rosen, 2006; Nagy, Trautwein, Baumert, Koller, & Garrett, 2006; Smith, Feldswich, & Abell, 2006; Ward, 2006). The studies that describe the factors that contribute to student interest will be introduced briefly below.

***Quality of learning.*** Numerous studies point to the quality of learning as the most important factor influencing student interest in course selection (Babad & Tayeb, 2003; Curran & Rosen, 2006; Nagy et al., 2006; Wilhelm, 2004). Babad and Tayeb studied course selection as a decision making process among 1,000 college students, focusing on elective courses. Students were asked to rate the relative importance of three factors on their decisions of course selection, namely the expected quality of learning, teacher characteristics, and ease of course. Of these three factors, the quality of learning was

considered to be most important by the students (p. 384).

Wilhelm (2004) administered surveys to 120 undergraduate business majors, asking them to make hypothetical choices between classes, given a variety of characteristics. These characteristics included instructor evaluation, grading leniency, course usefulness, and assigned workload. It was found that students were four times more likely to choose a class where they have the opportunity to learn a “great deal” of knowledge even if the class required a lot of readings and assignments (Wilhelm, 2004, p. 24).

Curran and Rosen (2006) studied factors that influenced course selection in a university in the northeastern US. Based on the literature and focus groups they developed a survey that was administered to eight classes. This study found that, “classes with set expectations positively influence a student’s choice to enroll” (Curran & Rosen, 2006).

Nagy and colleagues (2006) examined the influence of gender on course selection of 1,150 high school students. The results revealed substantial differences based on gender for students in the 10<sup>th</sup> grade when selecting math and biology. Males scored higher on self-concept measures and selection of math courses, while female students scored higher on self-concept measures and selection of biology courses. In both cases, however, the students’ course selections were highly reflective of their stated future college aspirations (Nagy et al., 2006, p. 335).

***Teacher characteristics.*** Teacher characteristics are thought to be nearly as important as quality of learning (Babad & Taybe, 2003; Curran & Rosen, 2006; Smith et

al., 2006; Wilhelm, 2004). Babad and Taybe found that the preference of an instructor's lecturing style is very close to being as important as the quality of the content (p. 348). Likewise, Curran and Rosen found that students preferred courses that were taught by "teachers who are enthusiastic, well spoken, knowledgeable, caring, and helpful as opposed to instructors who are dry, inflexible, and unclear" (p. 142). Similarly, Smith and colleagues (2006) stated that if "instructors are inflexible and unclear, they are much more likely to be difficult to learn from, which is a major concern for students" (p. 5). Finally, Wilhelm found that student concerns about professors have a negative effect on enrollment, but these factors are not as important as perceived quality of learning factors (p. 23).

*Ease of the course.* The difficulty of the course is not the most important consideration, when compared with the quality of learning and teacher characteristics, but it still figures large in the minds of students (Babad & Tayeb, 2003; Smith et al., 2006; Wilhelm, 2004). All other things being equal, students tend to avoid difficult classes whenever possible (Babad & Tayeb, 2003, p. 389). Smith and colleagues (2006) noted that the greatest worries for high school students have to do with the difficulty of the teacher, the class, and amount of homework (p. 5). Wilhelm stated that the course workload had no significant influence on course selection in comparison with other major factors (p. 24).

**Importance of studying student interest.** A number of researchers have noted the importance of student interest with regard to student success in high school foreign language programs (Flowerday & Schraw, 2003; Marckwardt, 1948; Stewart-Strobel &

Chen, 2003). For instance, Marckwardt has stated,

Any decision of the specific objectives of the foreign language curriculum must take into account the impulses which lead students to elect these subjects, and that the content of the courses and the techniques of the classroom must be planned in accordance with the motives which are responsible for these studies. (p. 11)

Similarly, Stewart-Stobelt and Chen (2003) have affirmed, “As long as foreign language is an elective course in high schools, and as long as a variety of foreign languages are offered, it will be important to understand students’ choices and motivations” (p. 161).

Flowerday and Schraw (2003) had noted the importance of schools adapting to the needs of students, as this contributes to motivation, which in turn contributes to success, “which should be any teacher’s ultimate goal” (p. 214). Stewart-Stobelt and Chen were particularly interested in the study of less commonly taught foreign languages in American high schools. They noted,

Only by understanding the motivations and attitudes of students can educators begin to construct effective approaches that foster the study of foreign languages in general, and encourage the study of less commonly offered languages in particular. (pp. 161-162)

**Conclusion.** This section highlighted some of the salient studies regarding student interest and course selection. It was noted that student interest, rather than teacher characteristics or perceived difficulty, appear to be the most significant factor in regard to course selection. Next, I discussed the association between student interest and level of motivation and success. I then discussed the major factors that contribute to student interest, and finally, I highlighted the literature that emphasizes the importance of understanding student interest relative to course enrollment, motivation, and success.

## **Teacher and Principal Relationship**

**Introduction.** This section discusses the literature related to the teacher and principal relationship, and its effect on teacher engagement, school learning culture, and student achievement. First, I will discuss the emerging body of literature that highlights the importance of the teacher and principal relationship. I will next discuss the literature about how the school culture contributes to positive school outcomes. I will then consider supportive professional relationships and their contribution to school success. Next, I will consider how transparency and trust are essential to positive professional relationships in schools. Finally, I will discuss the literature that highlights the importance of strong principal support for the success of less commonly taught language programs.

**Importance of the teacher and principal relationships.** An emerging body of research highlights the importance of the teacher and principal relationship (Barnett & McCormick, 2004; Barth, 2006; Edgeron, Kristonis, & Herrington, 2006; Hallinger & Heck, 1998; Walsh, 2005). One researcher has stated, “The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else” (Barth, 2006, p. 9).

Barnett and McCormik (2004) investigated the link between leadership and school learning culture. Data were collected from a random sample of 370 teachers. The results suggested that “relationships between leadership and school learning culture did exist, and they highlight the importance of individual principal-teacher relationships in schools” (p. 406). Edgeron (2006) studied teacher and principal relationships, and stated,

Principals have the ability to improve teacher perceptions overall by simply attending to fundamental components inherent in quality relationships. As

teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom. (p. 3)

Hallinger and Heck (1998) reviewed studies on the measurable impact of principals on student achievement, which supported the belief among educators that principals contribute to school effectiveness and improvement (p. 157). They examined 15 years of research between 1980 and 1995 that considered what they termed the, “principal effect” on student learning outcomes, and they came to the conclusion that, “the relationship between leadership and student learning outcomes is mediated by school conditions, including purposes and goals, school structure, people, and school culture” (p. 187). Thus, the teacher and principal relationship was considered one important link between school leadership and student success.

Leithwood and Jantzi (1997) examined the effects of supportive approaches to leadership, often called transformational approaches, on effective school improvement initiatives. They surveyed 1,700 teachers and 10,000 students in a large school district, and asked questions about the effects of transformational leadership on organizational conditions and student engagement in schools. The results demonstrated, “strong significant effects of such leadership on organizational conditions, and moderate but still significant total effects on student engagement” (p. 112).

Leithwood, Jantzi, and Steinbach (2009) reviewed the literature related to leadership in schools, and transformational leadership in particular, and cited empirical evidence suggesting that transformational leadership contributes to a range of organizational outcomes including motivation, commitment, and capacity of teachers to



develop new approaches to education.

Walsh (2005) studied the teacher and principal relationship at three different schools in North Carolina, and found that not only did those relationships vary “greatly among schools and even among teachers at the same school,” but more interestingly, those relationships “affected student achievement” (p. 6). Further analysis from the data identified five factors common to teacher and principal working relationships, “a visible and involved principal, a supportive environment, the resolution of problems and conflicts, collegiality, and a caring principal” (p. 6).

From the literature outlined above, it would seem wise not to ignore the importance of the teacher and principal relationship with regard to school success. This relationship not only bears on the teacher’s motivation and engagement level, but also may affect the school learning culture, as well as student achievement. In the following sections I will outline more empirical studies that link the teacher and principal relationship to other school-level outcomes.

**School culture affects student achievement.** Many education researchers agree that some aspects of the school culture can make schools places where teachers feel good about their work, and a place where students are more motivated to learn (Deal & Peterson, 1990; Leithwood & Jantzi, 1997; Maehr & Anderman, 1993; Stolp, 1994). I will outline some of these studies below.

Deal and Petersen (1990) illustrated by five case studies the power of principals to affect school culture. Each of the five principals in the case studies used different approaches, but each was successful in shaping their school’s cultures, “using routine

work, dormant values, and critical events to mold a shared direction” (p. 35). They noted, “There is a delicate balance between a principal’s doing nothing and doing harm.... This balance is at the center of effective symbolic leadership and cultural change” (p. 14).

Fyans and Maehr (1990) looked at the effects of five aspects of school culture, including academic challenges, comparative achievement, recognition for achievement, school community, and perception of school goals. They surveyed 16,000 students in the 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grades in 820 public schools in Illinois, and found strong support for the proposition that students are more motivated to learn in schools with strong cultures (Fyans & Maehr, 1990).

Thacker and McInerney (1992) described a school improvement initiative, where an Indiana school district was trying to raise student achievement through improving school culture, and explicitly targeting the equal learning of all students within the district. Staff, parents, community, and students were introduced to the initiative, and test score improvements were seen throughout the district (Thacker & McInerney, 1992).

Maehr and Anderman (1993) noted that the school’s definition of learning can influence student motivation (p. 593). In this way, a school environment that, “stresses learning (task goals) would be more conducive to cognitive engagement and motivation than an environment that emphasizes demonstration of ability (ability goals)” (p. 593). Maehrer and Anderman advocated for schools’ changing their basic philosophical approach to reflect an emphasis on learning rather than ability. How schools do this, however, they feel should necessarily be left open-ended.

Stolp (1994) suggested that “healthy and sound school cultures correlate strongly

with increased student achievement and motivation, and with teacher productivity and satisfaction” (p. 1). He also highlighted the connection between school culture and relationships. “Cultural change by definition,” stated Stolp (1995), “alters a wide variety of relationships” (p. 2). In other words, school cultures affect school success, and the principal is essential to effectively shaping school culture.

Picucci, Brownson, Kahlert, and Sobel (2002) examined high-performing, high-poverty schools and found that they shared several common characteristics in their school learning cultures. In all cases, the principals had shaped a culture of what they called “equality and high expectations” through “dialogue, action, and symbolic gestures” (p. 38). In all of the high-performing schools they studied, the principals played pivotal roles in, “establishing, shaping, and maintaining positive school environments that enabled these schools to dramatically increase their student performance” (Picucci et al., 2002, p. 41).

**Transformative leadership contributes to school success.** Leithwood and Jantzi (2000) stated that “a significant challenge for leadership research is to identify those conditions likely to have direct effects on students and to inquire about the nature and strength of the relationships between them and leadership” (p. 114). Evidence has suggested that principals are in a unique position to influence school culture. Research suggests that supportive professional relationships among teachers and administrators, often termed transformational relationships, lead to positive outcomes for school learning culture and student success (Barnett & McCormick, 2004; Barth, 2006; Burns, 1978; Leithwood & Jantzi, 1997; Leithwood et al., 2009; Tschannen-Moran & Hoy, 2000).

Transformational leadership was first proposed by Burns (1978), who described it as a process whereby “leaders and followers raise one another to higher levels of morality and motivation” (p. 20). He stated,

These leaders seek to raise the consciousness of followers by appealing to ideals and moral values. They also motivate followers to transcend their own immediate self-interest for the sake of the mission and vision of the organization. In contrast, transactional leadership “occurs when one takes the initiative in making contact with others for the purpose of an exchange of valued things.” (Burns, 1978, p. 20)

Principals who are effective at using a transformational leadership approach personally set an example for others in the school community. Stolp (1994) stated,

The actions of the principal are noticed and interpreted by others as “what is important.” A principal who acts with care and concern for others is more likely to develop a school culture with similar values. Likewise, the principal who has little time for others places an implicit stamp of approval on selfish behaviors and attitudes. (p. 3)

Advocates of transformative leadership (Leithwood & Jantzi, 1997; Leithwood et al., 2009; Stolp, 1994) have cited empirical evidence that it contributes to a range of outcomes, including motivation and commitments, and improvements in school culture and student learning. Tschannen-Moran and Hoy (2000) linked principal behavior to teacher behavior by stating, “When the principal had a more collegial leadership style, teacher citizenship behaviors were more evident” (p. 441).

### **Transparency and trust as essential aspects of successful schools.**

Transparency and trust are critical aspects of relationships, both personal and professional. Researchers have demonstrated empirical links between various aspects of authentic leadership styles and positive school outcomes, including improved school culture and student success (Bird, Wang, Watson, & Murray, 2009; Byrk & Schneider,

2003; Tschannen-Moran & Hoy, 2000; Wang & Bird, 2001). In this section I will highlight some of these studies.

Tschannen-Moran and Hoy (2000) examined four decades of literature on trust and applied it to the relationships of trust in education. They stated that “trust is vital in the study of schools” because schools look after so many things, both tangible and intangible, that we care deeply about (Tschannen-Moran & Hoy, 2000, p. 548). They also noted that “evidence suggests that a high level of trust pays dividends for organizations” (Tschannen-Moran & Hoy, 2000, p. 572). Furthermore, “When relationships are embedded in an organizational context, the dimensions and dynamics of trust have a very real impact on the effectiveness and collective sense of efficacy of the organization” (Tschannen-Moran & Hoy, 2000, p. 581). They furthermore stated,

Trust is a critical factor as we consider school improvement and effectiveness. At all levels of the organization, trust facilitates productivity, and its absence impedes progress. Without trust, a student’s energy is diverted toward self-protection and away from learning. (p. 585).

Bryk and Schneider (2003) reported a study on 400 Chicago schools, showing the central role of trust in building effective educational communities. More than any workshop, retreat, or training, they concluded that trust in schools is built primarily through “day-to-day social exchanges” (Bryk & Schneider, 2003, p. 3). They asserted that the principal’s actions “play a key role in developing and sustaining relational trust” (Bryk & Schneider, 2003, p. 4). They summarized,

Good schools depend heavily on cooperative endeavors. Relational trust is the connective tissue that binds individuals together to advance the education and welfare of students. Improving schools requires us to think harder about how best to organize the work of adults and students so that this connective tissue remains healthy and strong. (p. 5).

Wang and Bird (2011) looked at principal authenticity and teacher trust and engagement in three county school districts in a southeastern state. They surveyed 900 teachers from 60 schools, and found that, “teachers’ perception of principal authenticity levels was highly related to their trust and engagement levels between and within schools” (Wang & Bird, 2001, p. 1). Teachers’ trust in their principals is related to principals’ capacity to handle complex situations successfully, as they noted,

A school principal is faced with many varied and complex situations on a daily basis. Coping with this triage-like working condition requires a certain degree of courage, confidence, and consistency of performance. This self-efficacy engenders trust amongst faculty and sets examples for teachers to follow in the pursuit of their responsibilities. (p. 5).

Barth (2006) further stated,

If the relationships between administrators and teachers are trusting, generous, helpful, and cooperative, then the relationships between teachers and students, between students and students, and between teachers and parents are likely to be trusting, generous, helpful, and cooperative. If, on the other hand, relationships between administrators and teachers are fearful, competitive, suspicious, and corrosive, then these qualities will disseminate throughout the school community. (p. 9).

**Less commonly taught language programs require highly supportive**

**principals.** Not only is the principal a critical player in the formation of successful school learning cultures, they are essential for successful less commonly taught language programs. Teachers in these programs often feel isolated because their programs are small and they are often the only teacher of their subject in their schools, and sometimes the whole district. For this reason, Watzke (1992) suggested the administrators’ support is needed as a new language seeks inclusion in the curriculum (p. 3).

One concrete thing that principals can do to help their less commonly taught

language programs succeed is make sure the school is embracing a policy of equity for all students. Watzke (1992) asserted that for less commonly taught language programs to “thrive at the secondary level, a philosophy of accessibility for all students must be reflected by the school district, school administration, and staff--from principals, counselors, and teachers to the students themselves” (p. 1).

Another thing that the principal can do is help parents, students, and counselors understand that studying a less commonly taught language is not any more challenging than any other academic course in the curriculum that students can choose from. Watzke (1992) argued,

Principals must work together to show students that these are not difficult languages. It may take longer to reach the same proficiency in a less commonly taught language than it took in a romance language, but students will not suffer academically because of this. Less commonly taught languages can be taught in segments easily managed. (p. 1)

Watzke (1992) pointed out that according to a 1991 survey conducted in Iowa high schools, the grades of students studying Russian “mirrored their grades in other classes” (p. 1).

Principals also need to lend a hand to teachers of less commonly taught languages. Watzke (1992) explained,

Establishing and teaching of a less commonly taught language should not fall totally on the teacher. Support from the district and building administration should first come in the form of goals, which may include the number of levels to be offered, and the minimum number of students needed to maintain the language. (p. 2)

Teachers can benefit from the instructional expertise that principals possess to help them build successful less commonly taught language programs. In these three ways, namely

encouraging equal access to all students, emphasizing that less commonly taught language classes are not necessarily more difficult than other classes, and offering instructional assistance, the principal can play a pivotal role in the successes of less commonly taught language programs.

**Conclusion.** This section discussed the literature about the importance of teacher and principal relationships. First, it discussed the emerging body of literature that highlights the importance of the teacher and principal relationship. Next, it considered the literature about how the school culture contributes to positive school outcomes. Then, it discussed supportive professional relationships and their contribution to school success. It discussed how transparency and trust are essential to positive professional relationships in schools. Finally, it discussed the literature about the importance of strong principal support for the success of less commonly taught language programs.

### **Conclusion of Conceptual Framework**

This section introduced the conceptual framework of this study, which is based on two bodies of literature, one regarding student interest, and the other regarding the teacher and principal relationship. These two lenses are used to help make sense of the study findings. First, I discussed the literature regarding student interest, which highlights how student interest is a primary predictor of course selection. Then, I consider the literature regarding the teacher and principal relationship, and how this relationship is critical to successful less commonly taught language programs.



## **Positionality**

My approach to the current topic is influenced by my background, having attended elementary school in Japan and later pursuing a career as a Japanese teacher. I attended junior high and high school in the US but have lived in Japan a total of 20 years.

I first started teaching Japanese in 1992 while I was still a university student. The principal from a local Utah junior high called the university asking them to recommend someone for a part-time job. My Japanese professor, who was the chair of the Japanese program, already knew I had an interest in teaching, and contacted me. That same day I spoke with the principal, and within a few weeks I was the new Japanese teacher at his junior high. Without any real prior teaching experience, I was suddenly the teacher of a class of approximately 30 junior high Japanese students. Although I spoke Japanese, I still did not know what I was doing as a teacher.

My teaching assignment started in January of 1992, as the previous teacher had resigned after one semester, leaving the opening midway through the school year. An administrator observed my class just once that year. The students appeared to enjoy class, and the following year enrollment doubled. I agreed to teach both classes in addition to my fulltime course load at the university. I was a Japanese major, working on my secondary education certification. Slowly, I was learning what to do as a teacher. I had several university observations, but no administrator observations the second year.

The third school year, enrollment in the Japanese program grew to around 90 students among three classes. I was completing course work at the university and would graduate at the end of the school year. It looked as if the position at the junior high might

work into a fulltime job. My minors were in art and computer science. I spoke with the principal, who was new that year, but he did not see any openings in those areas in his school and he said he could only offer a part-time position in Japanese. This led to a job search that eventually resulted in a teaching position at an international school in Tokyo, Japan. A few years later I learned that the Japanese program at the junior high had been eliminated.

I taught Japanese at a large international school in Japan for 10 years from 1996 to 2006. It was well known among international schools for using an American curriculum and for having a highly competitive compensation package. During this time I earned a master's degree in Japanese Pedagogy from Columbia University by enrolling in an intensive program that operated during the summer months at the university. The international school where I was working helped to support my education at Columbia University. I have also always been a member in the local and national professional associations of Japanese teachers, wherever I have lived.

Throughout my 20-year career, I have taught in Japanese programs at three different schools in both Utah and Japan. The first was a parttime position in Utah that was terminated a few years after I left. The second was a fulltime position in Japan, where I taught for 10 years. The third is one of only two fulltime programs remaining in Utah. Yet, this program too, after over 20 years is coming to an end.

Three years ago the administration informed me that my Japanese program would be phased out over the next 6 years in order to make room for a new Mandarin program. They also asked if I would introduce, and begin teaching, the new Mandarin classes in 4

years. My first response was amused disbelief. Although Japanese characters are based on Chinese characters, which I could read and write, the spoken languages are different. The administration assured me they were committed to supporting my study of Mandarin. As might be expected, this was a difficult decision, but in the end, I saw it as a terrific professional development opportunity, so I accepted the challenge.

Of the three Japanese programs I was a part of, two were eventually terminated—one due to the lack of a qualified teacher and one due to curriculum changes—whereby Japanese was phased out and Chinese was phased in. In the first case of program elimination, there is a clear link between highly qualified teachers and less commonly taught language program viability. In the second case, nonteacher-level factors appear to have played a role.

## **CHAPTER III**

### **METHODOLOGY AND ANALYSIS**

#### **Methodology**

##### **Introduction**

In this section I will describe the process that was utilized to gather the data for this study. I will first discuss the study design. I will then discuss the cases, and how they were selected for this study. I will next describe how the data was gathered. Finally, I will discuss the researcher's influence on the data.

##### **Study Design**

This study used a descriptive, multiple-case study design. Yin (2006) suggested that case studies should be used to answer how and why questions about contemporary events, over which the researcher does not have control (p. 8). This study seeks to understand how and why certain Japanese programs continue to exhibit staying power, while others have been eliminated. Given the complex and dynamic nature of teaching and learning, case studies have become popular among education researchers, which allow them to “retain the holistic and meaningful characteristics of real-life-events” (Yin, 2009, p. 4).

This study does not seek to generalize its findings to other cases. Yin (2006) suggested that although case studies cannot be generalized to other cases, they can be generalized to theory (p. 38). In this study, the theory is that student interest and the teacher and principal relationship were among the most important factors affecting

program success in this study. This proposition is informed by the conceptual framework, outlined in Chapter II.

### **The Cases**

The unit of analysis of this study is the Japanese language teachers of long-term programs of at least seven years. Since it includes more than one teacher interview, this is a multiple-case study. Many Japanese programs in Utah received initial financial support from outside the school district for a period of up to 3 years. Choosing 7 years as a minimum requirement for programs with staying power ensures that these programs are independent of outside support, and thus fully integrated into the schools.

It may have been relatively easy to implement a new Japanese language program in Utah schools during the past 20 years, especially with many outside sources of funding. Maintaining a program over the long-term, however, after seed grants have run out, is a different matter. In addition, the past 10 years have been particularly trying for Japanese programs, considering the faltering Japanese economy, shifting student priorities, and legislative obstacles such as NCLB.

The selection of samples for this study was not random, but purposeful (Patton, 2001, p. 230). With more than a dozen schools to choose from, I decided to select the schools with the oldest Japanese programs in Utah. For manageability, I studied four of the oldest Japanese programs with staying power, and two of the oldest Japanese programs that were eliminated. These programs that have been around the longest in Utah are perhaps the best candidates for yielding valuable data regarding the factors that contribute to Japanese program strength. As the secretary of the local association of

teachers of Japanese, I had regular contact with the teachers of Japanese throughout Utah, and was aware of which programs met these criteria. Table 1 describes the demographics of the teachers in this study.

### **The Data**

The data for this study were derived from 18 interviews with the six teachers of long-term Japanese programs in Utah high schools. The participants were interviewed three times each to collect the necessary data. The interviews were semistructured, and the interviewees were provided with a set of questions in advance (see Appendix B). The questions were open-ended, and designed to elicit the interviewees' experiences with their Japanese programs generally, their perceptions of themselves as professionals, and their opinions about what they regarded as the most important factors affecting their programs' successes and failures. The teachers were asked about their professionalism because previous studies had indicated that professionalism positively effects program success (Brecht & Walton, 1994, p. 8; Jordan & Lambert, 1991, p. 181; Moore, 1992, p. 118; Star & Boisture, 1972, p. 28; Walker & McGinnis, 1995, p. 2). The questions

Table 1

#### *Teacher Demographics*

Teacher	Gender	Race	Started teaching	Years of service	Teaching status
Terry Quinn	Female	White	1989	24	Teaching
Nathalie Day	Female	White	1991	22	Teaching
Sean Nelson	Male	White	1994	19	Teaching
Ted Bandai	Male	Japanese	1993	16	Not teaching
Umi Nichols	Female	Japanese	2004	9	Teaching
Ulysses Ivey	Male	White	1988	7	Not teaching

regarding professionalism were taken from the National Board's World Language Standards (see Appendix A). The participants' answers to these questions are summarized in the analyses of their interviews.

Each of the informants was asked the same basic questions, and then as the interview evolved, I prompted the informants to tell their own unique stories as fully as possible. The interviews were conducted via Skype and recorded with a built-in call recorder for Skype from Encamm Networks. This type of interviewing has been called "virtual interviewing" (Fontana & Frey, 2000, p. 666). Fontana and Frey suggested that the biggest challenges associated with this method are "establishing the interviewer-interviewee relationship" (p. 666). Given the fact that many Utah teachers live in faraway locations, and given the fact that I had already established a relationship with all of them, I was able to take advantage of the low cost and time savings, without compromising the quality of the data.

### **Researchers Influence on the Data**

I do not claim that the results of my interviews are objective reflections of the cases that were studied. It has been well documented that interviews are co-constructed between the interviewer and the interviewee (Fontana & Frey, 2000; Holstein & Gubrium, 1995; Mishler, 1986). The interviews were affected by me in many ways, such as my choice of questions, my background as a Japanese teacher, and my future plans to become a Mandarin Chinese teacher.

Because I have taught Japanese in the US and Japan for 20 years, the interviews were undoubtedly affected by my personal bias. I do not think this bias is necessarily a

bad thing. On the contrary, I believe my background as a veteran Japanese teacher provided me with valuable insights in asking questions related to my study. Furthermore, I have plans to teach Mandarin Chinese. Therefore, it cannot be said that I have a vested interest in the Japanese language programs over other world language programs in the curriculum. All language programs are important. I believe I was somewhat more objective towards the subject matter of this study due to my combined qualifications of veteran Japanese teacher and future Mandarin Chinese teacher.

## **Analysis**

### **Introduction**

In this section I discuss how the data were analyzed for this study. First, I discuss how the interviews were transcribed and coded so that the positive and negative factors of program success could be identified. I then discuss how the conceptual framework was applied to see how the cases in this study related to the constructs of student interest and the teacher and principal relationships. I next consider the sources of validity of this study. Finally, I discuss the limitations of this study.

### **Positive and Negative Factors, and Secondary, Descriptive Codes**

The analysis of this study began with a constant comparative method (Glaser & Strauss, 1967, p. 102). This allowed me to identify the positive and negative factors in the interviews, and group them into emergent themes. These emergent themes were given secondary, more descriptive codes, such as “student interest,” which were listed



according to its frequency of occurrence in the interviews, to help determine their relative importance to the study overall.

The descriptive codes were then gathered into common groupings, which helped to identify the three most prominent positive themes and the three most prominent negative themes of each interview with regard to their programs' successes and failures. Each of the three positive themes and negative themes were then elaborated with quotations and summaries from the interviews.

The three positive and negative themes from each interview make up a basic level of analysis for each of the teachers' programs. These three positive and negative themes were then juxtaposed against the level of success of each of these programs, which provides a second level of analysis of each of the programs in this study.

### **Linking Findings to the Conceptual Framework**

Beyond the identification of themes and juxtaposing them with the levels of success of each of the Japanese programs in this study, a third aspect of analysis is provided through the application of the conceptual framework. The conceptual framework has two parts, including the constructs of student interest and the teacher and principal relationship. The analysis of this study used this conceptual framework in order to view the interview themes in light of the relative levels of success of these programs.

In order to apply the lens of student interest, I asked the question: In what ways were the effects of the quality of student interest evident in the success or failure of this program? The notion of student interest was operationalized through three salient aspects

of student interest identified in the literature: Quality of instruction, teacher characteristics, and ease of the course.

In order to apply the lens of the teacher and principal relationship, I asked the question: In what ways were the effects of the quality of teacher and principal relationship evident in the success or failure of this program? The notion of the teacher and principal relationship was operationalized using three salient aspects of the teacher and principal relationship identified in the literature: school culture, professional support, and transparency and trust.

### **Validity of the Study**

Yin (2009) suggested that study validity comes from three main sources: construct validity, internal validity, and external validity (p. 40). Construct validity deals with the use of multiple sources of evidence, establishing a chain of evidence, and having key informants review their transcripts and analysis. This study uses multiple sources of evidence by including six different Japanese teachers, four from successful programs and two from programs that have been eliminated. The chain of evidence is established by linking the interview data with the conceptual framework. In addition, once the transcripts were typed and the analysis was completed, I gave copies to each of the informants, and sought their feedback.

The internal validity of the study was determined by pattern matching, explanation building, addressing rival explanations (Yin, 2009, p. 41). This study used grounded theory (Charmaz, 2006) to locate patterns and themes in the interview data. Next, it used these patterns to build an explanation for the successes and failures of the

Japanese programs under investigation. The explanations were also compared to the notions of the conceptual framework and program success. Without inferring a causal relationship between any of the themes and the outcomes of the Japanese programs, this study looked at rival explanations, such as a lack of interest among students, a lack of funding, or a change in priorities among school and district administrators.

External validity deals with “the problem of knowing whether a study’s findings are generalizable beyond the immediate case study” (Yin, 2009, p. 43). This study does not seek to apply the findings to other programs. Rather, this study generalizes the findings to the theory, or the proposition of this study, that student interest and the teacher and principal relationship are the most important factors of program success. Further research would be necessary to determine if the findings of this study could be replicated in other settings.

### **Limitations of the Study**

The main limitation of this study is that it cannot be generalized to other cases. It is limited to the six cases it examined in the study. However, it can be generalized to theory (Yin, 2009, p. 36). The theory, or proposition, of this study is that student interest and the teacher and principal relationship are the most important factors to the success of less commonly taught language programs. This proposition was developed within the literature review and the conceptual framework in Chapter II of this study.

## **CHAPTER IV**

### **FINDINGS**

#### **Introduction**

This chapter presents the findings of the study with regard to understanding the successful Japanese programs in Utah. First, it revisits the research question of this study, and then it presents a definition of program success, and explains the method used to analyze the interviews. Next, each Japanese program is analyzed with regard to the factors that had the greatest positive and negative effects on the programs. Then, the positive factors of the successful programs are compared, the negative factors of the unsuccessful programs are compared, and the overarching positive and negative themes of the successful programs and the unsuccessful program are compared, and conclusions are drawn. Next, the conceptual framework is applied to see what may be learned about the relationship between student interest and the teacher and principal relationship, and the success of the Japanese programs with staying power. Finally, this chapter presents the steps that were taken to ensure the validity of the study.

#### **Research Questions and Subquestions**

The research question of this study was, “Why and how have some schools been more successful than others at integrating less commonly taught language programs into the Utah curriculum?” This study divides the above overarching question into three subquestions.

1. What do the experiences of the teachers of Japanese programs with staying power tell us about the ways that less commonly taught languages might be successfully implemented into the schools?

2. What do the experiences of teachers of long-term Japanese programs that were eliminated tell us about the obstacles that may inhibit less commonly taught language programs from being successfully implement into the schools?

3. What are the similarities and differences between these teachers' experiences, and what can these things tell us about the state of less commonly taught language programs in the schools?

### **Program Success as a Function of Student Enrollment**

One important finding of this study is the notion that program success may be regarded as a function of student enrollment. For instance, insufficient student enrollment in two Japanese programs led directly to their elimination. Similarly, other teachers expressed concerns that insufficient student enrollment in their upper-level classes made it impossible for them to mount successful Advanced Placement Japanese courses. The teachers in all cases noted that student enrollment had a profound effect on their Japanese programs.

Met (1994) stated that students are a “frequently overlooked cohort of policymakers” (p. 154). This study affirmed this position. Likewise, it found that students played an active role in certain curriculum changes through their enrollment choices. As mentioned, in two cases the Japanese programs were eliminated due to low student

enrollment. In another case, a new Japanese program was started when large numbers of students registered for a first-year Japanese class, much to the administrations surprise, filling two classes in its first year.

This study found that some school districts have baselines for minimum enrollment, and they use these baselines in making curriculum decisions. For example, the programs in this study that saw enrollment in their first-year classes drop below 20 students were eliminated the following year, and the programs that maintained at least 20 students in the first-year classes have endured, some for over 25 years.

The relative strength of the six Japanese programs may be ranked in order of student enrollment. This ranking may serve as a visual organizer as the reader considers the school profiles and the teacher experiences, which are reported. Table 1 ranks the six Japanese programs in this study in order of student enrollment, based on the percentage of students at the respective schools who are enrolled in Japanese classes. Table 2 describes the schools in this study.

Table 2

*School Characteristics*

School	Japanese enrollment	School enrollment	Percent of enrollment	Status
1. Unison High School	136	1,930	7	Current
2. Indian Sky High School	50	800	6	Current
3. Xavier High School	75	1,430	5	Current
4. Northpoint High School	60	1,520	4	Current
5. Timber Lake High School	< 40	1,470	< 3	Eliminated 2009
6. Quail Ridge High School	< 40	1,720	< 2	Eliminated 1994

## **Program Analyses**

The next section presents a profile of each of the Japanese programs in the study, and then it analyzes the interviews with the teachers of these programs, focusing on the positive factors and the negative factors affecting the success of their program. Each of the six teachers in this study was interviewed three times. The first interview was used to gain a general sense of the teacher and his or her program, how it got started, and how he or she got involved in it. The school profile is designed to provide some context for the analysis that follows.

In order to analyze the data I used a constant comparative method (Glaser & Strauss, 1967, p. 102). First, I coded the three interviews of each of the six teachers, allowing positive and negative themes to emerge from the data. Every statement in the interviews was first coded as positive, negative, or neutral to the success of the Japanese program in question. Then, a second, more descriptive code was added to each of the positive and negative codes. These were grouped together to form the three major positive themes and the three major negative themes for each of the analyses. Each of the positive codes was listed according to its frequency of occurrence in the interviews, and was presented in a table. Likewise, each of the negative codes was listed according to its frequency of occurrence in the interviews, and was presented in a table.

The generalizable statements were grouped together, and they became the major themes. The positive and negative codes, the major positive themes, and the major negative themes are presented in Tables 4-51 (each are discussed and shown later in this chapter). These major positive and negative themes are then discussed, using supporting

statements from the interviews. The analysis of the six teachers' interviews is then linked back to the research questions. Finally, I draw conclusions based on the analysis of each of the programs in this study.

During the second interview of each participant, they were asked to rate themselves with regard the nine World Language Standards (See Appendix B). These questions were used because professionalism has been identified as critical to the success of less commonly taught language programs (Brecht & Walton, 1994, p. 8; Jordan & Lambert, 1991, p. 181; Moore, 1992, p. 118; Star & Boisture, 1972, p. 28; Walker & McGinnis, 1995, p. 2). The participants' self-assessment regarding their professionalism is reported Table 3.

The researcher was not interested in these self-assessments as a reliable measure of their professionalism. Rather, these questions served to prompt deep thinking and introspection among the participants. The researcher was more interested in the rich elaborations that followed the self-assessment regarding these questions. These

Table 3

*Teacher Self-Assessments*

Teacher	I	II	III	IV	V	VI	VII	VIII	IX	Average
1. Terry Quinn	10	6	8.5	7	10	10	10	10	10	9.1
2. Sean Nelson	8.5	7	7	8	9	8.5	8	9	10	8.3
3. Nathalie Day	9	6.5	7	6.5	8	8	7	7	5	7.1
4. Umi Nichols	8	10	10	9	10	10	9	9	10	9.4
5. Ted Bandai	8	8	9	8	9	8	9	7	8	8.2
6. Ulysses Ivey	8.5	5	5.5	7	9	8	8	5	6.5	6.9
Averages	8.7	7.1	7.8	7.6	9.2	8.8	8.5	7.8	8.3	



elaborations were then transcribed and became the basis for the codes and themes, the comparisons and explanations that made up the bulk of the remainder of the analysis. For convenience in reading Table 3, the nine World Language Standards are listed below.

- Standard I: Knowledge of Students
- Standard II: Knowledge of Language
- Standard III: Knowledge of Culture
- Standard IV: Knowledge of Language Acquisition
- Standard V: Fair and Equitable Learning Environment
- Standard VI: Designing Curriculum and Planning Instruction
- Standard VII: Assessment
- Standard VIII: Reflection
- Standard IX: Professionalism

The highest average self-assessment rating was for 8.8 for *Designing Curriculum and Planning Instruction*, and the lowest rating was 7.1 for *Knowledge of Language*. It is noteworthy that this was the lowest rating, even though the participants are all foreign language teachers.

### **School Analysis 1: Unison High School**

**Introduction.** In this section I will present an analysis of three interviews with Mrs. Terry Quinn, the Japanese teacher at Unison High School. First, I will present background information regarding Terry and the Japanese program at Unison High school. Then, I will discuss an analysis of Terry's interviews, focusing on the positive factors and the negative factors that had an effect on the success of the Japanese program. Finally, I will draw some conclusions, and link the analysis back to the research questions of this study.

**Japanese program profile, Unison High School.** Unison High School was located in Quigley, a city of approximately 120,000 residents. Quigley was noted for its

rapidly growing population, a large university, and close proximity to recreational areas. It had been featured on many national rankings over the years as one of the top cities in the country to live, work, and play. Quigley operated its own school district, and Unison High School was one of the high schools in the district.

Unison High School enrolled approximately 1,930 students in grades 9-12. It offered a wide range of academic programs, including 17 advanced placement classes and 21 concurrent enrollment college-level classes with one of two large universities located nearby. Unison was a 4A school in the state's five-division sports league, and it offered participation in 10 competitive sports, some of which regularly win state championships.

Mrs. Terry Quinn wanted to become a Japanese teacher from the time she served an LDS mission to Japan. "I felt very, very strongly about studying Japanese," she explained. So, when she returned, she immediately began studying at the university to be a Japanese teacher.

It was at that time that they were starting to pilot Japanese programs in high schools around the state, but they were only interviewing Japanese majors, so it was a good thing I was studying Japanese. With two years left until graduation, I interviewed at Baker High School, and the principal hired me.

Terry taught at Baker High School for the 1987-88 school year and then got a job at Unison High School the following year because it was closer to the university and the home where she was living at the time.

Terry began teaching Japanese in 1987, and she has taught Japanese consecutively for 25 years. Most of those years were spent at Unison High School, during two different periods of time, and for a few years while raising her family, she only taught online

independent study classes through the university. Even so, 25 years appears to be the longest consecutive Japanese teaching career in Utah and Terry is currently still teaching.

After Terry got her job at Unison High School, she, “checked with all the universities in Utah and none of them offered a Japanese teaching certificate.”

Consequently, she talked to the principal and he instructed her to “get a core subject endorsement.” She asked, “And you’ll keep me?” and the principal replied, “You bet.”

She explained, “The principal wanted to hire me as a history teacher part-time, so I could build the Japanese program from two classes to four classes.” So, Terry earned a degree in teaching history with a minor in Japanese. She was also instrumental in the process that led to the university offering the first Japanese Teaching major in the state.

Currently, this major is not being offered, but Terry is petitioning for its reinstatement.

In 1995 Terry began working for the university independent study program as their Japanese instructor. Over the years she developed 10 course curricula, four of which are still current, and one that earned the Distance Learning Distinguished Course Award from the University Continuing Education Association. Terry worked with many mentors over the years, and she attributes many of her accomplishments to her collaborations with these outstanding colleagues, including her world language department chair, a linguistics professor at the university, and a curriculum designer, who helped her with the independent study online courses.

Terry built the Japanese program at Unison High School from a part-time program with two first-year classes to a fulltime program with two first-year classes, one second-year class and one combined third and fourth-year class. She also teaches two AP

U.S. Government Classes. She likes to point out that although Unison had been a big part of her life, her interests include far more than teaching Japanese,

Two of my children graduated from Unison, and when I'm not teaching I love to travel. I've been to 41 of the 50 US, and I've been to 14 different countries on three continents. Places I'd still like to visit are: Florence, Italy, New Zealand, and Australia. I collect Swarovski crystal, and have been to the Swarovski factory in Austria.

Terry stopped teaching at Unison between 2000 and 2004 to focus on raising her four children. During these 4½ years, however, she did not stop teaching her independent study courses through the university, and she never let her teaching certificate expire. Several teachers tried to fill in for her, some even on a volunteer basis, in order to keep Japanese in the high school. But, the program finally discontinued in the 2003-2004 school year. The following year several parents contacted the school and found Terry. They requested that she begin teaching again, and they let the school know of their interest in reinstating the Japanese program at Unison. Terry had an interview with the principal, and in January 2005 she began building her old program again. For the past five years, she has been fulltime, teaching four classes of Japanese and two classes of American History.

Terry mused about the unusual ways that she entered and then reentered the teaching profession. "I didn't get into education through the regular door, and I didn't get back into education through the regular door, either." She continued, "It was always through an alternative avenue." Rather than getting letters of recommendation from former employers, "I got letters of recommendation from my principal and superintendent, when I was applying for my teaching certificate." She continued,

I always felt that I was supposed to teach Japanese, even though I don't consider myself the greatest Japanese student or the greatest Japanese teacher. But with the help of other people, I feel like I have become a good Japanese teacher, because of these experiences, because other people were out there helping me. I have been very successful, but I don't think I got there on my own. There was a lot of help there.

**Analysis of positive factors, Unison High School.** In this section I will present an analysis of Terry's interviews about her teaching experiences. I first present the major positive codes that were used to analyze her interviews (see Table 4). Then, I present the three major positive themes that emerged, along with the supporting statements from the interviews. The first major theme was that Terry felt that she benefited from mentoring

Table 4

*Positive Codes Used to Analyze Terry's Interviews*

Code name	Frequency	Code description
Knowledge of students	45	A reference by the teacher to her knowledge of students
Mentors	25	A reference by the teacher to individuals who mentored her
Knowledge of culture	24	A reference by the teacher to her knowledge of the Japanese culture
Designing curriculum	23	A reference by the teacher to her experience designing curriculum
Collaboration	20	A reference by the teacher to collaborating with mentors and others
Caring for students	20	A reference by the teacher to caring for her students
Funding	18	A reference by the teacher to funding for the Japanese program
Fair and equitable	17	A reference by the teacher to her fairness and equitability as a teacher
English Language Learners	15	A reference by the teacher to the advantages that some English Language Learners have in learning Japanese
Nontraditional path	12	A reference by the teacher to the nontraditional manner that she entered the teaching profession
Teaching multiple subjects	11	A reference by the teacher to the fact that she often taught multiple subjects

and collaboration in building successful programs (Table 5). The second major theme was that Terry felt her knowledge and acceptance of her students was critical to being an effective teacher and in developing a strong program (Table 6). The third major theme was that Terry felt that the success of her program was highly dependent on the support of the administration and colleagues (Table 7).

***Positive theme 1: Terry felt that her knowledge and acceptance of her students was critical in being an effective teacher, and in developing a strong program.*** In this section I will present six subthemes regarding teachers' knowledge of students, which Terry discussed in her interviews. First, I will discuss Terry's perception that effective teachers help the students feel safe and accepted in the classroom. Next, I will discuss her view that effective teachers know their students well. I will then discuss Terry's perception that teachers are more effective when they provide instruction that meets the various learning needs of the students. Next, I will discuss Terry's view that teachers are more effective when they help students make individual connections with the material

Table 5

*Terry, Positive Theme 1*

Theme	Supporting statements from the interviews
Terry felt that her knowledge and acceptance of her student was critical in being an effective teacher, and in developing a strong program.	<ul style="list-style-type: none"> <li>• Effective teachers help the students feel safe and accepted in the classroom.</li> <li>• Effective teachers know their students well.</li> <li>• Teachers are more effective when they provide instruction that meets the various learning needs of the students.</li> <li>• Teachers are more effective when they help students make individual connections with the material being learned.</li> <li>• Students for whom English is not their first language have different learning needs, and may require additional efforts to be effective.</li> </ul>

Table 6

*Terry, Positive Theme 2*

Theme	Supporting statements from the interviews
Terry felt that she benefited from mentoring and collaboration in building a successful program.	<ul style="list-style-type: none"> <li>• Terry benefited from working with mentors, who taught and modeled effective teaching practices.</li> <li>• Terry benefited from working with colleagues such as linguists and curriculum designers, who shared theoretical expertise and provided guidance and feedback.</li> <li>• Terry benefited from professional development experiences that were ongoing, long term, and connected to her day-to-day work.</li> <li>• Terry had strengths and weakness, but she grew as a teacher through participation in mentoring and collaboration.</li> <li>• Terry benefited from receiving encouragement to participate in professional development experiences.</li> <li>• Teachers who are successful have an obligation to mentor other teachers, and help them become successful.</li> </ul>

Table 7

*Terry, Positive Theme 3*

Theme	Supporting statements from the interviews
Terry felt that her motivation to become a teacher and her expertise had a positive effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Teacher motivation had a positive effect on the Japanese program.</li> <li>• Teacher cultural expertise had a positive effect on the Japanese program.</li> <li>• Teacher expertise in assessment had a positive effect on the Japanese program.</li> </ul>

being learned. Finally, I will discuss Terry's view that students for whom English is not their first language have different learning needs, and may require additional efforts to be effective.

*Effective teachers help the students feel safe and accepted in the classroom. Terry*

felt that it was highly important that teachers show acceptance toward their students.

When asked about what she regarded as the most important factor in her Japanese program's success, she responded, "Probably, first and foremost, I love my students. The students feel safe in my class, and they feel accepted." She went on to explain,

Because you get a lot of students who are just into *anime* (Japanese animation), and into certain fashions in the culture, and they are not socially accepted, a lot of them aren't, but they are always accepted in my class, and I don't allow them to say things like, "Shut up," and "You jerk," and we just called them *gomibako kotoba* (garbage can words), and I just set that up, and kids still do that, but I just call them out on it, just to try and get a feeling that they have a safe environment, where they can be accepted and they can learn.

*Effective teachers know their students well.* Terry felt that the next most important factor in the success of her program was her knowledge of her students. After explaining the importance of showing acceptance of students, she said, "Probably the next thing, then, is that I understand how the kids learn." She explained, "The reason is, if you don't understand your students, you don't know how to teach them, and you don't know how to get to them."

Terry said she did not know how she developed this ability as a teacher. She explained, "I don't know if it's something I've developed over the years or if it's something in my personality, I mean, I don't know how I got here." This is a gift she felt that she enjoyed in all of the classes she teaches. She said, "That is something that I have a sense about, even in my government classes." Terry assumed this was something that everyone had. She said, "I just thought every teacher had that, but as I talked to people, they don't."

*Teachers are more effective when they provide instruction that meets the various*



*learning needs of the students.* Terry said she recognizes that students have varying learning styles, and she said, “I’ve incorporated different learning styles into the way that I teach.” She elaborated,

So if they learn visually, I’ve got that. And, if they’re right brain learners, and they need to see pictures, or touch and feel, they can do that. Or, if they are left brain learners, and all they need is a list, I have that. And I’ve incorporated those kinds of things, so there is something for everyone who comes.

*Teachers are more effective when they help students make individual connections with the material being learned.* Terry said it is important for teachers to help students make connections. She explained, “I understand how kids learn, and I know how to make connections with the language, and what they have inside, especially students who speak English natively.” Terry has the students in mind when she plans for classes, and she tries to make the material relevant, “so the way I’ve designed the program attaches to what they know.” Terry seems to value the students equally with the lesson to be taught.

*Students for whom English is not their first language have different learning needs, and may require additional efforts to be effective.* Terry admits that although she feels highly effective with students for whom English is their first language, it is harder for her to teach her English Language Learners. She said she does not always understand, “how they make those connections to their first language.” When asked about how these English Language Learners do in her Japanese class, she responded, “It depends on what country they come from, so my Spanish speakers will do well to a certain point.” She continued, “And then after that point, I don’t know why, but I can’t connect with them anymore.”

Terry noted that, “In recent years, I’ve had a lot of Hispanic students take

Japanese, and their pronunciation is really good.” This success, however, is often short lived, because “In learning the hiragana, they get discouraged, and a lot of them drop out at semester.” Terry felt that learning the characters is very challenging for them, and she is not sure why. She explained, “The characters are hard for them. And I don’t know if it is a work ethic issue, I don’t know if it’s a culture issue, I don’t know if it’s a language issue, that’s one I have not put my finger on yet.”

Terry also observed that the grammar is challenging for her Spanish-speaking students. She elaborated,

They will go through about a year and a half, and somewhere in the conjugation of verbs, as we start adding extra conjugations in, they get the first few things, but as you get into all of those conjugations of verbs, they don’t conjugate verbs the same way in Spanish, and you have the masculine and feminine connection to the verbs, somewhere in that they get lost, and because I don’t know enough Spanish I can’t connect to that. After that I just can’t get through to my Spanish speaking kids. I have found that they are really good first year students.

The case is different for some students with other language and culture backgrounds. For instance, “Korean and Chinese students start to excel at that point.” She continued, “And once you can associate a kanji with a conjugation for the Chinese students, they explode.” Terry elaborated, “I don’t know Chinese and I don’t know Korean, but my son knows Korean, and he says the grammar patterns are very similar between Korean and Japanese, and then we have the character base with Chinese.”

Terry felt that knowing the needs of her students made her a better teacher. Sometimes she felt like she understood them well, as with her students who speak English natively. She said she had a harder time reaching her English Language Learner students. She said she still does not understand why some of them struggle. Even so,

Terry felt that understanding the learning needs of her various students makes her a more effective teacher.

***Positive theme 2: Terry felt that she benefited from mentors and collaboration in building a successful program.*** In this section I will present six subthemes, which Terry discussed in her interviews. First, I will discuss Terry's perception that she benefited from working with mentors, who taught and modeled effective teaching practices. I will then discuss Terry's view that she benefited from working with colleagues such as linguists and curriculum designers, who shared theoretical expertise and provided guidance and feedback. Next, I will discuss Terry's view that she benefited from professional development experiences that were ongoing, long term, and connected to her day-to-day work. I will then discuss Terry's perception that she had strengths and weaknesses, but she grew as a teacher through participation in mentoring and collaboration. Next, I discuss Terry's view that she benefited from receiving encouragement to participate in professional development experiences. Finally, I will discuss Terry's view that teachers who are successful have an obligation to mentor other teachers, and help them become successful.

*Terry benefited from working with mentors, who taught and modeled effective practices.* Terry's first mentor was her foreign language department chair. She mentioned him repeatedly in her interviews as a highly effective French teacher who took the time to help her. Terry remembered how he used the Standards of the American Council on the Teaching of Foreign Languages (ACTFL) in his teaching and testing. She recalled that when he gave assessments to his students, the tests were not arbitrary. "We used the

ACTFL guidelines,” she said. Terry has tried to emulate her mentor in this way throughout her career.

*Terry benefited from working with colleagues, such as linguists and curriculum designers, who shared expertise and provided guidance and feedback.* Terry also worked closely with a linguist at the local university and a curriculum designer, who helped her create online independent study courses that she taught. Terry was appreciative that she did not have to work alone on this project, “I just had a lot of help along the way to do it.”

It was hard work developing the tests for her online independent study courses. Terry recalled that the university standards were high, “and they made me write feedback for all my answers, so every answer that was wrong, I had to justify why I was putting that as a distractor, so it wasn’t just a random answer.” The hard work, however, paid off in the end, “They were good multiple choice tests.” This also had an effect on her teaching at the high school. She recalled the skills that she gained, “That isn’t something I had at first.”

*Terry benefited from professional development experiences that were ongoing, long term, and connected to her day-to-day work.* Terry contrasted the curriculum work she did with the experts at the university and the curriculum work she is currently doing in her district,

All the collaboration that we are doing in our district right now, where you match your goals with your lesson plans, and you work backwards, well I’ve already done it because I had to with the university. That probably took five years, you know, to move through that process, so we really had some great quality things.

Terry pointed out that her curriculum work had been ongoing and long term, unlike the

work that the district was trying to accomplish, and her results were also of higher quality. One of her online independent study courses had even won an award.

*Terry had strengths and weaknesses, but she grew as a teacher through participation in mentoring and collaboration.* Terry was proud of the things she had been able to do, but she was also quick to point out that they were a product of working closely with specialists, who shared their expertise,

I developed some cool things, but never by myself. I had the help of other people. I feel like I have become a good Japanese teacher because of these experiences, because of other people. None of these were ideas out of my own head. So there are some fantastic people who I've worked with.

For Terry, collaboration was a key to professional development, and she felt, that outside expertise was sometimes necessary in providing teachers with the right experiences. "It wasn't necessarily with the people in my own school; it was with the help of linguists, and instructional designers."

*Terry benefited from receiving encouragement to participate in professional development experiences.* Terry felt that her work with the university was beneficial to her work at the high school, but she admitted it was not always easy or interesting.

Particularly, the emphasis on documentation seemed tedious. Terry sometimes viewed all the work she put into the online grading as redundant, as well as grading her high school students each term.

I don't really care about data. I know if my kids are getting it or not getting it, and I don't need a piece of paper to tell me that. And yet my principal is interested in data, and my superintendent is interested in data, and the university is interested in data. So, I had to work with these people, and see if we could come up with something.

Terry felt that her work with the university caused her to change the way she approached

her work, “and it was a good change, it was a good professional move for me.” She felt that the work of her district in this regard was going slower, “It’s really hard for them because they don’t want to change.”

*Teachers who are successful have an obligation to mentor other teachers, and help them become successful.* Terry felt she benefited from her association with mentors and specialists, and that she had become a much better Japanese teacher over the years as a direct result of these interactions. Terry had played a leadership role in the Utah Association of Teachers of Japanese in the past, and perhaps felt that she had done her part. When she read some of the recent email messages, however, she felt the need to return and help out where she could,

I did it for years, but when I saw the email traffic, I realized we’d gone backwards, I felt like we were back in the 90s. There are still people who are new, and they are trying to figure out how to get to places we need to go. That’s one of the reasons why I decided to come back and help some of these people. Terry felt the need to help other teachers, because of the success she enjoyed and perhaps because she understood that successful teachers have an obligation to mentor and help other teachers become more successful.

***Positive theme 3: Terry felt that her motivation to become a teacher and her expertise had a positive effect on the Japanese program.*** I will present three subthemes, which Terry discussed in the interviews. First, I will present Terry’s view that teacher motivation had a positive effect on the Japanese program. I will then discuss Terry’s perception that her cultural expertise had a positive effect on the Japanese program. Finally, I will discuss Terry’s view that her expertise in assessment had a positive effect on the Japanese program.

*Teacher motivation had a positive effect on the Japanese program.* Terry felt that she “was always meant to teach Japanese.” Terry felt compelled to become a teacher, in spite of the fact that she did not consider herself the best Japanese teacher at first. She said, “I am not the greatest Japanese student or the greatest Japanese teacher there ever was.” And yet, Terry has grown to become a very successful Japanese teacher. Terry said, “When I was in Japan as a missionary, I really wanted to be a teacher.” She explained, “I felt very, very strongly about studying Japanese.” She went on, “So, I came home from Japan, and wound up at the university studying Japanese.”

Later, she learned there was no State certificate for teaching Japanese, so she petitioned the university to work with the State in creating a certificate for teaching Japanese, which eventually happened several years after she graduated. In the meantime, however, Terry’s principal told her to get a certificate in a core subject, and that he would hire her anyway. Terry earned a teaching certificate in history. Perhaps ironically, however, she was hired as a part-time Japanese teacher, and she did not teach any history classes for several years.

Later, Terry took a leave of absence to raise her children. At first there was another teacher who taught the Japanese classes, but the program was eventually suspended. About a year after the program was suspended, some parents approached Terry about restarting the Japanese program, and she agreed to do it. She explained, “I just feel like I was always meant to teach Japanese.”

Although Terry has taught many sections of history over the years, she does not feel the same about all of her classes. She explained, “I’ve always been the Japanese

teacher, first and foremost.” Terry entered education as a young Japanese teacher, and then after a leave of absence, she reentered education as an experienced Japanese teacher. Of necessity, Terry has certified and taught in other areas, but it is not her main motivation. She explained, “I’ve always done the Japanese first.”

*Teacher cultural expertise had a positive effect on the Japanese program.* Terry felt that her cultural expertise had a positive effect on the Japanese program. This stemmed from her background in history. Asian history was one of her areas of focus at the university. She explained, “And in some of my electives I took the Asian culture classes and the Japanese culture classes.”

Terry felt that teaching Japanese culture is an important part of a Japanese language class. She said, “So I do a lot of cultural things, and I’ll link everything, because for me the language ties directly to the culture.” Particularly for a language like Japanese, Terry felt that it was imperative to teach culture. She explained, “If they don’t understand that basic culture as you’re teaching them language, they’ll just think in English, and go off on their merry way, and that would be pretty rude.”

Terry also felt that the students benefited from her attention to cultural aspects in her classroom. She said, “I have lots of things about the culture, famous things in Japan, cultural things, and I have most of my dolls that I purchased in Japan.” She was particularly thinking about students with attention difficulties, for whom her classroom might be especially engaging. She explained, “My classroom is full of visual things, so that if I have an ADD student, and they’re not into the lesson, everywhere they look, they’re consumed with Japanese.”



*Teacher expertise in assessment had a positive effect on the Japanese program.*

Terry felt that her expertise in assessment had a positive effect on the Japanese program. Early on in her career she worked for the university independent study program, where she received training in writing curriculum and assessment. She said, “I took some classes on writing multiple-choice tests, and that took a lot of work and time and training to get to that point.” But, the results have been positive. Terry explained, “I have some cutting edge things, and I’ve been very successful.”

Terry was not interested in assessment for the data or what it tells her about her students. Terry said, “I don’t really care about data.” She continued, “I know if my kids are getting or not getting it, and I don’t need a piece of paper to tell me that.” There were other reasons, however, why Terry benefited from her expertise in assessment. She said, “My principal is interested in data and my superintendent is interested in data, and the university is interested in data, so I had to work with these people.” So, Terry worked to provide the data needed by her principal, and others.

**Analysis of negative factors, Unison High School.** In this section I will present an analysis of the negative factors that Terry felt had the greatest effect on the Japanese program. I will first present the major codes that were used to analyze the negative factors that Terry discussed in her interviews (see Table 8). Then, I will present three major themes that emerged along with supporting statements from the interviews. The first major negative theme was that Terry felt that teaching groups of students with vastly different learning needs in the same classroom had a negative effect on the Japanese program (Table 9). The second major negative theme was that Terry felt that the lack of

Table 8

*Negative Codes Used to Analyze Terry's Interviews*

Code name	Frequency	Code description
Special needs students	38	A reference by the teacher to teaching special needs students together with other students studying Japanese
Unmotivated students	19	A reference by the teacher to teaching unmotivated students together with other students studying Japanese
Lack of support from counselors	19	A reference by the teacher to the lack of support from the school counselors
English language learners	18	A reference by the teacher to teaching English Language Learners together with other students learning Japanese
Lack of support from the administration	18	A reference by the teacher to the lack of support from the administration
Lack of knowledge of language	11	A reference by the teacher to her lack of knowledge of the Japanese language
Certification requirements	10	A reference by the teacher to the various requirements for becoming certified to teach Japanese
Challenge with certification	9	A reference by the teacher to challenges she has faced when trying to become certified to teach Japanese
Combined classes	9	A reference by the teacher to the fact that she sometimes teaches several levels of Japanese within the same classroom
Competition among elective classes	9	A reference by the teacher to competition among elective classes, including Japanese, for student enrollment
Lack of teaching experience	5	A reference by the teacher to the beginning of her career when she lacked teaching experience
Race, ethnicity, and other background factors	5	A reference by the teacher to the effect that race, ethnicity, and other background factors had on the Japanese program

Table 9

*Terry, Negative Theme 1*

Theme	Supporting statements from the interviews
Terry felt that teaching groups of students with vastly different learning needs in the same classroom had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Teaching unmotivated students together with other students who are motivated placed a burden on the program as a whole.</li> <li>• Teaching groups of special needs students together with other students who do not have special needs negatively affected the progress of the program as a whole.</li> </ul>

support from the administration and counselors had a negative effect on the Japanese program (Table 10). The third major negative theme was that Terry felt that several challenges associated with less commonly taught languages, including certification problems, had a negative effect on the Japanese program (Table 11).

***Negative theme 1: Terry felt that teaching groups of students with vastly different learning needs had a negative effect on the Japanese program.*** I will present two subthemes, which Terry discussed in her interviews. First, I will discuss Terry's perspective that teaching unmotivated students together with other students who are

Table 10

*Terry, Negative Theme 2*

Theme	Supporting statements from the interviews
Terry felt that the lack of support from the administration and counselors had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• The lack of support from the administration had a negative effect on the Japanese program.</li> <li>• The lack of support from the school counselors had a negative effect on the Japanese program.</li> <li>• Competition among the elective classes had a negative effect on the Japanese program.</li> </ul>

Table 11

*Terry, Negative Theme 3*

Theme	Supporting statements from the interviews
Terry felt that the challenges associated with less commonly taught languages, including certification problems, had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Certification problems had a negative effect on the Japanese program.</li> <li>• The necessity of teaching multiple subjects had a negative effect on the Japanese program.</li> <li>• Teaching classes with ability groups made it difficult to build a strong Japanese program and help students achieve high levels of proficiency.</li> </ul>

motivated placed a burden on the program as a whole. Finally, I will discuss Terry's view that teaching groups of special needs students together with other students who do not have special needs affected the progress of the program as a whole.

*Teaching unmotivated students together with other students who are motivated placed a burden on the program as a whole.* Terry looks forward to meeting new students each year, and helping them make good progress, but she is also realistic in understanding that not all of them will be motivated to learn. She gave an example of a group of unmotivated students she is teaching this year. She said, "I have some kids that won't work." She explained,

I had an online test, and gave them a week to do it, and I probably had 15 kids out of 60 who didn't take it. They didn't even get on. And, most of their excuses were, "I was too busy" or "I forgot." And that doesn't hold any water for me. This was regrettable for the students who chose not to take the test, but their

choice also affected the class as a whole. When a quarter of the class is unable to proceed, it presents a serious challenge for the teacher. Terry decided to slow the whole class down. But, this option also has its drawbacks. She explained, "Because now they're all behind."

Terry regretted that so many of her students were unwilling to do the work. She explained, "I don't have any assessment on them, except no assessment." Terry felt that she knew why some of the students chose not to do the assignment. Terry said, "I know what they are doing in class, I know they are behind, that's why they didn't do it."

*Teaching groups of special needs students together with other students who do not have special needs negatively affected the progress of the program as a whole.* Terry remarked how she has students with a mix of ability levels in her classes. She said, "I

have sometimes really, really smart kids, and they like to put Special Ed kids in my class.” She explained her perplexity, “Special Ed kids in Japanese, what are they thinking?” So she asked the Special Ed supervisor and was told, “Because we know you’ll help them.” She continued, “We know you will make accommodations for those who want to be there, and you allow them to be there, and help them succeed at the level they can succeed.” Terry’s response was revealing, “If they are willing to trust me with those kids, I’ll do everything I can to get them where they can be within the framework of their ability.” Even so, this situation was difficult for Terry.

Terry tried to make accommodations for the Special Ed students in her class, but this was challenging. She explained, “That’s been really hard sometimes, because there are faster kids who get irritated with that.” Terry gave an example,

This one year, we had independent high school in our district, and usually the kids who weren’t passing in math, reading, and science, went to independent high school. Then we had some changes in our district and independent high school wouldn’t take any Ninth Graders, just Ten, Eleven, and Twelve. So, they brought all the Ninth Graders to our school, even the ones who couldn’t read and write, and couldn’t do English, math, or science. And they gave them a specialized English class, so there were like 15 in a class, so they could learn to read better. Anyway, I had 7 of these kids in my Japanese class. They couldn’t read English, they couldn’t write very well, they couldn’t compute in math, and they put 7 of them in my Japanese class, and I said, “What are you guys thinking? If they can’t do this in English, why are you putting them in a Japanese class?” And, you know what they told me was, “We know you will work with them.” And that was a really hard year. We went slower, than any other year because I did, I had to stop and work with them. We still accomplished basic things, but we couldn’t do all the vocabulary that we did in a regular year, but we still got in the grammar principles, we got the basics. We got the tenses, but it was slower because they put kids in my class that couldn’t read and write.

***Negative theme 2: Terry felt that the lack of support from the administration and counselors had a negative effect on the Japanese program.*** I will present three

subthemes, which she discussed in her interviews. First, I will discuss Terry's perspective that the lack of support from the administration had a negative effect on the Japanese program. Next, I will discuss Terry's view that the lack of support from the counselors had a negative effect on the Japanese program. Finally, I will present Terry's view that competition among the elective classes had a negative effect on the Japanese program.

*The lack of support from the administration had a negative effect on the Japanese program.* Terry had four principals during the 25 years she has taught Japanese. During that time she said, "There were certain principals who didn't support it, and so when a principal didn't support it, it was interesting the location they put me in the school." Terry explained, "The location probably had more effect on who took my program and who didn't." Terry felt that small things like room assignments, perhaps overlooked by the administration, can have a big effect on program success. In order to get more exposure and attract potential students she had to, "go to self-recruiting and sending letters, and things like that."

Several part-time teachers maintained the Japanese program during the years Terry was away from the school raising her family. Then, there was one year when there were no Japanese classes at all. That year she was teaching Japanese after school, and the principal was, "surprised by how many student I had after school." With some encouragement from parents, Terry met with the principal and he agreed to opened registration for Japanese the following year. Terry thanked him for "letting us come back into the curriculum," because, "he was not going to let us." The principal's response was not encouraging, "Yeah, if it carries."

The principal was not interested in carrying Terry's Japanese class if the enrollment numbers were not high enough. Registration went well, however, and the principal was, "surprised that 60 students registered for the class." Terry was also pleasantly surprised, "so I don't know if it was word of mouth," but she was able to have two classes that year, and she has maintained large enrollments each year since. Student enrollment was a deciding factor for her administrators. Terry explained, "If I didn't have a student base, then I wouldn't have a program."

*The lack of support from the school counselors had a negative effect on the Japanese program.* Terry found that she was running into student enrollment issues in her third and fourth year classes. Her first and second year classes are always full because, "two years is looked upon well for state colleges and other colleges." There was a problem in the upper level classes that Terry brought to the attention of the school counselors,

As the students get to their junior, senior year I have competition with things like A cappella, Symphonic Band, Physiology, and Med-tech, that are only taught at certain times, so I went to the counselors last year, and I requested that my Japanese 3 and 4 not bump up against these classes, because I have a lot of kids who want to take them.

These classes had traditionally posed a challenge because they were scheduled at the same time as the third- and fourth-year Japanese classes, which the counselors may not have been aware of. Terry believed that if they could be scheduled at another time it would remove an unnecessary challenge to the upper level classes in her Japanese program.

Something that the school counselors perhaps did not realize was language

programs need to maintain large classes at the upper levels in order to mount successful honors and advanced placement programs. The counselors had not been supportive in their scheduling practices, however, “and that means I can’t have an AP program, because I can’t grow my program.” Terry felt that the school counselors did not understand that the students in these more rigorous courses cannot be combined with students in lower level classes and expect the same results. Upper level classes are usually combined to create classes with sufficient student numbers. This, however, does not promote an appropriate learning environment for students in those honors and Advanced Placement programs. “Because you can’t teach AP and another section at the same time, it doesn’t work, you can’t serve the students,” Terry explained.

Terry made a request to the school counselors, but they disregarded it, and they scheduled her Japanese class during the same block that many other classes that are popular among juniors and seniors were scheduled. “I lost students, because they had to choose A cappella or Japanese, and they already had their foreign language credit.” Terry felt this was unfair, “because they would never do that to the Spanish teacher or the German teacher.”

In spite of her efforts to grow her program, Terry felt that the school counselors favored some classes over others in scheduling, which had a negative effect on her program. The counselors scheduled Japanese 3 and 4 during the same block as several other popular classes for juniors and seniors, but they did not do this to the other languages. She requested that they schedule Japanese 1 and 2 in the same block as the classes that are popular among the juniors and seniors. The counselors disregarded her



request, however, and she felt like it affected her program. Terry stated, “I lost some fine, fine students.”

*Competition among the elective classes had a negative effect on the Japanese program.* When asked if she felt that competition had a effect on her program, Terry responded, “Yes, a big one.” She has maintained large first- and second-year Japanese classes, “but as students get to their junior, senior year, I have competition with things like A cappella, symphonic band, physiology, and med-tech, that are only taught at certain times.” She continued, “I lost students, because they had to choose A cappella or Japanese, and they already had their foreign language credit. So, that plays a big roll.”

Terry did not feel there was much competition among the foreign language programs for student enrollment. She explained, “We have 2,000 students at our school because we include our ninth grade.” Such a large school should be able to maintain several strong foreign language programs, was the implication. Terry went on, “We have two Spanish teachers, ASL, French, German, Japanese, and we now have two Chinese classes.” When asked if she felt a threat from the Chinese classes, she responded, “Some of my students went over to Chinese, but not a whole lot, so that was good.”

***Negative theme 3: Terry felt that the challenges associated with being a less commonly taught language had a negative effect on the Japanese program.*** I will present three subthemes, which she discussed in her interviews. First, I will discuss Terry’s view that certification problems had a negative effect on the Japanese program. Next, I will discuss Terry’s perception that the necessity of teaching multiple subjects had a negative effect on the Japanese program. Finally, I will discuss Terry’s view that

teaching classes with combined ability groups makes it difficult to build a strong Japanese program and help students achieve high levels of proficiency.

*Certification problems had a negative effect on the Japanese program.* When Terry was first hired as a Japanese teacher, the State was experimenting with putting Japanese in the high schools. When Terry went to get certified, however, she could not. Terry said, “There wasn’t a State teaching certificate in Japanese.” Terry’s principle told her to get certified in a core subject area, which she did. Terry then petitioned her university to work with the State in developing a certificate for teaching Japanese. Terry explained, “I graduated in August of ’91 and that didn’t go into effect until April of ’92.” This Japanese teaching major at the university was subsequently dropped. Currently there are no universities in Utah that offer a Japanese teaching credential.

According to email correspondence between the researcher and Utah high school principals, Utah schools seem restricted to hiring only certified teachers, and many have expressed an interest in hiring Japanese teachers. This becomes problematic, however, when the State’s universities do not have a program for earning Japanese teaching credentials. This in turn may have a negative effect on Japanese programs in Utah, because as veteran teachers retire, there are no new teachers to replace them. The concern is that many Japanese programs that exist now in Utah may no longer be there when the current generation of Japanese teachers retire.

*The necessity of teaching multiple subjects had a negative effect on the Japanese program.* In order to work fulltime Terry had to take on additional teaching responsibilities. She currently teaches two AP government classes in addition to three

Japanese classes. In the past she has taught a range of other classes. She explained, “There was one point where I taught an ESL history, US history, ESL geography, regular government class, and now AP government.” Terry commented, “Yeah, it’s kind of crazy.”

Terry felt that the extra classes took her focus away from her main objective. She said, “I’ve always been the Japanese teacher, first and foremost.” Even if she only taught Japanese, she would have multiple preps each day because she is the only Japanese teacher with up to four different levels. Adding one or more additional preps puts an even greater strain on her time and energies as a teacher.

*Teaching classes with combined ability groups makes it difficult to build a strong Japanese program and help students achieve high levels of proficiency.* Terry teaches Japanese 1 through 4, but she combines Japanese 3 and 4 into one class, mainly because of lower enrollment numbers in those courses. Terry felt there were some benefits and drawbacks of combining courses in this manner.

Terry felt that one of the benefits of combining courses was simplifying her workload. She has four preps, teaching two AP Government classes and three Japanese classes. She explained, “I’ve tried to combine 3 and 4 together, and that’s easier to do.” Terry went on, “I’m doing something new with them this year, just trying to eliminate one prep for myself.” In other words, she is also combining the preparation for her Japanese 3 and 4 classes. She explained, “That’s still four preps.”

Terry felt that one of the drawbacks of combining the Japanese 3 and 4 classes is that it did not allow her top students to develop in their language proficiency. Terry

explained, “With a combined 3 and 4, I can’t have an AP program.” She went on, “You can’t teach AP and another section at the same time, it doesn’t work, you can’t serve the students.” For Terry, the major drawback of teaching a combined Japanese 3 and 4 was not being able to grow her program, and provide an AP level class for students.

**Summary of school analysis, Unison High School.** This study seeks to understand the factors that contributed to the success of the Japanese programs in Utah with staying power. It also seeks to understand the factors that had a negative effect on the Japanese programs that have been eliminated. The Japanese program at Unison High School was started in 1989, and with one exception during the 2003-2004 school year it has continued uninterrupted for 24 years. Although not the longest program in Utah, this program exhibits considerable staying power.

An analysis of the interviews with Terry revealed three major positive themes. First, Terry felt that her knowledge and acceptance of her students was critical in being effective, and in developing a strong program. Second, Terry felt that she benefited from mentoring and collaboration in building a successful program. Third, Terry felt that her motivation and expertise as a teacher had a positive effect on the Japanese program.

An analysis of the interviews with Terry revealed three major negative themes. First, Terry felt that teaching groups of students with vastly different learning needs in the same classroom had a negative effect on the Japanese program. Second, Terry felt that the lack of support from administrators and counselors had a negative effect on the Japanese program. Third, Terry felt that several challenges that are associated with less commonly taught languages, including certification problems, had a negative effect on

the Japanese program.

One conclusion that may be drawn from this analysis is that in spite of (a) the challenges of teaching groups of students with vastly different learning needs in the same classroom, (b) the lack of support from the administration and counselors, and (c) other challenges associated with less commonly taught languages, including certification problems, Terry's Japanese program was able to exhibit staying power. Furthermore, it may be concluded that Terry was able to do this based, at least in part, on (a) her knowledge and acceptance of students, (b) help from mentors and collaboration experiences, and (c) her motivation and expertise as a Japanese teacher.

### **School Analysis 2: Indian Sky High School**

**Introduction.** In this section I will present an analysis of three interviews with Mr. Sean Nelson, the Japanese teacher at Indian Sky High School. First, I will present background information regarding Sean and the Japanese program at Indian Sky High School. I will then present an analysis of Sean's interviews, focusing on the positive factors and the negative factors that had an effect on the success of the Japanese program. Finally, I will draw some conclusions, and link the analysis back to the interview questions of this study.

**Japanese program profile, Indian Sky High School.** Indian Sky High School was located in Indian Sky, a community of 14,000 residents. There as one high school, enrolling approximately 800 students, including students from the surrounding communities of Monty, Euclid, and Tungsten. Indian Sky, like many other communities, had experienced rapid population growth since the 1970s, and it had blended in

somewhat with neighboring Tyndale, with a population of 74,000.

Sean was raised in California, and moved to the Indian Sky area after college. He began teaching English and Japanese at Eugene High School in neighboring Tyndale in 1993. In 1997 he taught Japanese through the State's satellite Ed Net program from Eugene High School to Indian Sky High School. The next year he applied for an English teaching position at Indian Sky High School, "which was easily negotiated to include Japanese," and he transferred over from Eugene High School because he was living in Indian Sky at the time.

Sean became an increasingly busy teacher, and in 2005 he started teaching one class of Japanese at Indian Sky Middle School. Then, in 2009 Sean started teaching Japanese at Echo Canyon High School, in addition to Indian Sky High School and Indian Sky Middle School. Around this time the local junior college asked him to teach Japanese night classes, which he agreed to. Sean has taught Japanese at Indian Sky High School for 15 years, and he currently splits his time among four schools, teaching five secondary Japanese classes, two secondary English classes, and one junior college Japanese night class.

Sean attributes the longevity of his program at Indian Sky High School to the relationship he has developed with the administration over the years. He feels that the good relationship with the administration is based on his professional development. Sean took an alternate route to receive his Japanese teaching endorsement. In addition to taking a Japanese oral proficiency exam, he provided evidence of writing proficiency through a test given by the National Guard. This way, he was able to be designated a "Highly

Qualified” teacher in compliance with the No Child Left Behind requirements. Sean was also tasked as a part-time staff developer from 2005 to 2009.

Sean stated, “Something unique about the Utah demographic is the fact that many students have siblings who have served missions to Japan, and this is significant.” He continued, “This is not unique to my area only; you will probably find the same thing anywhere in Utah.” Still, he cautions, “This has not preserved some of the programs.”

Sean stated, “The single biggest challenge coming in is the Chinese, not the fact that it’s just another language, but that the Chinese government also helps to subsidize the program, so it’s a savings, obviously, for school districts that pick it up.” He continued, “I know that at Echo Canyon High School they tried to register enough students to carry a Chinese program, and were not successful.” Sean stated, “Now they have a bunch of Chinese immersion programs starting this year in the elementary and some in the intermediate.” “Even so,” he continued, “I think I will still have sufficient student interest to take it, even if these kids take Chinese in elementary immersion programs.” Regarding challenges to the Japanese program he said, “This is the only one that has given me concern.”

**Analysis of positive factors, Indian Sky High School.** In this section I will present an analysis of Sean’s teaching experiences. I first present the major positive codes that were used to analyze his interviews (see Table 12). Then, I present the three major positive themes that emerged, along with the supporting statements from the interviews. The first major theme was that Sean felt that teacher personality, including approachableness and knowledge of students, had a positive effect on the Japanese

Table 12

*Positive Codes Used to Analyze Sean's Interviews*

Code name	Frequency	Code description
Knowledge of students	18	A reference by the teacher to his knowledge of students
Fair and equitable	17	A reference by the teacher to his efforts to create a fair and equitable learning environment in his classroom
Workshops	11	A reference by the teacher to his efforts to attend workshops about teaching Japanese
Grant writing	11	A reference by the teacher to grant writing for support for the Japanese program
Curriculum design and lesson planning	11	A reference by the teacher to designing curriculum and lesson planning
Knowledge of language	10	A reference by the teacher to his knowledge of the Japanese language
Relationship with administration	9	A reference by the teacher to his relationship with the administration
Professionalism	8	A reference by the teacher to his efforts to be professional, including memberships in teacher associations
Appeal of studying Japanese	6	A reference by the teacher to his perspective that there are many reasons why studying Japanese is appealing to students
Japanese club	6	A reference by the teacher to the Japanese club in his school
Support from administration	6	A reference by the teacher to the support he feels from his administration

program (Table 13). The second major theme was that Sean felt that teacher continuity and his relationship with the administration had a positive effect on the Japanese program (Table 14). The third theme was that Sean felt that advocacy efforts and the appeal of the Japanese language and culture had a positive effect on the Japanese program (Table 15).

***Positive theme 1: Sean felt that teacher personality, including approachableness and knowledge of students, had a positive effect on the Japanese program.*** I will present four subthemes, which he talked about in his interviews. First, I will discuss Sean's view that gaining knowledge of students takes time, but is valuable, and had a



Table 13

*Sean, Positive Theme 1*

Theme	Supporting statements from the interviews
Sean felt that teacher personality, including approachableness and knowledge of students, had a positive effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Gaining knowledge of students takes time, but is valuable, and had a positive effect on the Japanese program.</li> <li>• Effective teachers are both rigorous and flexible.</li> <li>• Caring teachers are reflective and they respond to the needs of students.</li> <li>• Teacher personality and approachableness is important because students are the most important stakeholders in Japanese programs</li> </ul>

Table 14

*Sean, Positive Theme 2*

Theme	Supporting statements from the interviews
Sean felt that the teacher's continuity and relationship with the administration, based on professionalism, had a positive effect on the Japanese program.	<ul style="list-style-type: none"> <li>• The continuity of the Japanese teacher had a positive effect on the Japanese program.</li> <li>• A good relationship with the administration had a positive effect on the Japanese program.</li> <li>• The professionalism of the teacher had a positive effect on the Japanese program.</li> <li>• Workshop attendance and learning from other teachers had a positive effect on the Japanese program.</li> </ul>

Table 15

*Sean, Positive Theme 3*

Theme	Supporting statements from the interviews
Sean felt that advocacy efforts and the appeal of the Japanese language and culture had a positive effect on the Japanese program.	<ul style="list-style-type: none"> <li>• The advocacy efforts of the Japanese club had a positive effect on the Japanese program.</li> <li>• The appeal of the Japanese language and culture to American high school students had a positive effect on the Japanese program.</li> <li>• Connections between Japan and LDS missionaries and their families had a positive effect on the Japanese program.</li> </ul>

positive effect on the Japanese program. I will then discuss Sean's perception that effective teachers are both rigorous and flexible. Then, I will discuss Sean's perception that caring teachers are reflective and responsive to the needs of the students. Finally, I will discuss Sean's perception that teacher personality and approachableness are important because students are the most important stakeholders in the Japanese program.

*Gaining knowledge of students takes time, but is valuable, and it had a positive effect on the Japanese program.* Sean felt that his knowledge of students had grown immensely with the advent of electronic progress tracking programs such as PowerSchool, which provide "historical grades and things like that, which I actually access fairly regularly." But as helpful as these things are, Sean also felt that these tools have limited usefulness when trying to gain knowledge about students, "I think there are more important things to a student than what show up in numbers."

Sean felt that many things were more important to understanding students than numbers, "and that only comes with time spent with your students." He felt that he had a much better knowledge of his students by the end of the school year. Sean also felt that with 175 students there were certain types of student knowledge that were important and others that were not. Indeed, he felt that a perfect knowledge of students was not only impossible, but also impractical. He explained, "I don't aspire to that."

*Effective teachers are both rigorous and flexible.* Sean felt that he was fair because he admitted all ability levels of students into his program, including Special Education students. But, he also felt it was important to challenge students no matter where they were at, to push themselves in appropriate ways, "I've been trying to cut less

slack, actually, for some of those kids.” He elaborated, “I think that it’s important to maintain a certain level of expectation and standards for anyone who chooses to be in the program.” Sean continued,

As far as making accommodations, I have found that if the student is willing to work and study, it doesn’t make any difference whether they’re Special Ed or not, if they require accommodations or not, if they are willing to work, and that’s not dependent on whether they’re Special Ed or not. And, I’m perfectly good with those students.

Sean found that there were even a number of students for whom English was not their first language who could excel in his class, “They are very welcome and have success.” The most important predictor of student success in his class was not natural ability to learn a foreign language, but willingness to work hard. Sean explained,

Where the students have a work ethic, it doesn’t matter whether they’re Special Ed or minority or low socioeconomic status. If they are willing to work, then I have no problem with flexibility, extra time, test retakes, and things like that. It’s not an issue for me.

*Caring teachers are reflective and they respond to the needs of the students.* Sean felt that being reflective was a sign of a caring teacher. He stated, “I’m a pretty reflective educator, I mean, I have never done the same thing twice.” He continued, “I use the previous years as a strong guide, but I’m always tweaking.” Sean then explained why he did this. He said, “I mean, teachers who care, and most of us do, not all of them, but teachers who care, I don’t know how they can get around it.” Sean was reflective by making adjustments to his teaching approach, according to the needs of his students. He was also responsive to his students in the way he respected their interests in Japanese pop culture, even though he did not share their interests.

Sean felt, “a little bit out of the loop on current pop culture,” such as *anime*

(Japanese animation), that some of the students in his classes were very much interested in. In fact, he said, “My kids tell me about anime and things like that, that I don’t really care much about, but that’s big, manga too.” Although he does not have a personal interest in those aspects of the current pop culture of Japan, Sean recognized its importance to some of his students. Sean also looked for other ways to provide cultural learning opportunities for his students.

Sean tried to recognize and accept the students’ interests in the Japanese culture in two concrete ways. First, Sean encouraged the students to organize Japanese clubs at school. Second, Sean sought for opportunities to take students to cultural festivals, speech contests, language fairs, and similar events. These are opportunities that students looked forward to, particularly because they might include opportunities to learn more about and share their interest in the current pop culture of Japan. Sean organized these opportunities in spite of his personal lack of interest in *anime*.

*Teacher personality and approachableness is vital because students are the most important stakeholders in the success of Japanese programs.* Sean felt that the teacher’s personality was the most important single factor in the success of his program. He explained,

I think from a student perspective, and they are the ones that have the major decision-making, for them it’s the personality. I think for parents and administrators it would be the professionalism, so I think it’s different for the different groups. I think parents will just acquiesce to whatever their students are interested in.

By this measure, Sean felt that the students were an important, perhaps overlooked, stakeholder in the curriculum of his high school. He elaborated, “I think they wield the

most power in making the decision whether they take Japanese.”

Sean described how the students at Echo Canyon High School influenced a curriculum decision. He explained, “I know that at Echo Canyon High School they tried the last couple of years to register enough students to carry a Chinese program, and were not successful.” As a result of insufficient student registration, Echo Canyon High School does not currently have a Chinese program. On the other hand, the Japanese program remains strong. This was one concrete example of the way that students have had a direct impact on the curriculum.

*Positive theme 2: Sean felt that the teacher’s continuity and relationship with the administration, based on his professionalism, had a positive effect on the Japanese program.* I will discuss four subthemes, which Sean described in his interviews. First, I will describe Sean’s perception that the continuity of the teacher had a positive effect on the Japanese program. I will then discuss Sean’s view that a good relationship with the administration had a positive effect on the Japanese program. Next, I will discuss Sean’s view that the professionalism of the teacher had a positive effect on the Japanese program. Finally, I will discuss Sean’s view that workshop attendance and learning from other teachers had a positive effect on the Japanese program.

*The continuity of the Japanese teacher had a positive effect on the Japanese program.* When asked about the most important factors of his program’s success, Sean alluded to his continuity as the Japanese teacher. He stated, “Well, I would say the one is, that I’ve been in place.” He explained, “We haven’t had a turnover of teachers, I think that is significant.” Sean felt that if there were teacher turnover, it might have led to the

elimination of the Japanese program.

Sean gave an example of a program being eliminated simply because a teacher left. He described the Japanese program at Eugene High School, where he had formerly worked. Sean explained that after he left Eugene High School there was a replacement for a short time. He stated, “There was someone for a year or two, and then that person left, and there wasn’t anyone after that.” This experience reinforced for Sean the fact that teacher continuity was a key factor in the strength of the Japanese program.

*A good relationship with the administration had a positive effect on the Japanese program.* Sean felt that his good relationship with the administration had a positive effect on the Japanese program. When asked about the factors that had the most positive effects on the program, one of the things he stated was, “The fact that I’m on good terms with my administration, based on my professionalism.” Sean felt that the Japanese program would have been easy to eliminate without this good relationships. He stated, “I think that it would have been easy to let the program fold.”

Sean felt that the good relationship he had with the administration provided them with an important perspective on the program. He stated, “I think just the esteem that I have developed with them had them view things in a positive light.” Part of this came from the fact that Sean had taught for many years. He stated, “My tenure at Indian Sky has kind of created a sense of being established, knowing what I’m doing.”

*The professionalism of the teacher had a positive effect on the Japanese program.* When asked about what single factor had the greatest impact on the success of his Japanese program, Sean initially hesitated. “I think it should be professionalism, but it

depends.” He continued, “I think for parents and administrators it would be the professionalism, but I think it’s different for the different groups.”

Sean considered professionalism to be one of his most important qualifications as a teacher. In other aspects, he may not have felt as highly competent. For example, with respect to his knowledge of language and culture, he said “as far as what I do for students who are taking the language for from one to three years, I’m adequate.” However, with respect to professionalism, Sean felt very sure of his qualifications. “And the fact that I’m on good terms with my administration,” he explained, “is based on my professionalism.”

*Workshop attendance and learning from other teachers had a positive effect on the Japanese program.* Sean felt that there were many advantages for teachers in attending professional workshops. Repeatedly throughout his interviews, Sean made reference to the many workshops he had attended, and their benefits to his Japanese program. One such workshop was a Japan Foundation one-week teacher workshop in Santa Monica, California. Sean was the teacher who wrote the grant that allowed many teachers from Utah to attend this 1-week summer workshop during the summer of 1993. When Sean was told by one of the teachers that this experience had been pivotal in their career, he responded, “Excellent, then it accomplished its purpose.”

On another occasion, Sean spent four weeks in Kyoto, Japan at a language training program, studying Japanese. The Utah National Guard paid for this program because Sean was working as a Japanese linguist at this time. Sean felt that this experience was very beneficial for the development of his Japanese language skills, which he continues to use today as a teacher.

Sean recalled attending a workshop at an Advanced Placement Annual Conference that helped him make several key decisions about his program. One of these decisions was selecting an appropriate textbook. Sean had attended the conference with an interest in the AP Japanese course and exam. After attending several sessions, he realized that schools needed approximately five years of Japanese in order to mount a program that would prepare students to be successful on the AP Japanese exam. He realized, “there was no realistic way of seeing that happen” at Indian Sky High School. “But what I did do” he explained, “I became knowledgeable about the books and the curriculum that these other schools with AP programs were using.” He explained further, “and so that helped to guide my purchase of texts, and what my school has ended up using.”

A few years after Sean attended the AP Annual Conference he was asked to teach Japanese night classes at Eugene College. Sean explained that the workshop helped prepare him for this challenge, “it gave me a pretty good understanding of where I could reasonably expect students to be after two or three years.” Sean felt that this experience helped him better understand his students, and helped him to, “see where they should be at a particular time.”

Sean felt that one of the things that he does differently from many Japanese teachers “comes from another teacher, who teaches in Hawaii, who developed her own curriculum.” Sean elaborated, “She teaches katakana before hiragana, and I since adopted that strategy as well.” He continued, “She’s developed extensive lessons just for students to learn and use kana that has been really good.”



As a result of Sean's professional experiences he feels confident in his, "ability to scaffold instruction and use appropriate activities." Sean acknowledged that every textbook has its limitations, and he does a lot of supplementing. Still, regarding the textbook he chose Sean felt, "really good about how that text has been put together," and that it "has an appropriate pacing."

*Positive theme 3: Sean felt that advocacy efforts and the appeal of the Japanese language and culture had a positive effect on the program.* I will discuss three subthemes, which he described in the interviews. First, I will discuss Sean's view that advocacy efforts of the Japanese club had a positive effect on the Japanese program. Next, I will discuss Sean's perception that the appeal of the Japanese language and culture to American high school students had a positive effect on the Japanese program. Finally, I will discuss Sean's perspective that connections between Japan and LDS missionaries and their families had a positive effect on the Japanese program.

*The advocacy efforts of the Japanese club had a positive effect on the Japanese program.* Sean gave an example of how the Japanese club helped to support his Japanese program. "At one of the schools I've had a fairly successful Japanese club." He continued, "I've had one for a few years at Echo Canyon, and it's gone well." He went on, "The students have kind of run with it, and created a presence in the school." It may not be coincidence that this was the school where they tried the last couple of years, "to register enough students to carry a Chinese program, and were not successful."

Sean felt that the Chinese program was a "direct threat" to his Japanese program. For this reason he felt that the Japanese club, which helped to generate excitement for

taking the Japanese class, also played a role in its success. At Sean's "main" high school, Indian Sky, there had not been as much interest among the students in starting a Japanese club. This seemed to be of little consequence, however, because the "enrollment is stronger here, where it hasn't seemed necessary to do that."

*The appeal of the Japanese language and culture to American high school students had a positive effect on the Japanese program.* Sean noted that student motivations for taking Japanese had changed over the years. In 1993 many students were interested in the business prospects for a person who could speak Japanese; however, this was never the major motivation. He explained, "I would say culture is a bigger thing now, but I would say it was always the major thing."

Sean felt that in spite of challenge and even some threats, the Japanese language and culture had sufficient appeal to American high school students to remain a vital option as a foreign language. Sean said, "There are lots of good reasons for having a strong Japanese program." Among these reasons he mentioned Japan's economy. He stated, "In many ways Japan is still stronger than China, when you look at per capita output."

Sean also mentioned some of the virtues that are often associated with the Japanese people, including their quiet compliance with the United State Government's forced relocation and internment during World War II. He stated he brings these things up when he teaches his students. He explained, "I like to bring in, at a certain time of year, some information about Topaz, and some of the positive things that Japanese were involved with during World War II." Sean felt that these aspects of Japanese culture had

appeal to American high school students.

*Connections between Japan and LDS missionaries and their families had a positive effect on the Japanese program.* When asked about the factors that had the most positive effects on the Japanese program, one thing that Sean mentioned was the connection between Japan and LDS missionaries and their families. Sean stated, “And this isn’t unique to my area here, the Utah demographic, where kids have had siblings who have served missions in Japan, that’s significant.”

For Sean this connection was significant, but it was not sufficient. He noted, “I think anywhere you go in Utah you could find that kind of deal, and yet that hasn’t preserved some of the programs.” Sean was making reference to some Japanese programs in Utah, which had been eliminated, in spite of the cultural connection between Japan and LDS missionaries and their families in many areas around Utah.

**Analysis of negative factors, Indian Sky High School.** In this section I present an analysis of Sean’s teaching experiences. I first present the major negative codes that were used to analyze his interviews (Table 16). Then, I present the three major negative themes that emerged, along with supporting statements from interviews. The first major theme was that Sean felt that the lack of a local Japanese community and cultural events had a negative effect on the Japanese program (Table 17). The second major theme was that Sean felt the new Chinese language programs, and funding from the Chinese government, posed a threat to the Japanese program (Table 18). The third major theme was that Sean felt the modest size of the Japanese program and the lack of advocacy efforts had a negative effect on the growth of the program (Table 19).

Table 16

*Negative Codes Used to Analyze Sean's Interviews*

Code name	Frequency	Code description
Chinese threat	22	A reference by the teacher to the threat of new Chinese programs in the district, and their potential impact on the Japanese program
Lack of Japanese cultural events	14	A reference by the teacher to the lack of Japanese cultural events
Modest size of the program	13	A reference by the teacher to the fact that Japanese enrollment was modest, which made it difficult to have an AP Japanese program
Absence of a Japan Trip	8	A reference by the teacher to absence of a Japan Trip component in the Japanese program
Lack of a Japanese community	8	A reference by the teacher to lack of a local Japanese community, and its effect on the Japanese program
Challenge of giving speaking assessments	8	A reference by the teacher to the challenge of giving speaking assessments in classes with 25 or more students
Lack of advocacy efforts	5	A reference by the teacher to the lack of advocacy efforts in one of his schools
Lack of Japanese pop cultural knowledge	4	A reference by the teacher to his lack of Japanese pop cultural knowledge
Lack of support from universities	4	A reference by the teacher to the lack of support from universities with Japanese programs
Modest support from administration	1	A reference by the teacher to the modest support he felt from the administration
Changing student motivations	1	A reference by the teacher to changing student motivations for studying Japanese

Table 17

*Sean, Negative Theme 1*

Theme	Supporting statements from the interviews
Sean felt that the lack of a local Japanese community and cultural events had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• The lack of a local Japanese community had a negative effect on the Japanese program.</li> <li>• The lack of local Japanese cultural events had a negative effect on the Japanese program.</li> <li>• The lack of support from universities with Japanese programs had a negative effect on the Japanese program.</li> </ul>

Table 18

*Sean, Negative Theme 2*

Theme	Supporting statements from the interviews
Sean felt that the new Chinese language programs, and funding from the Chinese government, posed a direct threat to the Japanese program.	<ul style="list-style-type: none"> <li>• The new Chinese programs posed a direct threat to the Japanese program.</li> <li>• The funding from the Chinese government gave the new Chinese language programs an unfair advantage over the Japanese programs.</li> <li>• Chinese immersion programs at the elementary and intermediate school level posed a future threat to the Japanese program.</li> </ul>

Table 19

*Sean, Negative Theme 3*

Theme	Supporting statements from the interviews
Sean felt that the modest size of the Japanese program and insufficient advocacy efforts had a negative effect on the growth of the Japanese program.	<ul style="list-style-type: none"> <li>• The modest size of the Japanese program impeded it from developing an AP program and hindered helping students achieve higher levels of proficiency.</li> <li>• Insufficient advocacy efforts at Indian Sky High School had a negative effect on the Japanese program.</li> <li>• The modest support from the administration had a negative effect on the growth of the Japanese program.</li> </ul>

***Negative theme 1: Sean felt that the lack of a local Japanese community and cultural events had a negative effect on the Japanese program.*** I will present three subthemes, which he described in the interviews. First, I will discuss Sean's view that the lack of a local Japanese community had a negative effect on the Japanese program. Next, I will discuss Sean's perception that the lack of local Japanese cultural events had a negative effect on the Japanese program. Finally, I will discuss Sean's view that the lack

of support from universities with Japanese programs had a negative effect on the Japanese program.

*The lack of a local Japanese community had a negative effect on the Japanese program.* Sean felt that having access to a local Japanese community is a vital part of a strong and growing Japanese program. He lamented, however, that no such community existed in his part of the state. This was problematic for Sean because this affected many critical aspects of being an effective Japanese teacher. He stated, “I would really benefit by having another immersion experience or something.” He continued, “For those of us who don’t have much access to an authentic community, I think having a fairly frequent schedule of getting back to the country would be good.”

Sean felt that the lack of access to “an authentic community” had an effect on his attempts to maintain a high level of language and cultural knowledge. He stated, “I see the language and the culture as so closely bound together.” With regard to his knowledge of the language and culture of Japan, Sean said, “It’s been over ten years since I’ve been back, so I don’t see how I can give myself a high rating.”

*The lack of local Japanese cultural events had a negative effect on the Japanese program.* Sean acknowledged that there was a large Japanese community in a nearby metro area, but he stated, “They don’t have something that’s really worth going to, down there.” Unfortunately, Indian Sky is relatively remote from any metro area that is likely to have a large Japanese community. Sean felt that this put his students at a disadvantage. He stated, “Especially for someone in my situation where we don’t have ready opportunity, to go to the *Obon* festival or anything else that happens up in Tuttle.”

*The lack of support from the universities with Japanese programs had a negative effect on the Japanese program.* The challenge for Sean has been accessing an “authentic cultural community,” given the remote location of his Japanese program. Another challenge has been the inconsistency with which one university offered its Japanese language fair. Some years they would hold a language fair, and other years they would cancel it at the last moment. He explained how this had a greater impact on his students than it did on him, “As disappointing as that is from the teacher end, the students, well, you know.”

Given the inconsistency of the university language fair, Sean seemed to have given up on it. He said, “Where I saw it kind of dwindling out, I just didn’t have the drive to really push it, because it was a big question mark.” He explained this affected the motivation of the Japanese students because, “the kids in the school know that the university runs French and Spanish, and that the kids in those programs are going places to do things.” Sean explained his frustration, “I wish we had something going for the Japanese kids, and the university just hasn’t cut it.”

For Sean, the ideal extracurricular opportunity for students would be something that combined both cultural and academic elements. Without consistent support from the university, he expressed interest in teachers trying to develop something on their own. He said, “I have a lot more faith in our ability to pull something together.” He explained, “I want to have the cultural opportunities, and the academic one with it. Those two things together are exactly what I would want to do.”

***Negative theme 2: Sean felt that the new Chinese language programs, and***

*funding from the Chinese government, posed a direct threat to the Japanese programs.*

I will present three subthemes, which he described in his interviews. First, I will describe Sean's perception that the new Chinese programs posed a direct threat to the Japanese program. I will then discuss Sean's view that funding from the Chinese government gave the Chinese language programs an unfair advantage over the Japanese programs. Finally, I will discuss Sean's perspective that the Chinese immersion programs at the elementary and intermediate school levels posed a future threat to the Japanese program.

*The new Chinese programs posed a direct threat to the Japanese program.* When asked about what factors posed the greatest challenge to the Japanese program, Sean did not hesitate. Sean stated, "I would say the biggest single one that has been kind of frightening is the Chinese." He did not feel that Japanese was in competition with the other foreign language programs in his schools. He joked, "Given the size of our schools and only having one or two other languages, Spanish is super, super crowded at both schools, and they'd be happy to reduce their teaching loads a bit." Chinese and Japanese, however, seem to attract students with similar motivations for taking a foreign language. For this reason, Sean felt apprehensive about the introduction of Chinese language classes into his schools.

*The funding from the Chinese government gave the new Chinese language programs an unfair advantage over the Japanese programs.* Sean was not apprehensive about the new Chinese language programs just because it would compete directly for student enrollment with the Japanese program. Sean was worried because they were receiving funding from outside the district. He stated, "It's not the fact that it's just



another language coming in, but the fact that the Chinese government, to my understanding, also helps to subsidize the program, and so it's a savings obviously for school districts that pick it up."

Sean felt that this funding from outside the district gave the new Chinese language programs at an unfair advantage. Moreover, this was worrisome to Sean because of the unique vulnerability of the Japanese program, being as it was, another Asian language, with which it would be in competition. Sean explained, "With the Chinese government sponsoring teachers, apparently that's a windfall for whatever district has those teachers coming in, and that bugs me, and I think that's a direct threat."

*Chinese immersion programs at the elementary and intermediate school levels posed a future threat to the Japanese program.* Although Sean felt that the new Chinese programs at the high school posed a threat to the Japanese program, he was also keenly aware of another potential threat. He said, "Now they have many Chinese immersion programs starting this year in the elementary, and some in the intermediate." Sean felt a bit worried. He said, "I don't know if they are waiting for that to come along and sweep me out." He continued, however, "I think it is just as possible that I will still have sufficient student interest to take it, even if these kids take Chinese in elementary immersion programs."

***Negative theme 3: Sean felt that the modest size of the Japanese program and insufficient advocacy efforts had a negative effect on the growth of the program.*** I will present three subthemes, which he described in his interviews. First, I will discuss Sean's perception that the modest size of the Japanese program impeded it from developing an

AP program and helping students achieve higher levels of proficiency. Next, I will discuss Sean's view that insufficient advocacy efforts at Indian Sky High School had a negative effect on the Japanese program. Finally, I will discuss Sean's view that the modest support from the administration had a negative effect on the growth of the Japanese program.

*The modest size of the Japanese program impeded it from developing an AP program and hindered helping students to achieve higher levels of proficiency.* Sean was interested in starting an AP Japanese program at his school a few years ago, but he changed his mind after attending an AP workshop. Essentially, he learned at the workshop that he needed a bigger Japanese program in order to mount a successful AP program. He stated, "I realized that pretty much you need at minimum a fifth year Japanese program, an AP would be a fifth year, and there was no realistic way of seeing that happen."

When Sean was asked about how many levels of Japanese the students can take at Indian Sky High School he responded, "They're allowed to sign up for something called Japanese 4," but he qualified his answer. "Japanese 4," he explained, "is typically sitting in with Japanese 3 students, and maybe or maybe not, doing something different." Sean explained further, "Usually when I give them the option, they almost always choose to kind of get the reinforcement of doing the stuff that was done the previous year, so I would probably say three years."

Sean teaches Japanese at Indian Sky Middle School, but when asked about the possibility of that program feeding up into an AP program, he was not optimistic. He

stated, “I potentially could if I had more students.” He continued, “They only start at the ninth grade, I don’t start any students younger than ninth grade.” Sean explained, “So, there is kind of a built in ceiling with that.” He explained further, “If I had more students, where I might be able to get to a class full of three and four students, I could get closer.” Sean went on, “But as far as actually getting to AP, it’s probably not going to happen.” Given the current limitations, Sean felt that it was not realistic to aspire to building an AP Japanese program at Indian Sky High School.

*Insufficient advocacy efforts at Indian Sky High School had a negative effect on the Japanese program.* Sean felt that several advocacy efforts at Echo Canyon High School had a positive effect on his program there. For instance, the students ran, “a fairly active Japanese club.” Sean hoped to get a Japanese club started at Indian Sky High School as well this year. He said, “At Indian Sky, my main school, I haven’t gotten that off the ground.” He continued, “I thought I might this year, and that remains to be seen.”

There was another advocacy tool at Echo Canyon High School. Each year, there is a day when the 9<sup>th</sup> graders from the junior high come to the high school, and learn about the elective class options. He said, “I’ve had my students do skits and things.” Sean explained, “So I’ve had a connection at Echo Canyon that way.” But, at Indian Sky, they do not have this kind of orientation for the ninth-grade students, which Sean felt might have had a negative effect on his program there. He said, “As far as Indian Sky there hasn’t been anything similar, that I’ve been able to use.”

*Modest support from the administration had a negative effect on the growth of the Japanese program.* When asked about the support he felt from his administration, Sean

was not overenthusiastic. He said, “I would consider them pretty supportive.” Sean felt that his administration was supportive as long as his enrollment numbers were sufficient, but that they were not necessarily interested in growing the Japanese program. The administration seemed to be more supportive of Sean than his Japanese program.

When Sean first got hired on at Indian Sky High School, he felt like he got the job based on his professional relationship with the principal. He was hired to teach English and Japanese. He said, “I had worked a little bit with the principal at Indian Sky High School on a completely unrelated committee.” So, the principal hired him, “based on our relationship.” Subsequently, Sean had taught for 19 years, but he recently began teaching Japanese at three additional schools. He said, “This allowed me to do almost all Japanese teaching.” The administration, therefore, seemed supportive of him as a teacher, but not particularly supportive of growing the Japanese program at their school.

**Conclusion of school analysis, Indian Sky High School.** This study seeks to understand the factors that contributed to the success of the Japanese programs in Utah with staying power. It also seeks to understand the factors that had a negative effect on the long-term Japanese programs that were eliminated. The Japanese program at Indian Sky High School was started in 1994 and has continued for 19 years, exhibiting considerable staying power. The teacher at Indian Sky High School, Mr. Sean Nelson, gave three interviews, in which he was asked to discuss the factors that had the most positive effect and the factors that had the most negative effect on his Japanese program.

An analysis of Sean’s interviews revealed three major positive themes. First, Sean felt that teacher personality, including approachableness and knowledge of students, had

a positive effect on the Japanese program. Second, Sean felt that his continuity as the teacher and his relationship with the administration, based on his professionalism, had a positive effect on the Japanese program. Third, Sean felt that advocacy efforts and the appeal of the Japanese language and culture had a positive effect on the Japanese program.

An analysis of Sean's interviews also revealed three negative themes. First, Sean felt that the lack of a local Japanese community and cultural events had a negative effect on the Japanese program. Second, Sean felt that the new Chinese language programs, and funding from the Chinese government, posed a threat to the Japanese program. Third, Sean felt that the modest size of the Japanese program had a negative effect on the growth of the program.

One conclusion that can be drawn from this analysis is that in spite of (a) the lack of a local Japanese community and cultural events, (b) new Chinese language programs, and funding from the Chinese government, and (c) the modest size of the Japanese program and insufficient advocacy efforts, Sean's Japanese program has been able to exhibit staying power. Another conclusion that may be drawn is that Sean's Japanese program benefited from (a) his personality, including approachableness and knowledge of students, (b) his continuity at the teacher and his good relationship with the administration, based on his professionalism, and (c) the advocacy efforts and the appeal of the Japanese language and culture.

### **School Analysis 3: Xavier High School**

**Introduction.** In this section I will present an analysis of three interviews with Ms. Nathalie Day, the Japanese teacher at Xavier High School. First, I will present background information regarding Nathalie and the Japanese program at Xavier High School. Then, I will present an analysis of Nathalie's interviews, focusing on the positive factors and the negative factors that had an effect on the success of the Japanese program. Finally, I will draw some conclusions, and link the analysis back to the interview questions of this study.

**Japanese program profile, Xavier High School.** Xavier High School is the only high school in Ingersoll, a community of approximately 11,000 residents. Ingersoll was founded in the late 1850s by Mormon pioneers. It was originally a pastoral community with the primary industries being farming and ranching, but has since become a commuter town for a few much larger cities nearby. Xavier High School currently enrolls 1,700 students in grades 9 through 12.

Ms. Nathalie Day began teaching business classes at Xavier High School in 1986. Then, after a few years the school counselors, who knew she spoke Japanese, approached her about starting a Japanese program. She agreed to give it a try, and in 1990 Nathalie started teaching Japanese at Xavier High School. It took her a few years, and several additional university courses, to receive her state endorsement. The Utah State Office of Education was eagerly encouraging schools to start Japanese programs during this time.

Nathalie became acquainted with several other new teachers of Japanese in Utah at that time. She actively attended teacher association meetings and events. These

connections helped Nathalie gain confidence in what she was doing in the classroom.

There was considerable excitement in the field of Japanese teaching in Utah. In order to be more successful, the teachers met often and collaborated with each as other education professionals.

Nathalie's program grew into a 4-year program at the high school. Perhaps the thing that interested students the most at first was that it was new and different. This novelty factor helped draw large numbers of students to the Japanese program at Xavier High School. Nathalie consistently taught two first year classes of 30 or more students each. She also taught a second-year class of 40 or more students, and a third and fourth-year class of between 10 and 20 students.

Other factors that contributed to student's interest in studying Japanese included word of mouth, such as older siblings that encouraged younger siblings to take the class. Also, when *anime* (Japanese animation) started to become popular in the US, Nathalie noticed that many of her new students who had enrolled in Japanese did so because they were fans of *anime*, and they wanted to better understand it.

Nathalie noted that the biggest challenge to the Japanese program was the declining budgets in the district and across the state. Through the 1990s and early 2000s the administration had always been very supportive. For instance, they had always allowed her to carry the third and fourth year class with fewer than 20 students, even though this was rare in other subject areas. In the late 2000s, however, the district came down with a policy that classes with fewer than 20 students would no longer be carried.

Nathalie felt bad that year, because there were eight boys who were going to be in

the fourth-year class, which, along with the third-year students, was going to be her biggest advanced class in a long time. The students were really disappointed. The same thing happened the following year as well. Last year they finally reinstated this advanced class for 12 students. Nathalie noted that, “that’s just a budgetary thing that all programs, not just language, all programs faced in the district.” Even so, foreign language programs, with vertical curriculums, seem to be uniquely positioned to encounter these types of scheduling issues from year to year.

Another challenge that was felt recently came from declining enrollment in the first-year classes. Although Xavier High School had consistently enrolled around 60 first-year students, the enrollment had been between 20 and 30 in recent years. This made Nathalie worry that perhaps her Japanese program was losing student interest and would perhaps be cancelled. It was unclear why the enrollment in the first year had declined, but this year it reached 35, which was a source of relief.

Yet another challenge, or potential challenge, to the Japanese program was a growing interest among parents in starting a Chinese program at Xavier High School. “This pressure from certain parents had been building, and the school board had not taken a look at the foreign language programs for long time,” recalled Nathalie. So, two years ago they put together a committee consisting of parents and teachers, specifically to explore the possibility of introducing a new Chinese program. The outcome of this committee was to postpone plans for a new Chinese program in the high school.

Nathalie reflected on the decision of the committee, “They concluded that a new Chinese program would affect me, and they felt they didn’t want to harm the Japanese



program.” She continued, “The thinking was that this was my 27<sup>th</sup> year teaching, and that I would probably be retiring in the next 5 years.” Furthermore, “the committee said that if they started Chinese, they planned to start it with a dual immersion program at the elementary school level.” Thus, Nathalie’s program survived the Chinese “threat,” which so many Japanese teachers in the state currently seem to be worried about.

**Analysis of positive factors, Xavier High School.** In this section I will present an analysis of Nathalie’s interviews about her teaching experiences. I first present the major positive codes that were used to analyze her interviews (Table 20). Then, I present the three major positive themes that emerged, along with the supporting statements from the interviews. The first major theme was that Nathalie felt that teacher personality and program continuity had an effect on the success of the Japanese program (Table 21). The second major theme was that Nathalie felt that support from the administration and community affected the success of the Japanese program (Table 22). The third major theme was that Nathalie felt that the students’ interests in the culture and job prospects of Japan affected the success of the Japanese program (Table 23).

***Positive theme 1: Nathalie felt that teacher personality and program continuity had a positive effect on the success of the Japanese program.*** In this section I will present five subthemes, which Nathalie discussed in her interviews. First, I will discuss Nathalie’s perspective that teacher personality played a key role in the success of the Japanese program at Xavier High School. I will then discuss Nathalie’s view that teacher continuity played a key role in the success of the Japanese program. Then, I will discuss Nathalie’s perspective that she has learned and improved as a teacher over the years,

Table 20

*Positive Codes Used to Analyze Nathalie's Interviews*

Code name	Frequency	Code description
Support from administration	17	A reference by the teacher to the support of the administration for the Japanese program
Trips to Japan	17	A reference by the teacher to taking trips to Japan, and their effect on the Japanese program
Finding what works for me	13	A reference by the teacher to finding teaching methods that are effective
Membership in professional associations	12	A reference by the teacher to belonging to professional associations, and their effect on the Japanese program
Workshops and classes	8	A reference by the teacher to attending workshops and classes, and their effect on the Japanese program
Advocacy efforts	8	A reference by the teacher to advocacy efforts
Interest in Japanese culture	6	A reference by the teacher to the fact that many students enrolled in Japanese because they had an interest in Japanese culture
Only Spanish and French	5	A reference by the teacher to the fact that the school only has Spanish and French as alternatives to Japanese
Japanese offered in grades nine through twelve	5	A reference by the teacher to the fact that Japanese is offered to students in grades 9 through 12.
Reflection and improvement	4	A reference by the teacher to her efforts to be reflective and seek improvement in her teaching
Teacher personality	4	A reference by the teacher to teacher personality and its effect on the Japanese program
Being strict, but fair	4	A reference by the teacher to the fact that she is a strict teacher

Table 21

*Nathalie, Positive Theme 1*

Theme	Supporting statements from the interviews
Nathalie felt that teacher personality and program continuity had a positive effect on the success of the Japanese program.	<ul style="list-style-type: none"> <li>• Teacher personality played a key role in the success of the Japanese program.</li> <li>• Teacher continuity played a key role in the success of the Japanese program.</li> <li>• Nathalie learned and improved as a Japanese teacher over the years, which in turn had a positive effect on the Japanese program.</li> <li>• Nathalie adjusted her teaching approach to meet the changing needs of the students over the years.</li> </ul>

Table 22

*Nathalie, Positive Theme 2*

Theme	Supporting statements from the interviews
Nathalie felt that support from the administration and community affected the success of the Japanese program.	<ul style="list-style-type: none"> <li>• The school counselors played a key role in starting the Japanese program at Xavier High School.</li> <li>• A district committee decided not to recommend introducing a new Chinese language program because of fears it would have a negative effect on the Japanese program.</li> </ul>

Table 23

*Nathalie, Positive Theme 3*

Theme	Supporting statements from the interviews
Nathalie felt that the students' interests in the culture and job prospects in Japan affected the success of the Japanese program.	<ul style="list-style-type: none"> <li>• The students seemed to enroll in Japanese because of interest in its uniqueness.</li> <li>• The students seemed to enroll in Japanese because of interest in <i>anime</i> (Japanese animation).</li> <li>• Many students are interested in learning Japanese because of the job prospects they feel that learning Japanese opens to them.</li> </ul>

which in turn has had a positive effect on the Japanese program. Finally, I will discuss Nathalie's view that she has adjusted her teaching approach to meet the changing needs of the students over the years.

*Teacher personality played a key role in the success of the Japanese program.*

When asked about which factor has had the greatest impact on the success of her Japanese program, Nathalie said that it was teacher personality. She explained, "We have had different teachers off and on over the years, but for students who take Japanese for the most part know that I am, pretty consistently teaching Japanese." There are many

students who already know much about the class before they take it. Nathalie said, “A lot of students will have someone they know that’s taken Japanese from me, I get a lot of siblings, those kinds of things, in my classes.”

Nathalie also thought that her good relationship with teachers and administrators has contributed to the success of her Japanese program. She said, “I’ve had a positive response from other teachers, and administrators for the most part are supportive; school board members, I think, do a pretty good job.” Certainly, for elective teachers to be successful, it helps to have both good student enrollment in classes, as well as support from the administration and other colleagues.

*Teacher continuity played a key role in the success of the Japanese program.*

Nathalie felt that her continuity as a teacher at the school played a major role in the success of the Japanese program. She explained, “I think when we got it going, and then I’ve also seen it over the years, that students from the same families have taken Japanese, their brothers and sisters, and they want to take Japanese too.” Nathalie felt that many students took Japanese because their siblings had taken it before them, and that this served to advocate for the program in a word-of-mouth manner. The students tended to know who was teaching Japanese class, which Nathalie felt factored into many students’ decision to take Japanese.

Nathalie felt that many students selected Japanese because they had a sibling or friend who had taken Japanese before, and they knew what was to be expected in the class. In this way the success of the Japanese program was aided by the teacher’s longevity in the program. It may also have to do with teacher personality. Nathalie

explained, “Some of it is because they’ve had their brothers and sisters before, so I think that maybe personality comes into play, because I know the family, that kind of a thing.”

*Nathalie learned and improved as a Japanese teacher over the years, which in turn had a positive effect on the Japanese program.* Nathalie felt that her continuity at the school as the Japanese teacher had the effect of making her a better teacher. She explained, “Just the experience of my longevity in the teaching profession, I think you learn, whether you teach Japanese or accounting, to teach things fair and equitable for all kids.” Learning to teach in a fair and equitable way was a goal of Nathalie’s, and she felt it had a positive effect on the Japanese program.

Though teaching for many years, Nathalie felt that she learned things that she perhaps could not have learned in any other way. “I have found what works for me, curriculum wise.” She continues, “I have found a way of testing that works for me, I mean, every time I give a test I try to incorporate all four parts of language listening and speaking, and then reading and writing.”

Nathalie has improved over the years, and gained valuable experience. One thing that she gained over the years was the opportunity to teach a concurrent enrollment class. Through that concurrent enrollment class, Nathalie came across a textbook that she really liked, and felt was appropriate for her students. She explained,

That came from years ago. One year I had a concurrent enrollment through the university for Japanese, and that was the textbook they used, and that’s what they wanted me to use. So, I’ve kind of stuck with it, just because I like how quickly, after the first 75 pages they don’t use any *romaji* (Latin script) at all.

Nathalie came across this textbook years ago and continues to use it today in her classes.

She felt that not only is this textbook appropriate for her students, but also that she

learned about it because of her concurrent enrollment class with the university years ago. Her continuity as a Japanese teacher at Xavier High School had made a positive impact on the success of the Japanese program.

Nathalie felt that her teaching had improved over the years, and that this had a positive impact on the Japanese program. “I have found a way of testing that works for me, I mean, every time I give a test I try to incorporate all four parts of language, listening and speaking, and then reading and writing.” Nathalie felt that becoming an effective teacher was in some ways a function of experience.

Nathalie felt that doing authentic speaking assessments in a class of 35 students can be tricky, but that she had found a method that worked for her. She explained, “I do a routine every time on the speaking.” She explained further how she random selected students to assess their speaking language skills, and that she felt it was both efficient and fair. Students in her classes received speaking assessments on every other exam. She continued, “So, that’s something that works, so like I said before, I’ve got 35 kids in my Japanese I class this year, so obviously that would be hard to do one-on-one.”

*Nathalie adjusted her teaching approach to meet the changing needs of the students over the years.* Nathalie noted that she had made changes over the years to meet the changing needs of her students. She explained, “Students have changed over the years, so you have to kind of adjust to what’s going on with them currently, and always try and make things better.” Nathalie felt that her knowledge of students was strong, and she based her teaching partly on this understanding of, “their backgrounds, capabilities, interests, and all that kind of thing.”

She did notice that students face learning challenges they did not face when she began teaching 20 years ago. When asked if she felt that students were better learners today than they used to be Nathalie was less confident. She said,

I would say probably not so much. In fact some of those kids have, I don't know if it's just those type of kids or students in general, but I know that personally as a teacher, I have a harder time getting students to do homework and things like that now, than I did ten or twenty years ago.

Nathalie did not make this comment, however, to lament the change, but merely to point out that she felt it was necessary for effective teachers to be able to change along with the students. Rather than get discouraged, Nathalie had made some adjustments of her own. She said, "In fact I've kind of changed my approach the past 4 or 5 years because of that."

One of the changes that Nathalie had made in order to adjust to the changing needs of her students was to become a bit stricter as a teacher. She said, "I've gotten a little ornerier in my old age as a teacher." She elaborated, "Especially when I've got like 35 first year students, like I've got right now, just for classroom management." This was not a reactive change, but a purposeful change she felt was necessary and beneficial for her students.

When asked if she felt she was fair and equitable, however, Nathalie did not hesitate. She said, "Yeah, I think the students feel like I'm fair." She explained, "And I do have students that will come in, who didn't get things, outside of class to ask questions, sometimes." For Nathalie, being fair equated with her approachability as a teacher. She continued, "If they have a concern about something they will come and talk to me so, I do think I'm approachable."

*Positive theme 2: Nathalie felt that support from the administration and community was important to the success of the Japanese program.* I will present two subthemes, which Nathalie discussed in her interviews. First, I will discuss Nathalie's perspective that the school counselors played a key role in starting the Japanese program at Xavier High School. Next, I will discuss Nathalie's view that a district committee decided not to recommend introducing a new Chinese program because of fears that it would have a negative impact on the Japanese program.

*The school counselors played a key role in starting the Japanese program at Xavier High School.* Nathalie had been teaching business classes at Xavier High School for four years when the school counselors approached her about starting a Japanese program. This was in the early nineties, and at that time there was much support for starting Japanese programs in high schools at the school, district, and state levels. Nathalie said, "I can't remember who the foreign language person was at the time at the state office, but they were really pushing Japanese, trying to build some Japanese programs at the time, and so that was helpful."

Nathalie was open to the idea of starting a Japanese program, "So, I said, yeah, I might be interested in doing that." She continued, "And, so that's how I ended up teaching Japanese." She explained, "The counselors came to me and said, 'We understand you speak Japanese. Would you be interested in starting a Japanese program?'" The school counselors were instrumental in getting the Japanese program started. If it were not for them there might never have been a Japanese program at Xavier High School.



*The district decided not to introduce a new Chinese language program, considering the effects it might have on the Japanese program.* When Nathalie was asked about the threat of Chinese negatively affecting the enrollment of her Japanese program, she seemed unconcerned. She explained that the district had already formed a committee, “to look at foreign language,” including “some parents and some language teachers and tried to discuss what we should do.” Nathalie continued, “And so they did talk to me specifically, because they knew that if they offered Chinese that that would definitely affect the Japanese program at the high school.” She elaborated,

And, I think, I’ve been around long enough that they felt like that they didn’t want to harm the Japanese program, and so the thinking was this was my 27<sup>th</sup> year teaching, I’ll probably be retiring in the next 5 to 10 years, and then they could look at something else, or really actually the committee, if they started Chinese they may start a dual immersion Chinese program in elementary school, and then it wouldn’t get to the high school, you know it would take 7, 8, 9 years before those kids came to the high school.

Although there had, “been some discussion from parents,” about starting a new Chinese program, this has not happened yet. The district had set up a committee to look into the issue, and had recommended that the district not introduce a Chinese program at that time. This was because they were concerned about it negatively affecting the Japanese program.

***Positive theme 3: Nathalie felt that the students’ interests in the culture and job prospects in Japan affected the success of the Japanese program.*** I will present three subthemes, which Nathalie discussed in her interviews. First, I will discuss Nathalie’s perspective that the students seemed to enroll in Japanese because of interest in its uniqueness. I will then discuss Nathalie’s view that the students seemed to enroll in

Japanese because of interest in *anime* (Japanese animation). Finally, I will discuss Nathalie's perception that many students are interested in learning Japanese because of the job prospects they feel that learning Japanese opens to them.

*The students seemed to enroll in Japanese because of interest in its uniqueness.*

When Nathalie began teaching Japanese, Spanish and French were the only other options. She said, "They were the only other languages being taught at our school at the time, and it's still just the three that are taught at our school." So, when she was asked about the success of her Japanese program, she replied, "I think at first it was because it was a new and different offering that interested a lot of students in taking Japanese." She continued, "Just because it was different from Spanish or French, which were the other options that we had."

*The students seemed to enroll in Japanese because of interest in anime (Japanese animation).* Another reason for the success of the Japanese program was a widespread interest among students in the *anime*. Nathalie explained, "When anime became really popular, it was one of the biggest draws for kids." She continued, "I've had a lot of students who were interested in anime, and that's why they picked Japanese." For Nathalie, student interest in *anime* was as important of a factor in determining the success of the Japanese program as anything else.

*Many students were interested in learning Japanese because of the job prospects they felt that this opened to them.* Nathalie felt that many students took Japanese because of the job prospects it opened to them. With regard to student enrollment, she said, "At first it was because Japan had such a strong economy and, I've had a lot of kids who have

been able to go to Japan and use their language.” Even so, the students’ motivations for learning Japanese have been gradually changing. Nathalie said, “The reasons for kids taking Japanese has changed over the last 20 plus years.”

Nathalie commented on the changing student motivations. She said, “When I started teaching Japanese in the 80s, Japan had a hot economy, so there were a lot more people interested in studying Japanese because of that.” Nathalie felt that there were perhaps fewer opportunities for students learning Japanese today than 10 or 20 years ago. She explained, “The opportunity to use Japanese is going to be more limited to travel to Japan and things like that.”

Nathalie noted that although students’ opportunities to use their Japanese may seem diminished compared with other languages, such as Spanish, she felt there are still significant opportunities for her students. The Japanese economy has cooled down in the past several years, but many of Nathalie’s students continue to make career connections with Japan. She said, “I have a lot of kids that have gone into careers related to Japan, and after being at the high school a while, even now, I still have kids that end up with careers related to Japan.”

**Analysis of negative factors, Xavier High School.** In this section I will present an analysis of the negative factors that Nathalie felt had the greatest effect on the Japanese program. I will first present the primary codes that were used to analyze the negative factors that Nathalie discussed in her interviews (Table 24). Then, I will present three major themes that emerged, along with the supporting statements from the interviews. The first major negative theme was that Nathalie felt that insufficient support

Table 24

*Negative Codes Used to Analyze Nathalie's Interviews*

Code name	Frequency	Code description
Funding	12	A reference by the teacher to funding cuts that affected the Japanese program
Unsupportive school counselors	10	A reference by the teacher to her perception that the school counselors were not sufficiently supportive of the Japanese program
Demographic changes	6	A reference by the teacher to demographic changes in Utah, which favored the study of certain foreign languages
Teaching more than one subject	6	A reference by the teacher to teaching more than one subject, and its impact on the Japanese program
Competition among electives	6	A reference by the teacher to competition among electives
Limited professional development	5	A reference by the teacher to her perception that she engaged in limited professional development
Chinese threat	3	A reference by the teacher to the threat of Chinese language programs to the Japanese program
Limited assessment expertise	3	A reference by the teacher to her perception that she had limited expertise in assessment
Declining quality of student work	2	A reference by the teacher to her perception that the quality of student work had declined
Baseline for minimal student enrollment	2	A reference by the teacher to the fact that her district used a baseline for minimal student enrollment in order to carry a class
Limited Japanese expertise	2	A reference by the teacher to her perception that she had limited Japanese expertise
Limited Japanese cultural expertise	2	A reference by the teacher to her perception that she had limited Japanese cultural expertise

from the school counselors, changing student demographics, and competition among elective classes had a negative effect on the Japanese program (Table 25). The second major negative theme was that Nathalie felt that funding cuts and baselines for minimum enrollment had a negative effect on the Japanese program (Table 26). The third major negative theme was that Nathalie felt that teaching multiple subjects and limited expertise had a negative effect on the Japanese program (Table 27).

Table 25

*Nathalie, Negative Theme 1*

Theme	Supporting statements from the interviews
Nathalie felt that a lack of support from the school counselors, changing demographics, and competition among elective classes had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• A lack of support from the school counselors had a negative effect on the Japanese program.</li> <li>• Changing demographics in Utah have favored the study of certain foreign languages over others.</li> <li>• Competition among elective classes had a negative effect on the Japanese program.</li> </ul>

Table 26

*Nathalie, Negative Theme 2*

Theme	Supporting statements from the interviews
Nathalie felt that funding cuts and baselines for minimum enrollment had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Funding cuts had a negative effect on the Japanese program.</li> <li>• Baselines for minimum enrollment had a negative effect on the Japanese program.</li> </ul>

Table 27

*Nathalie, Negative Theme 3*

Theme	Supporting statements from the interviews
Nathalie felt that teaching multiple subjects and having limited expertise had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Teaching multiple subjects had a negative effect on the Japanese program.</li> <li>• Limited professional development and assessment expertise had a negative effect on the Japanese program.</li> <li>• Limited Japanese language and cultural expertise had a negative effect on the program.</li> </ul>

*Negative theme 1: Nathalie felt that a lack of support from the school counselors, changing demographics, and competition among elective classes had negative effects on the Japanese program.* I will discuss three subthemes, which Nathalie described in her interviews. First, I discuss Nathalie's view that a lack of support from the school counselors had a negative effect on the Japanese program. Next, I will discuss Nathalie's perception that changing demographics in Utah have favored the study of certain foreign languages over others. Finally, I will discuss Nathalie's perception that competition among elective classes had a negative effect on the Japanese program.

*A lack of support from the school counselors had a negative effect on the Japanese program.* Nathalie felt that the school counselors had been unsupportive of her Japanese program, particularly the last couple of years. She explained, "And it's mainly with the third and fourth year kids, because they figure once they've had two years, that's all they need, it's actually very frustrating to me." Nathalie continued,

I've done the rounds with the counselors the past 3 years in a row, because every year I have a second year student, who when they go to sign up for classes for the next year, the counselors, and there's particularly one, when tell them that they want to take third year Japanese, the counselors tell them, "No, you don't need to take that." They really discourage kids from taking another year of Japanese. And, that's very frustrating that the counselors aren't supportive.

Nathalie wished that the counselors would be more supportive of the Japanese program. But, instead, they are actively discouraging students from taking Japanese. When students go in to sign up for third- or fourth-year Japanese, "they say to kids who want to take Japanese, 'No, you can't.'" Of course, most students are not going to argue with a school counselor. Nathalie explained, "The kids for the most part are hesitant to tell them, 'No, I will take Japanese.'" Nathalie went on, "That is a battle I've had the last couple of years;

very frustrating.”

*Changing demographics in Utah have favored the study of certain foreign languages over others.* Nathalie felt that changing demographics in Utah have had an effect on the foreign languages that students choose to take. She explained, “Well, the rise in the Hispanic population in Utah, and in our own community, more people feel that Spanish is going to be more relevant or useful, something that they can use right here in Utah.” By contrast, Nathalie felt that studying Japanese language was becoming less valued by people in general. She stated, “The opportunity to use Japanese is going to be more limited, except if they actually travel to Japan, or that kind of thing.”

When asked what she thought was perhaps the most important negative factor affecting her Japanese program, Nathalie stated, “I would probably say it’s the changing demographics of having more Spanish speakers.” Nathalie continued, “I think people are interested in other languages, Spanish is big here; we have a fairly big Latino population.” She went on, “I think about 20% of our student body is Latino, and so we have five or six Spanish teachers at our school.”

*Competition among elective classes had a negative effect on the Japanese program.* Nathalie did not feel that there was much competition for student enrolment among the foreign language classes. She explained, “I think the demographics of the kids that want to take Spanish versus French versus Japanese are so different I don’t see a ton of competition in that regard.” Where Nathalie did see competition was among the nonforeign language elective classes.

Nathalie stated, “The place that I see competition is in all of the other elective

classes that we have.” Ironically, Nathalie found herself in an awkward situation because she teaches multiple classes. She explained, “Because most of the classes that I teach are elective courses, in some ways I’m competing against myself.” She went on,

A lot of kids could be in accounting or economics or Japanese. There are limits on how many classes that kids can take. One of my students, who would have been a fourth year student this year, chose to take economics. He’s in my economics class, not my Japanese class, just because he had to make a choice. It’s a challenge, as students are limited in how many electives they can take.

*Negative theme 2: Nathalie felt that funding cuts and baselines for minimum enrollment had a negative effect on the Japanese program.* I will present two subthemes, which she described in her interviews. First, I will discuss Nathalie’s perception that funding cuts had a negative effect on the Japanese program. Then, I will discuss Nathalie’s view that baselines for minimum enrollment had a negative effect on the Japanese program.

*Funding cuts had a negative effect on the Japanese program.* When Nathalie was asked about which factors had the most negative effect on the Japanese program, she cited funding cuts. Nathalie said, “I think with the decline in budgets throughout the state, it has hampered the program over the past 4 or 5 years.” She explained,

Because really, I had good support from the administration, and we usually consistently had two classes of first year kids, so about 60 kids in first year, and then we typically had one class of second year kids that was twenty to thirty, and then for years and years, I had a third, fourth year class combined, and sometimes those classes were really small, between 10 and 20 kids, and so for years they allowed me to carry those.

When the budgets began to decline, however, schools had to cut back, and this affected Nathalie’s small third and fourth year class. She explained further, “When the funds really got tight, then they cut down on that, so out of the last four years, I’ve only had one



year that I've had a Japanese 3 and 4 class separate." Nathalie went on, "This year, again, we're back to having these students in with the second year students, all in one class, so that's how funding has impacted me and the program the last 4 or 5 years when things have been tight."

*Baselines for minimum enrollment had a negative effect on the Japanese program.* Nathalie felt that baselines for minimum enrollment had a negative effect on the Japanese program. These came about as a result of the funding cuts that went into effect a few years ago in her district. Nathalie said, "It was four years ago, when our district came down and just said, we will not carry classes that don't have at least 20 students in them." She explained,

I felt so bad that year because I had eight boys that were going to be fourth year students, which was the most I'd had in a long time, but they didn't carry the class, and those kids were really disappointed. So they didn't carry that class for the third and fourth year kids that year, and I didn't have one the next year either.

When there are baselines for student enrollment, if the students are upper level students they may be put into a lower level class, which is not ideal for their language education. It is very difficult for teachers to provide adequate instruction for students who are mixed in with one or two other levels. Nathalie explained, "That's what we're doing this year, they are studying in a class with the second year kids, so they're all together." She explained further, "It's not ideal, but I guess it's better than nothing at all for those kids."

*Negative theme 3: Nathalie felt that teaching multiple subjects and having limited expertise had a negative effect on the Japanese program.* I will present three subthemes, which Nathalie described in her interviews. First, I will discuss Nathalie's

view that teaching multiple subjects had a negative effect on the Japanese program. Next, I will discuss Nathalie's perception that limited professional development and assessment expertise had a negative effect on the Japanese program. Finally, I will discuss Nathalie's view that limited Japanese language and cultural expertise had a negative effect on the Japanese program.

*Teaching multiple subjects had a negative effect on the Japanese program.* Before teaching Japanese, Nathalie was a business teacher. She said, "I started teaching, and primarily still am, a business teacher." For this reason, Japanese has not always received the attention that perhaps she might have put into it. Nathalie stated,

To be quite honest, with the emphasis we've had in recent years on testing in the other classes that I teach, I'm required to get state tests for those, whereas Japanese, doesn't have that kind of thing. So, it seems like Japanese, when it comes to preparation, it's always last on my list.

Nathalie wore several hats as a teacher at Xavier High School, besides Japanese teacher and business teacher. She said, "I've been involved in the business teacher association, and some student organizations, and I used to coach basketball up until three or four years ago." Involvement as student advisor and girls' basketball coach occupied some of the time that she might have spent in other ways, which may have had a negative effect on the Japanese program.

*Limited professional development and limited assessment expertise had a negative effect on the Japanese program.* Nathalie stated that her involvement in other school demands limited the time she could spend doing Japanese professional development. She explained, "To be honest, I haven't probably done as much professional development as I should have." With respect to the Utah Association of

Japanese Teachers, she said, “I’ve always been a member, and early on, teaching Japanese, I participated a lot.” Then, that changed as she became more involved in other responsibilities. She said, “Over the last few years I haven’t participated as much.”

Nathalie went on, “I can’t remember the last time I have been to a meeting, which I feel bad about.” Part of the reason that Nathalie did not participate as much in Japanese professional development is due to the remoteness of her location. She explained, “It’s been a little hard, it’s not like there is somebody close by that I can go visit with.”

Nathalie felt that one result of her restricted participation in Japanese professional development was her limited expertise in assessment. She said, “I do a decent job, but I’m sure I could do better.” She explained, “I could probably learn from others and do a better job.” Nathalie felt that one of the challenges of teaching large classes was doing effective speaking assessments. She commented, “You know, that’s where I could improve.” Nathalie felt that if she were more active in professional development, it might have a positive effect on her teaching generally, and assessment practices specifically.

*Limited Japanese skills and limited cultural knowledge had a negative effect on the Japanese program.* Nathalie felt that another result of teaching multiple subjects was her limited Japanese skills. She said, “I don’t have the best Japanese in the world.” Professional development has an effect on language expertise as well. She commented, “I probably haven’t development my language as well as I could or should, because Japanese is just one of the subjects that I teach.” One thing she did recently to develop her language skills was take a trip to Japan. She stated, “I actually did spend five weeks in Japan this summer, which was good for me.”

Nathalie felt her cultural knowledge of Japan was limited. She explained, “I probably don’t have a good grasp on the history of Japan.” She continued, “I mean general things, because I hadn’t been there for almost 20 years.” This is one reason why her recent trip to Japan was such a positive factor in her effectiveness as a Japanese teacher. She said, “Going back this summer helped me see what things had changed, and learned some language, and I had never been down to Kyoto, Nara, Hiroshima, any of those places prior to this summer.” She continued, “I’ve learned some things this summer that helped me, and got me updated a little bit, but it could probably be better.”

**Conclusion of school analysis, Xavier High School.** This study seeks to understand the factors that contributed to the success of the Japanese programs in Utah with staying power, as well as, understand the factors that had a negative effect on the long-term Japanese programs that have been eliminated. The Japanese program at Xavier High School was started in 1991 and has continued for 22 years, exhibiting considerable staying power.

An analysis of the interviews with Nathalie revealed three major positive themes. First, Nathalie felt that teacher personality and program continuity had a positive effect on the success of the Japanese program. Second, Nathalie felt that support from the administration and community affected the success of the Japanese program. Third, the students’ interests in the culture and job prospects in Japan affected the success of the Japanese program.

An analysis of the interviews with Nathalie revealed three negative themes. First, a lack of support from the school counselors, changing demographics, and competition

among elective classes had a negative effect on the Japanese program. Second, funding cuts and baselines for minimum enrollment had a negative effect on the Japanese program. Third, teaching multiple subjects and having limited expertise had a negative effect on the Japanese program.

One conclusion that may be drawn from these analyses is that in spite of a (a) lack of support from school counselors, changing demographics, competition among elective classes, (b) funding cuts, baselines for minimum enrollment, and (c) having to teach multiple subjects, and limited expertise, Nathalie was able to maintain her Japanese program. Some factors that had a positive effect were (a) personality and program continuity, (b) support from the administration and community, and (c) student's interests in the culture and job prospects in Japan.

#### **School Analysis 4: North Point High School**

**Introduction.** In this section I will present an analysis of three interviews with Ms. Umi Nichols, the Japanese teacher at North Point High School. First, I will present background information about Umi and the Japanese program at North Point High School. Then, I will discuss an analysis of Umi's interviews, focusing on the positive factors and the negative factors that had an effect on the success of the Japanese program. Finally, I will draw some conclusions, and link the analysis back to the research questions of this study.

**Japanese program profile, North Point High School.** North Point High School was located in a city of the same name with approximately 46,000 residents. Situated in the core of Tuttle Valley, and very near several cities of similar or larger size, North Point

was once known for heavy industry, but now is mostly known for its major retail sectors. Given its location, North Point was referred to as the hub of Tuttle County. Like many of the cities around it, North Point operates its own public services as well as its own school district.

North Point High School was the only high school in the district and was one of the smallest high schools in the Tuttle metropolitan area, enrolling 1,800 students in grades 10 to 12. North Point High School is a 4-A school in the five-division sports leagues and it boasts the most concurrent enrollment college-level classes of any school in the state.

Mr. Ed Quincy started the Japanese program at North Point High School in 1984 and continued for 20 years until he retired in 2004. Ms. Umi Nichols took over and has continued teaching Japanese there for 9 years, making North Point's 29-year Japanese program the longest running program in Utah. This study focused on Umi as she possessed the most extensive, recent knowledge of North Point High School's Japanese program.

Ms. Umi Nichols was a Japanese national who came to the United State in 1963 to attend college. After graduating in 1968 with a teaching certificate, she taught art and music at a junior high school for 2 years in the Valley County School district. During that time she got married and the following year she stopped teaching because, "in those times they didn't let us teach, you know, when you're pregnant." Umi's family continued to grow, and she eventually had four children. It was 1978 before she returned to teaching. This time she taught Japanese for a year at a state university located in Meeks.

She also went through a divorce during this year and became a single mother of four young children.

Umi got a job teaching ESL in a school district in southern Tuttle. Due to funding problems, however, Umi left that job the following year and found a job teaching Japanese at a university, located in Tuttle. She taught Japanese there from 1980 to 1982. Then, the university told her that she needed to obtain a master's degree in order to continue teaching. This appeared impossible at the time, given her situation, so Umi left the job teaching Japanese at the university and started working at American Express as a Japanese translator, where she continued for 15 years. She also continued teaching adult ESL night classes at this time. Umi left American Express in 1999 when her department moved out of state.

It was shortly after this time that Umi began substituting for Mr. Quincy. He had found her number, perhaps at the district office, and called to request that she substitute from time to time. She was working a swing shift, so it was possible for her to do this. She appeared to be the ideal substitute teacher because she was a native Japanese speaker, she had a teaching certificate, she had extensive teaching experience, and because of her schedule, when Mr. Quincy needed a substitute, his students would request Umi, so she quickly became his primary substitute. Umi took over for Mr. Quincy in 2004 when he retired.

Umi has maintained two classes—one first-year Japanese class and one combined second- and third-year Japanese class—for the 8 years she has taught at North Point High School. When asked about the main factors of her program's success, she cited her

qualifications as a native Japanese speaker and her State teaching certificate. The school has open enrollment and “students come from other schools, good students from other schools” she explained, “because they know I’m a native Japanese speaker, and we have a Japanese program.”

**Analysis of positive factors, North Point High School.** In this section I will present an analysis of Umi’s interviews, focusing on the positive factors that affected the Japanese program. I first present the major positive codes that were used to analyze her interviews (Table 28). Then, I present the three major positive themes that emerged, along with the supporting statements from the interviews.

Table 28

*Positive Codes Used to Analyze Umi’s Interviews*

Code name	Frequency	Code description
Japanese club	39	A reference by the teacher to the Japanese club at North Point High School, and its effect on the success of the Japanese program
Job prospects for students	12	A reference by the teacher to job prospects related to Japan for her students
Teacher personality	10	A reference to the teacher’s personality, and its effect on the Japanese program
Collaboration with colleagues	9	A reference by the teacher to collaborating with colleagues
Teaching certificate	8	A reference by the teacher to the importance of having a teaching certificate, and its effect on the success of the Japanese program
Began as a substitute teacher	7	A reference by the teacher to the fact that she began working at North Point High School as a substitute teacher
Extra learning period	7	A reference to a special class at North Point High School, called Extra Learning Period, where students can get extra help in their classes
Teaching special needs students	7	A reference by the teacher to teaching special needs students, who were highly motivated and benefited from studying Japanese
Strong cultural knowledge	6	A reference by the teacher to her strong Japanese cultural knowledge



The first major theme was that Umi felt that advocacy efforts had a positive effect on the success of the Japanese program (Table 29). The second major theme was that Umi felt that the students' interests in culture and job prospects in Japan had an effect on the success of the Japanese program (Table 30). The third major theme was that Umi felt that being a native speaker of Japanese was a major asset to her, and had an effect on the success of the Japanese program (Table 31).

Table 29

*Umi, Positive Theme 1*

Theme	Supporting statements from the interviews
Umi felt that advocacy efforts had a positive effect on the success of the Japanese program.	<ul style="list-style-type: none"> <li>• Advocacy efforts were the most important factors in the success of the Japanese program.</li> <li>• Japanese clubs can be a recruiting tool for the Japanese program.</li> <li>• Advocacy efforts may require much teacher time and effort, but they are worth it.</li> <li>• Administrators take notice of teachers' advocacy efforts, and they value these efforts.</li> <li>• Students appreciate being involved in the decisions and the day-to-day management of the Japanese club activities</li> </ul>

Table 30

*Umi, Positive Theme 2*

Theme	Supporting statements from the interviews
Umi felt that students' interests in the culture and job prospects of Japan had an effect on the success of the Japanese program.	<ul style="list-style-type: none"> <li>• Many students had an interest in <i>anime</i> (Japanese animation), which was a reason that they enrolled in Japanese class.</li> <li>• Students had interests in a variety of cultural aspects of Japan.</li> <li>• Students often had interests in job prospects related to Japan.</li> <li>• Some students had jobs in Japan partly as a result of their participation in the Japanese program.</li> </ul>

Table 31

*Umi, Positive Theme 3*

Theme	Supporting statements from the interviews
Umi felt that being a native speaker of Japanese was a major asset to Umi, and had an effect on the success of the Japanese program.	<ul style="list-style-type: none"> <li>• Having strong Japanese language skills was a positive factor in the success of the Japanese program.</li> <li>• Having strong cultural knowledge of Japan was a positive factor in the success of the Japanese program.</li> <li>• Having direct contacts with Japanese schools and cities helped to promote meaningful exchange experiences, which have in turn strengthened the Japanese program.</li> </ul>

***Positive theme 1: Umi felt that advocacy efforts had a positive effect on the success of the Japanese program.*** In this section I will present five subthemes, which Umi discussed in her interviews. First, I will discuss Umi's perception that advocacy efforts were the most important factors in the success of the Japanese program. I will then discuss Umi's view that Japanese clubs can be a recruiting tool for the Japanese program. Next, I will discuss Umi's view that advocacy efforts may require much teacher time and effort, but that they are worth it. Then, I will discuss Umi's perception that administrators take notice of teachers' advocacy efforts, and they value them. Finally, I will discuss Umi's view that students appreciate being involved in the decisions and day-to-day management of the Japanese club activities.

*Advocacy efforts were the most important factors in the success of the Japanese program.* Umi felt very strongly about the efforts that she put into advocacy activities. When asked about what one factor had the greatest impact on the success of her Japanese program she said it was advocacy. Umi chose advocacy over professionalism, support from colleagues and the administration, and all of the other factors that were discussed in

the three interviews that she gave for this study. She explained that advocacy efforts were important because they can be used as a recruiting tool, administrators take notice and appreciate them, and because students appreciate being involved in the day-to-day management of the Japanese club.

*Japanese clubs can be a recruiting tool for the Japanese program.* Umi felt that the Japanese clubs in schools were a powerful recruiting tool for the Japanese programs. For instance, she said, “I am the advisor to the Japanese culture club, and everybody’s invited.” She continued, “They don’t have to take Japanese to be in the Japanese club, they can learn the culture.” The hope is that students who are not taking Japanese will see how interesting the culture and language of Japan are, and have a desire to take Japanese the following year or semester.

Umi saw the Japanese club as a low-pressure environment where students not taking Japanese could be invited to enjoy some aspects of the Japanese culture and perhaps gain more interest in it. She said, “Look, I formed the Japanese club, and invited students, and they don’t have to enroll in Japanese.” Some of the activities included fundraising, enjoying Japanese food, and dressing in costumes to look like *anime* characters. Umi explained, “We meet every other Friday after school.” She continued, “In school they cannot wear costumes, even on Halloween, but in the Japanese club they can come in a costume.” Umi went on, “So the yearbook came, and took pictures, and we had a good time, I just sit behind and bring the refreshments and drinks.”

One reason that Japanese clubs are good recruiting tools, explained Umi, is because many students already have an interest in aspects of Japanese pop culture. Before

there was a local *anime* festival, Umi took her students out of state to attend an *anime* festival there. She said, “Before Anime Banzai about 8 years ago, I took them all the way to Denver.” She continued, “It was more like a Japanese class, in there weren’t any vendors.” Umi continued, “They may have changed now, but at Anime Banzai there are so many stores trying to get the students to spend their money.”

*Advocacy efforts may require much teacher time and effort, but they are worth it.*

Umi said that many of the students in the Japanese club have an interest in attending a local Japanese cultural festival, called Anime Banzai, but that many of them are unable to get a ride there. She explained, “These are mostly freshmen and sophomores, because the juniors and seniors can drive themselves.” As a result, Umi helped to organize rides to the festival for the freshmen and sophomore students. She said, “I asked parents of the club members to drive.” She explained why she needed help from the parents, “All together we had about 30 students who went—they like anime, and Anime Banzai is a good one.”

Occasionally, Umi has to put more time and effort into the Anime Banzai festival. Umi said, “Last year I spent all day with them.” Still, she felt that it was worth her efforts. She said, “The students have a good time, but getting there by themselves is something that they cannot do.” Umi lets the students in the Japanese club organize other activities. She said, “We do fundraising, so we can go on activities, and they still have a problem getting a ride.” She went on, “so their activity is limited, so we spent the money on public transportation so that we can go downtown.” Umi explained why the Japanese club is time consuming sometimes, “We have fundraising, one whole week every term.”

*Administrators take notice of the teachers' advocacy efforts, and they value these efforts.* Umi felt that although advocacy activities can take much teacher time and effort, the administrators take notice and value them. Umi has been involved in various efforts to bring more attention to the Japanese program. She felt that being involved in advocacy efforts “is something that the administrators appreciate.”

Umi felt that one reason that she consistently received, “good reviews from my administrators” was because she put time and effort into the Japanese club activities. She conceded, “This is only one of the reasons why.” Still, she felt, “like the administrators appreciate it,” particularly because it was something that the students highly valued, as well.

*Students appreciate being involved in the decisions and day-to-day management of the Japanese club activities.* Umi let the students take an active role in the decisions and day-to-day management of the Japanese club activities. She said,

I just sit behind and bring the refreshments and drinks, but let the students run it, and sometimes it's so noisy, with the Japanese club students in charge. Then, I go get the *Ramune Soda* and *Hi-Chews*, and all those things from the store at wholesale prices, and we discuss how much we can mark them up.

After the fundraisers, the students decide how to use the money. They use it for Japanese club food and activities at the school. Umi said, “Plus we pay the registration for Anime Banzai.” The Japanese club usually takes in more money than they spend on club activities and the festival. Umi explained,

So every year we have about \$400 surplus for the student activities in the Japanese club, and at the end of the year we go to a fancy restaurant, about \$20 a plate, and we still have money left, maybe a \$100 left for the next year. We have been doing that for 8 years.

*Positive theme 2: Umi felt that students' interest in the culture and job prospects of Japan had an effect on the success of the Japanese program.* In this section I will present four subthemes, which Umi discussed in her interviews. First, I will discuss Umi's perception that many students had an interest in *anime*, which was a reason that they enrolled in Japanese class. I will then discuss Umi's feeling that students have interests in a variety of cultural aspects of Japan. Next, I will discuss Umi's view that some students have interests in job prospects in Japan. Finally, I will discuss Umi's perspective that some Japanese students have jobs in Japan partly as a result of their participation in the Japanese program.

*Many students have an interest in anime, which was a reason that they enrolled in Japanese class.* Umi said that she had three types of students in her classes, "Students who are very motivated, students who like anime, and students who are just there to have fun." She appreciates the students who are highly motivated, no matter what their interest. Some students interested in anime became good students of the Japanese language too. Other students, however, were interested in anime, but not interested in becoming good students. Umi said, "Some of my students are so talented, and some of them are just there to have fun, you know anime, manga, media."

*Students have interest in a variety of cultural aspects of Japan.* Many of Umi's students have an interest in a variety of aspects of Japan, not just *anime* (Japanese animation) or *manga* (Japanese comics) or other popular cultural aspects. Umi felt highly capable of providing these students with accurate information about current aspects of Japanese society. One reason for her confidence was the fact that she is in regular contact

with school principals in Japan, “and the state board of education superintendent.” She explained, “I know how schools are run in Japan, and so I can relate that to American students.”

Umi feels like she can be a conduit, as it were, for current information about Japan for her students. She said, “They can have a most modern knowledge, then I let the student read the newspaper, with the website about what’s going on inside Japan.” Umi felt like students respected her and sought to enroll in her class because of her expertise in this area. She said, “I feel really comfortable to talk to them about up-to-date current events topics, also.”

*Students often have interests in job prospects related to Japan.* Some of Umi’s students expressed interest in job prospects related to Japan. As a result, Umi has gone to great lengths to help students prepare for and find these opportunities. Umi contacted the US-Japan Council, and she traveled out of state to attend functions sponsored by the Consulate-General of Japan in Denver. She explained,

I’m a regular attendee of their functions. I meet with other people. I meet a lot of government officials and business leaders in the area. I try to catch up with what’s going on. So, I can teach students not just about the language, but about the current situation in Japan. I try to search for avenues they can have after they finish high school.

*Some students have gone on to get jobs in Japan, partly as a result of their participation in the Japanese program.* Umi has students who have gone on to get jobs in Japan, partly as a result of their participation in the Japanese program. She said, “I have a student who went to Iwate, Japan.” Iwate, Japan, is one of the areas that were hardest hit by the March 11, 2011, triple disasters, involving the earthquake, tsunami, and nuclear

crisis. Umi explained that her former student, “was in Iwate teaching English during the earthquake and tsunami, she came home” right after that. This former student surprised her, because, “we thought she would stay here for a while, but she went right back to help out with the clean-up efforts.” Umi said that this student was, “only home for about a week” before she went back. Not only that, Umi explained, “She is still there.”

In addition to some students taking jobs in Japan after they graduate from high school, there are many students who receive LDS mission calls to Japan. Umi said, “Every year three or four former Japanese students get their mission calls, and about half of them go to Japan.” With over 300 LDS missions, the odds of being called to Japan are rather slim, so this number is significant. Not only do many former Japanese students get calls to serve in Japan, but also Umi says, “The other half get calls to Ukraine and other missions with difficult to learn languages.” Umi felt that students who have tried to learn a language like Japanese might be considered more likely to be successful in learning difficult languages in general.

***Positive theme 3: Umi felt that being a native speaker of Japanese was a major asset to teachers of Japanese, and had a positive effect on the success of the Japanese program.*** In this section I will present three subthemes, which Umi discussed in her interviews. First, I will discuss Umi’s perception that having strong Japanese language skills was a positive factor in the success of the Japanese program. I will then discuss Umi’s view that having strong cultural knowledge of Japan was a positive factor in the success of the Japanese program. Finally, I will discuss Umi’s perception that having direct contacts with Japanese schools and cities helped to promote meaningful exchange



experiences, which have in turn strengthened the Japanese program.

*Having strong Japanese language skills was a positive factor in the success of the Japanese program.* Umi recognized a main reason why students take Japanese class, “They take my class because they want to learn the language.” She recognized there are many other ways that students can do this, “They can learn a lot from books, from media.” However, Umi felt that the students who are really motivated decide to take her class, and they expect a teacher who can teach them according to their level of interest. She said, “They come to me, so I think I can teach children of all different levels, and I’ve become very flexible, because I’m confident and knowledgeable.” One way she did this was by differentiating her instruction. She explained, “I give special projects to those students who are more advanced.” This confidence and knowledge stemmed partly from the fact that she is a native Japanese speaker.

Umi felt that her contributions were especially appreciated by her administration because of her status as a native Japanese speaker. “This is only one of the reasons why” they felt this way, she said. But, if you have a Japanese program, she surmised they thought, “It’s always nice to have a native speaker teach your class.” One of the reasons why she was hired to teach Japanese at the university level years before, she said, was, “because I’m a native, plus I have a teaching certificate, so they let me teach at the college level.”

When asked about the one factor that had the most impact on the success of her Japanese program, she said, “I think it came from the fact that I’m a native speaker.” Umi said there were students who enrolled in her school from out of its boundaries in order to

take her Japanese class. She said,

Some students came from other school districts, like some came from Kellen School District. Some came from Hansen School District, because they read the catalogue that the teacher of our program is a native Japanese speaker. I have some good students from outside of North Point School District.

One of the benefits of being a native Japanese speaker, according to Umi, is that one can empathize with students in their challenge of learning a foreign language. She said, “I had to learn English to survive in this country myself, so I can use the reverse way of how our brain works to learn the language.” Umi felt that she could help students overcome the challenges of learning a foreign language because she had successfully learned a foreign language herself.

Umi felt that her strong writing skills were an important qualification to be a Japanese teacher. “My writing skills are good,” she said. She explained,

I wrote articles for Japanese newspapers during the Salt Lake Olympics, such as the *Shinano Mainichi*, which has a 6-million-reader circulation. And, of course they have an editor, but they were always surprised that they didn’t have to edit very much, because my grammar and explanations, and kanji were clear. So, I feel really qualified, because I wrote articles in newspapers.

*Having a strong cultural knowledge of Japan was a positive factor in the success of the Japanese program.* Umi felt highly qualified to teach Japanese by virtue of her extensive knowledge of Japanese culture. She said, “I was born and raised there, plus I go back to Japan, at least once a year, to catch up.” Umi was not content to rely on the knowledge she received from growing up in Japan, but she was always seeking to increase her cultural knowledge. She said, “I organize tours to Japan, so I have visited many historical cultural sites, these past 20 years.”

Umi felt that her administrators appreciated the way that she includes culture in

her classroom. She said, “I get quite good reviews from my administrators, because I include not only language, but also culture.” She explained, “for example cooking, and showing famous Japanese movies.” She elaborated, “Like samurai, Kurosawa, and I teach them different curriculum, I’m teaching not only language, but also culture and history.”

*Having direct contacts with Japanese schools and cities helped to promote meaningful exchange experiences, which have in turn strengthened the Japanese program.* Umi felt that her administrators valued the fact that she had many contacts with schools and cities in Japan. She said, “One thing is, I have 100% support from the administrators around my program, because I’m perhaps the only teacher in Utah that has direct contact with Japanese high schools.” She explained, “We have an exchange program, and I have contacted the Japanese schools directly.” In addition, she said, “I have contact with the mayors of Nagano, Tokyo, Sapporo, and Toyama.” “Something else we do,” she continued, “is host students from Toyama, Japan.” Umi felt that these exchange experiences were highly valued by the students and administrators at her school.

**Analysis of negative factors, North Point High School.** In this section I will present an analysis of the negative factors that Umi felt had the greatest effect on the Japanese program. I will first present the primary codes that were used to analyze the negative factors that Umi discussed in her interviews (Table 32). Then, I will present three major negative themes that emerged, along with the supporting statements from the interviews. The first major negative theme was that Umi felt that teaching groups of

Table 32

*Negative Codes Used to Analyze Umi's Interviews*

Code name	Frequency	Code description
Lack of support from the school counselors	12	A reference by the teacher to the lack of support she felt from the school counselors for the Japanese program
Disruptive special needs students	10	A reference by the teacher to special needs students who caused discipline problems
Teaching groups of students with vastly different learning needs	8	A reference by the teacher to her perception that teaching groups of students with vastly different learning needs had a negative effect on the Japanese program
Misconceptions about Japanese women	4	A reference by the teacher to misconceptions that some students held regarding Japanese women
Discipline problems	3	A reference by the teacher to discipline problem she faced in the classroom
Struggle of Japan	3	A reference by the teacher to the economic and political struggle of Japan
Technology	2	A reference by the teacher to her perception that her troubles with integrating technology had a negative effect on the program
Chinese threat	2	A reference by the teacher to the negative influence that the Chinese program had on the Japanese program
Searching for a Japanese teaching job	1	A reference by the teacher to the challenge of finding a Japanese teaching job
Qualifications for teaching at the college level	1	A reference by the teacher to the qualification needed to teach Japanese at the college level

students with vastly different learning needs had a negative effect on the Japanese program (Table 33). The second major negative theme was that Umi felt that a lack of school counselor support had a negative effect on the Japanese program (Table 34). The third negative major theme was that Umi felt that student misconceptions about Japanese women had a negative effect on the Japanese program (Table 35).

***Negative theme 1: Umi felt that teaching groups of students with vastly different learning needs had a negative effect on the Japanese program.*** I will present three

Table 33

*Umi, Negative Theme 1*

Theme	Supporting statements from the interviews
Umi felt that teaching groups of students with vastly different learning needs had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Teaching classes of students with vastly different learning needs had a negative effect on the Japanese program.</li> <li>• Many special needs students caused discipline problems that had a negative effect on the Japanese program.</li> <li>• In spite of having a teaching certificate there are some problems in dealing with young people one that cannot be fully prepared for.</li> </ul>

Table 34

*Umi, Negative Theme 2*

Theme	Supporting statements from the interviews
Umi felt that the lack of support from school counselors had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• School counselors did not understand there are major differences between the Japanese language and the Chinese language.</li> <li>• School counselors did not communicate effectively with the students or teacher of the Japanese program.</li> </ul>

Table 35

*Umi, Negative Theme 3*

Theme	Supporting statements from the interviews
Umi felt that some students' misconceptions about Japanese women had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Some students held misconceptions about Japanese women that had a negative effect on the Japanese program.</li> <li>• Some students responded negatively to Umi's high expectations for her students, including her expectation that they treat everyone fairly.</li> </ul>

subthemes, which she discussed in her interviews. First, I will discuss Umi's perception that teaching classes of students with vastly different learning needs had a negative effect on the Japanese program. I will then discuss Umi's view that many special needs students caused discipline problems that had a negative effect on the Japanese program. Finally, I will discuss Umi's perception that in spite of having a teaching certificate there are some problems in dealing with young people that one cannot be fully prepared for.

*Teaching classes of students with vastly different learning needs had a negative effect on the Japanese program.* Umi felt that teaching classes of students with vastly different learning needs had a negative effect on the Japanese program. She stated, "That's been the biggest challenge, because there is such a variety of ability and interest." Umi felt that much of the difference in student ability and interest was based in their families. She said, "Some students come from very supportive families, financially secure families, where the parents' marriage is secure, but some are from broken homes."

Umi felt that she did not have any options because there were only two Japanese classes. She explained, "I have only one Japanese 1 and one Japanese 2 and 3 together, so they're all concentrated together." She contrasted her classes with the other classes in the school. She said, "Like English classes, they can make two or three different classes." Umi explained further, "There is just one first year Japanese class, so we've got all kinds of students at the same time."

*Many special needs students caused discipline problems that had a negative effect on the Japanese program.* Umi felt that many special needs students caused discipline problems that had a negative effect on the Japanese program. Umi said,

My biggest challenge is that many special education students, especially who they call IEP students, cause lots of problems, a lot of discipline problems, because they thought it's this kind of fun class, but then they find out they have to learn hiragana and katakana, and new things, and then instead of studying hard, they become very disruptive.

Umi further explained the situation with the special needs students taking her Japanese class. She said, “We also have a lot of good students, including those from out of boundaries, because of open enrollment, and there is a big difference in the students’ behavior, and I have to bring them together.” Umi continued, “When the IEP students get bored, and they can’t follow, they do the most annoying things.” Umi was quick to point out that not all special needs students are this way. She said, “Some of the IEP students find a way to enjoy studying, so some of them get A’s, even though they are failing other classes, because we do it from the ABCs of Japanese, the simple hiragana.”

*In spite of having a teaching certificate there are some problems in dealing with young people that one cannot be fully prepared for.* Umi was proud of the fact that she had graduated from college in the US, and that she had earned a teaching certificate. She had also taught Japanese part-time for several years at the university level. All this experience and training, however, may not have been sufficient to prepare Umi for all of the challenges she might face in high school. Umi felt that she knew her students well. She said, “I have three types of students in my classroom, very motivated students, who read a lot of books, some students who like anime, and some students who are just there to have fun.”

Umi felt that she has a strong knowledge of students in general, and she had a strong knowledge of language acquisition. She said, “I’m a certified teacher, and I know how teenagers learn.” Even so, she had a hard time saying that she had a strong knowledge of teenage students. She explained, “When you’re dealing with young people, sometimes I have a hard time.” Umi aspired to understanding the unique motivations of

high school students, and helping them learn, but felt that this was often an elusive goal.

***Negative theme 2: Umi felt that the lack of support from school counselors had a negative effect on the Japanese program.*** I will present two subthemes, which she discussed in her interviews. First, I will discuss Umi's view that the school counselors did not understand that there are major differences between the Japanese language and the Chinese language. Then, I will discuss Umi's perception that school counselors did not communicate effectively with the students or teacher of the Japanese program.

*School counselors did not understand that there are major differences between the Japanese language and the Chinese language.* One way in which Umi felt that the school counselors did not support the Japanese program was simply by their incorrect assumption that Japanese and Chinese were essentially the same language. Umi explained,

This is almost comical, but two students took Chinese for three years, two years at the junior high and one year at the high school, last year, before the Chinese program was eliminated. Then, the counselors put them into a second year Japanese class. I asked the students if they had taken Japanese before, and they said "Yeah." But, in class they didn't know *romaji* or anything, and I was wondering what happened. Then, one day they said that the counselors had put them into the second year Japanese class instead of the first year Japanese.

Umi felt that the counselors had very little common sense to put these two students who had taken 3 years of Chinese into the Japanese 2 class. Assuming that studying Chinese was somehow a prerequisite for studying Japanese was not only absurd to Umi, but she also felt that the counselors were unsupportive in the way they handled the situation.

*School counselors did not communicate effectively with the students or teacher of the Japanese program.* Umi felt that the two students who were mistakenly placed into



the Japanese 2 class were partly responsible for the mistake. Umi said, “They kept saying they took Japanese before.” Even so, Umi felt the school counselors bore most of the responsibility for knowing what classes the students had already taken, and making sure that they were placed correctly in their classes fall term.

Because of the miscommunication Umi did not fully understand the matter until much time had already been wasted. She said, “Several weeks into the term I found out they were misplaced, and that they had taken Chinese, not Japanese.” Umi went on, “I jumped on the counselors! I told them I could not believe it.” Then, because they said it was too late in the semester to make a change, Umi had to make special accommodations for these two students until the end of the semester. She said, “I gave them different assignments, and told the counselor they should have been in Japanese 1 from the first term.” Umi felt that the counselors could have asked her if they had any doubt about the correct class placement. In this way, Umi felt that the school counselors did not communicate effectively with the students or the teacher of the Japanese program, which had negative consequences for them.

*Negative theme 3: Umi felt that some students’ misconceptions about Japanese women had a negative effect on the Japanese program.* I will present two subthemes, which Umi talked about in her interviews. First, I will present Umi’s view that some students held misconceptions about Japanese women that had a negative effect on the Japanese program. Then, I will discuss Umi’s view that some students responded negatively to her high expectations for her students, including her expectations that they treat everyone fairly.

*Some students held misconceptions about Japanese women that had a negative effect on the Japanese program.* Umi said, “One of my biggest problems, is some students’ preconception about what a Japanese woman is like.” She explained, “Some students seem to think that I can serve them, even young kids are that way, but they are getting better.” Umi felt that some of her students held stereotypes of Japanese women in a subservient and submissive way, and this disappointed her.

Umi did not fit the preconception that some of her students held about the way that Japanese women might behave. Umi said, “I’m pretty strict, even with myself and my own children.” This seemed to surprise some of her students, because she can be quite assertive in her teaching style. Umi recalled, “I don’t like too much talking.” Then, she laughed, “I want to get things done, quickly, my way.”

*Some students responded negatively to Umi’s high expectations for her students, including her expectations that they treat everyone fairly.* Umi felt that some students appreciated her teaching approach, but not all of them. She said, “Some students really like me because I challenge them, but some students feel really disappointed, they’re surprised.” Even though her students held certain misconceptions, Umi felt that they could do better.

Umi wanted her students to view other people and other cultures without delusions. She said, “I want students to learn to respect other cultures, the Japanese culture, and not take everything for granted, or take advantage.” Umi wanted her students to develop a level of deference and respect towards other people, including the Japanese people.

**Conclusion of school analysis, North Point High School.** This study sought to understand the factors that contributed to the success of Japanese programs in Utah with staying power. It also sought to understand the factors that had a negative effect on the Japanese programs that have been eliminated. The Japanese program at North Point High School started in 1984 and has continued for 29 years exhibiting considerable staying power.

An analysis of the interviews with Umi revealed three major positive themes. First, Umi felt that advocacy efforts had a positive effect on the success of the Japanese program. Second, Umi felt that the students' interests in the culture and job prospects of Japan had an effect on the success of the Japanese program. Third, Umi felt that being a native speaker of Japanese was a major asset, and had an effect on the success of the Japanese program.

An analysis of the interviews with Umi revealed three major negative themes. First, Umi felt that teaching groups of students with vastly different learning needs had a negative effect on the Japanese program. Second, Umi felt that a lack of support from the school counselors had a negative effect on the Japanese program. Third, Umi felt that some students' misconceptions about Japanese women had a negative effect on the Japanese program.

One conclusion that may be drawn from these analyses is that in spite of (a) having to teach groups of students with vastly different learning needs, (b) a lack of support from school counselors, and (c) student misconceptions about Japanese women, Umi's Japanese program was able to exhibit considerable staying power. Some of the

factors that contributed to its strength were: (a) advocacy efforts, (b) students' interest in the culture and job prospects of Japan, and (c) the teacher's being a native speaker of Japanese.

### **School Analysis 5: Timber Lake High School**

**Introduction.** In this section I will present an analysis of three interviews with Mr. Ted Bandai, the former Japanese teacher at Timber Lake High School. First, I will present background information about Ted and the Japanese program at Timber Lake High School. Then, I will discuss an analysis of Ted's interviews, focusing on the major positive and negative factors that had an effect on the Japanese program. Finally, I will draw some conclusions, and then link the analysis back to the research questions of this study.

**Japanese program profile, Timber Lake High School.** Timber Lake High School was located in Nobel, a community of approximately 30,000 residents. Nobel as a commuter town conveniently situated near downtown Tuttle and not far from numerous recreational opportunities in its natural surroundings. Nobel was created by the Tuttle City Council about 10 years ago and is comprised of four parts of central Tuttle County.

Timber Lake High School opened in 1962 and was one of eight high schools in the Hansen School District that serves the central Tuttle County area. Timber Lake High School enrolls approximately 1,500 students in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. Timber Lake had an open enrollment policy and was considered one of Utah's best high schools because of its well-established student programs. It was one of the first schools in Utah to offer an International Baccalaureate diploma. Timber Lake's music and drama programs

are recognized throughout the state and the students are frequently honored as Sterling Scholars, Presidential Scholars, and National Merit Finalists. During the 2009-10 school year, Timber Lake had a 0% dropout rate, compared to a 2.7% statewide, and 5% in the Hansen School District.

In 1993, Timber Lake High School was looking to expand its foreign language program. Ted Bandai, a veteran teacher who had taught social studies since 1972, approached the school about starting a Japanese program. The school agreed to open enrollment that year, and they were able to fill two first-year classes. Over the next 16 years Ted's program maintained at least two classes, one for first-year students, and another for second-, third-, and sometimes fourth-year students. Ted eventually stopped teaching social studies classes and he picked up two self-defense judo classes and one study skills class, in addition to Japanese.

Timber Lake had four principals during Ted's tenure. Ted described the first three as supportive of the Japanese program, but he said the last one discontinued it. This principal, Ms. Linda Davis, did not give Ted advance notice. He learned about it during student registration that year. Ms. Davis later explained to Ted that the Japanese enrollment numbers were too low. The school had just introduced Chinese language classes, and Ted's first-year class enrollment had dipped slightly below 20 students.

"The irony of this explanation" Ted said, "was that the Chinese class had only five students enrolled that year, and yet it was not eliminated." This might have been because funding for the Chinese language classes came from outside the district. During this time Mr. Harold Shaffer, a representative at the Utah State Office of Education,

spoke with the principal Ms. Davis and offered to pay Ted's salary out of the State's budget, similar to the way that the Chinese government was paying for some Chinese teachers' salaries. Ms. Davis refused, however, explaining that she wanted all world language programs at her school to culminate in an Advanced Placement course, and that Timber Lake's Japanese program did not have a feeder program at the Junior High School.

Without a feeder program at the junior high school, students would not have a sufficiently long sequence of classes to prepare them for an AP Japanese course. "The irony of this explanation," Ted said, "was that the year after the Japanese program was eliminated at Timber Lake, the junior high started a Japanese program." The following year Ms. Davis was asked by the district to transfer to another school or retire. She chose to retire, but the Japanese program did not return. Furthermore when the funding for the Chinese program ended three years later, it was also eliminated. Neither Japanese nor Chinese are offered at Timber Lake today.

For 16 years Timber Lake consistently enrolled at least 50 students in Japanese classes. There were many reasons for its success, from Ted's perspective. First, he felt like students knew that he understood their many different motivations for studying Japanese. Some wanted to learn to read and write the characters. Some were interested in cultural aspects of Japan. Some felt that they would go to Japan someday, and they wanted to begin learning the language in high school. Ted tried to honor each of the students' purposes for studying Japanese in the way he structured his curriculum and instruction. Perhaps one of the big reasons for its success was because of a unique service

projected, called the “1,000 Crane Project.”

The 1,000 Crane Project stemmed from the students’ interest in folding origami paper. Ted explained to his students that in Japan there was a tradition that if someone folded 1,000 paper cranes, he or she could have a wish. Ted continued that because cranes are migratory birds, and that each spring as cranes returned to villages and fields across Japan, they were associated with new hopes and wishes for the coming year. Although the students did not know what they would wish for, that year they began folding cranes. They folded them in the Japanese club, at home, and as the paper cranes multiplied in the classroom, they wondered what they should do with them.

At that time it just happened that a parent of one of the Japanese students passed away. The class had a discussion and decided it would be appropriate to assemble 100 of the paper cranes into a hanging display, and present it to the student. They hoped this gesture would bring a measure of peace to the family; this was what they collectively wished for. Later, there was another tragedy in the family of one of the students at Timber Lake High School, but not a student in the Japanese program. The Japanese students suggested to Ted that they make another 100-crane display as a gift for this student. From then on, whenever a student or faculty at the school lost an immediate family member the Japanese club responded by folding 100 paper cranes, and assembling them into a display to present to the student or faculty member. Ted said, “We never made less than 1,500 a year.”

“Then there came a time,” explained Ted, “when one of the students passed away, and we said okay we’re going to make a 1,000 for this kid.” Then the students presented

this display to the affected family. Ted also told the students, “We can’t pick and choose.” The students enthusiastically agreed, and a school tradition was born. Over the next 10 years the students in the Japanese club at Timber Lake folded over 35,000 paper cranes in connection with these projects. Each time there was a tragedy, the students responded by making a paper crane display, 100 cranes when students and faculty members lost immediate family members, and 1,000 cranes when a student passed away.

Then, the year the Japanese program at Timber Lake High School was eliminated, Ted encountered a personal tragedy as well. One morning in the fall of 2009 as he was getting out of bed, 63-year-old Ted lost balance, fell backwards, and hit his head on the dresser. He was taken to the hospital where it was learned that he had broken his C5 vertebrae. Ted underwent surgery and he started a long rehabilitation process. He initially lost movement in his arms and legs and was designated a quadriplegic. Ted was on disability leave the rest of that school year.

While Ted was in the hospital, some of his students came to visit him. He was deeply moved when he saw that they had made for him two beautiful 1,000-crane displays. They had decided to make them for Ted when they heard about his accident. They had Facebooked all their friends and told them to meet at a local café. The students folded cranes all night and then brought them to his hospital room the next day. “You know you’ve taught them something,” recalled Ted, “when they can do it for themselves.”

The following school year, Ted took a leave of absence. Then, in 2011 he resigned from teaching, which mainly entailed his self-defense judo classes, which he



physically could no longer teach because he was going to rehab and his recovery was very difficult. Ted currently has most of the movement he had lost. He can drive, and Ted goes to the gym every day to walk on the treadmill. He is getting stronger. At this point, he will not go back to teaching Japanese. Ted is fully retired.

**Analysis of positive factors, Timber Lake High School.** In this section I will present an analysis of the positive factors that Ted identified in his interviews with regard to the success of the Japanese program. I will first present the major codes that were used to analyze the positive factors identified in his interviews (Table 36). Then, I will present the three major themes that emerged, along with the supporting statements from the interviews. The first major theme was that Ted felt that advocacy efforts, such as the 1,000-crane project, Judo class, and Japanese club, had a positive effect on the success of the Japanese program (Table 37). The second major theme was that Ted felt that teacher personality, including knowledge and caring for students, had a positive effect on the success of the Japanese program (Table 38). The third major theme was that Ted felt that teaching a variety of things, including teaching culture, had a positive effect on student interest and the overall success of the Japanese program (Table 39).

**Positive theme 1: Ted felt that advocacy efforts, such as the 1,000-crane project, Judo class, and Japanese club, had a positive effect on the success of the Japanese program.** I will present five subthemes that Ted described in his interviews. First, I will discuss Ted's perception that the 1,000-crane project started with the students' curiosity about Japanese origami paper and developed into a community service project that had a positive effect on the success of the Japanese program. I will then

Table 36

*Positive Codes Used to Analyze Ted's Interviews*

Code name	Frequency	Code description
Thousand-crane project	46	A reference by the teacher to an advocacy project, called the 1,000 Crane Project
Fair and equitable learning environment	15	A reference by the teacher to the fair and equitable learning environment that he tried to maintain in the Japanese program
Professionalism	11	A reference by the teacher to his professional practices, including attendance at workshops, supporting other teachers, and membership in professional associations
Support from administration	11	A reference by the teacher to the support he felt from the administration for him and the Japanese program
Student centered learning	8	A reference by the teacher to the practice of student centered learning, which he tried to incorporate into the Japanese program
Knowledge of students	8	A reference by the teacher to his knowledge of students
Knowledge of culture	8	A reference by the teacher to his cultural knowledge of Japan
Judo class as a recruitment tool	7	A reference by the teacher to his judo self-defense classes, and their effectiveness as a recruitment tool for the Japanese program
Japanese economy	5	A reference by the teacher to the Japanese economy and the positive effects it had on the Japanese program
Race	5	A reference by the teacher to his view that race factors had a positive effect on the Japanese program
Teaching all four language skills	4	A reference by the teacher to his efforts to teach all four language skills in the Japanese program
Support from colleagues	3	A reference by the teacher to the support he felt from his colleagues

Table 37

*Ted, Positive Theme 1*

Theme	Supporting statements from the interviews
Ted felt that advocacy efforts, such as the thousand-crane project, Judo class, and Japanese club, had a positive effect on the success of the Japanese program	<ul style="list-style-type: none"> <li>• The thousand-crane project started with student curiosity about Japanese origami paper, and developed into a community service project that had a positive effect on the success of the Japanese program.</li> <li>• The thousand-crane project was an effective recruiting tool for the Japanese program.</li> <li>• Ted's Judo class was an effective recruiting tool for the Japanese program.</li> <li>• The Japanese club was an effective recruiting tool for the Japanese program.</li> <li>• Teacher advocacy efforts are necessary to maintain successful elective classes.</li> </ul>

Table 38

*Ted, Positive Theme 2*

Theme	Supporting statements from the interviews
Ted felt that teacher personality, including knowledge and caring for students, had a positive effect on the success of the Japanese program.	<ul style="list-style-type: none"> <li>• Effective teachers are fair and equitable.</li> <li>• Effective teachers use a variety of student-centered teaching methods.</li> <li>• Effective teachers have knowledge of their students, and this knowledge informs their teaching practices.</li> <li>• Teacher personality is a key factor in the success of Japanese programs.</li> <li>• Effective teachers care for their students.</li> </ul>

Table 39

*Ted, Positive Theme 3*

Theme	Supporting statements from the interviews
Ted felt that teaching a variety of things, including teaching culture, had a positive impact on student interest and the overall success of the Japanese program.	<ul style="list-style-type: none"> <li>• Effective language teachers have knowledge of the target culture, and use this knowledge to inform their teaching practices.</li> <li>• Effective language teachers teach and assess the four language skills.</li> <li>• Effective teachers use a variety of teaching methods.</li> </ul>

discuss Ted's view that the thousand-crane project was an effective recruiting tool for the Japanese program. Next, I will discuss Ted's view that his Judo class was an effective recruiting tool for the Japanese program. Next, I will discuss Ted's perception that the Japanese club was an effective recruiting tool for the Japanese program. Finally, I will discuss Ted's view that teacher advocacy efforts were necessary to maintain successful elective classes.

*The 1,000-crane project started with student curiosity about Japanese origami paper, and developed into a community service project that had a positive effect on the success of the Japanese program.* When asked about the factors that had the greatest positive effect on his Japanese program, Ted mentioned his 1,000-crane project. Ted explained what the 1,000-crane project was. He said, "We made origami arrangements of 100 cranes for every faculty or staff member who lost an immediate family member; we also made 1,000 cranes for every student who passed away." Ted explained that the project started with the students' curiosity in Japanese origami paper. He said, "First we just did it out of curiosity, wondering how many that would appear to be in the

classroom?” He continued, “Then it was, now we made these, we need to make use of them.”

The 1,000-crane project started with student curiosity and developed into much more. Ted explained, “That ended up being a really good service contribution.” Ted felt that the 1,000-crane project had a positive effect on the community and it allowed the students to learn some leadership skills. It was an important opportunity for the high school seniors that “many included in their collage applications.” Ted continued, “It grew with the students’ compassion and desire to give service to their community.” Ted felt that the project resonated with his students and had a positive effect on the Japanese program.

*The 1,000-crane project was an effective recruiting tool for the Japanese program.* Not only was the 1,000-crane project a positive experience for the students who were in the Japanese program, but it was also a positive experience for many students who were not in the Japanese program. Because this project was part of the Japanese club, “it made a lot of kids aware of Japanese culture,” who were not in the Japanese class. Ted said, “Many kids wanted to help if there was a major project.” Ted continued, “Many times they would bring their friends in and teach them how to make cranes too.” One of the results of this, Ted felt, was that many students gained an awareness of this aspect of Japanese culture, which led some students to later try taking the Japanese class.

*Ted’s Judo class was an effective recruiting tool for the Japanese program.* Ted’s Judo club was well known among the district. He had students from other high schoolers, “who came to Timber Lake to take judo.” His Judo classes consistently had high student

enrollment. In fact, “My Japanese classes together,” Ted explained, “didn’t make up one of my judo classes.”

Ted taught his Judo students some Japanese. He taught them, “the traditional things like opening and ending class; we had the Japanese way of doing things.” Ted also taught “counting, just a little bit, and the names of the throws in Japanese.” This helped students understand some cultural aspects of Japan, which they seemed to enjoy.

When asked if the Judo class was an effective recruitment tool for his Japanese class, Ted responded, “Yeah, both ways.” Ted explained, “I had some from my judo class who took Japanese, and visa versa.” Ted’s Judo class seemed to be a popular class, and one in which he could make students aware of the opportunity to also take Japanese. Ted felt like the Judo class was effective in this way, attracting students to take Japanese, who otherwise might not even be aware of it at their school.

*The Japanese club was an effective recruiting tool for the Japanese program.* Ted mentioned that the Japanese club was in charge of the 1,000-crane project, and that “in total we made more than 35,000 paper cranes during the 10 years this club was active.” Ted explained that they had a club fee that was used to pay for the origami paper. In this way, “most of the time we were self-funded.” Sometimes, however, they needed more supplies, “and if we didn’t have enough money, then we’d do fundraising.”

By sponsoring activities that many students were interested in, the Japanese club was able to involve numerous students. Other ways they made students aware of the Japanese program were by hanging the paper cranes in parts of the school where the students would notice them. Ted explained, “We ended up hanging them in the student

hallway.” Ted continued, “We found it became perfect for Christmas.” By getting the students involved in the leadership and management of the Japanese club activities, Ted felt that the students learned some valuable lessons. They also became excellent recruiters for the Japanese program.

*Teacher advocacy efforts are necessary to maintain successful elective classes.*

Ted felt the teacher’s advocacy efforts were of utmost importance. “Teachers, no matter what you teach,” he explained, “unless you have something else that you add,” the program will not be compelling to the students. When you add that something extra, Ted added, “it makes it interesting.” Not only does it attract more students, Ted suggested, “it adds to whether you really care about your subject matter.” This, according to Ted, was at the heart of good advocacy efforts, which in turn are at the heart of a successful Japanese language program.

***Positive theme 2: Ted felt that teacher personality, including knowledge and caring for students, had a positive effect on the success of the Japanese program.*** I will present three major themes that he discussed in his interviews. First, I will discuss Ted’s perception that effective teachers are fair and equitable. Next, I will discuss Ted’s view that effective teachers use a variety of student-centered teaching methods. I will then discuss Ted’s perspective that effective teachers have knowledge of their students, and this knowledge informs their teaching practices. Next, I will discuss Ted’s view that teacher personality is a key factor in the success of Japanese programs. Finally, I will discuss Ted’s perspective that effective teachers care about their students.

*Effective teachers are fair and equitable.* Ted felt that teachers were effective

when they were fair and equitable. For instance, when assessing students' speaking skills, he had a system to give students equal opportunities to participate, "and that worked good, because they knew it was always going to alternate." With a large class, Ted had to be creative about the way he assessed their speaking skills, "and so I would always shift from where I started with people." Ted explained, "It wouldn't be by a raise of hand."

The way that Ted's system worked was, he would start with the students in the first row on Monday, and the students in the second row on Tuesday, and so on. So, Ted would say, "This row will start today, and you get to participate." "And they had a fair shot, equal chance of getting called upon regularly," he explained. Ted felt that by doing this, all students had an equal opportunity to participate and be assessed on a regular basis, and he felt that fairness, in this way, contributed to the overall success of the Japanese program.

*Effective teachers use a variety of student-centered teaching methods.* When asked about the factors that made the greatest positive impact on the Japanese program, Ted suggested, "Well, just trying to cater to all phases of student interests." These interests included students who just wanted to learn to speak, read, and write Japanese. They also included students who were particularly interested in "the cultural side of it." There were even students who took Japanese because, "their goal was to try to go there on a mission." Ted elaborated, "And some students, of course, had some Japanese connections, and that always ended up being some of the reasons."

Ted felt that, "just keeping a variety of things to make it more interesting, instead of just focusing on the language," was a key to keeping students interested in studying



Japanese. This student-centered approach to teaching Japanese, ultimately drew the interest of many students, Ted felt, and contributed to the success of the Japanese program.

*Effective teachers have knowledge of their students, and this knowledge informs their teaching practices.* Ted felt that the teacher's knowledge of the students was a key to the success of the Japanese program. During the first week of school, "I would always ask, 'What was your reason for taking Japanese?'" Ted explained, "I always had them write these down, so they wouldn't have to announce it in class." He went on, "I was the only one that would read it."

By understanding the students' motivations for wanting to learn Japanese this way, Ted felt like his knowledge of students was strong, "as long as they were telling me the truth." This knowledge of students informed the choices that Ted made in designing curriculum and lesson planning. By targeting the interests of the student, Ted felt that his program met the learning needs of his students, and contributed to their success and his effectiveness as a teacher.

*Teacher personality is a key factor in the success of Japanese programs.* When asked about the relative importance of teacher personality, Ted responded in the affirmative. "Yes, it's pretty significant." Ted made reference to the need for teachers to be fair and equitable, use a variety of student-centered teaching methods, and have knowledge of students in order to be an effective teacher. He said that nothing was more important than teacher personality to the success of the Japanese program.

*Effective teachers care for their students.* Ted felt that teachers needed to care for

their students in order to be effective. He explained, “Because I think if you are one who likes kids, and enjoys teaching, those are the two major things.” Ted felt students could sense when the teacher was not interested in them or the subject matter. He also suggested, “If those two things don’t match up, then you are not going to enjoy teaching.”

***Positive theme 3: Ted felt that teaching a variety of things, including teaching culture, had a positive impact on student interest and the overall success of the Japanese program.*** I will present three subthemes that Ted discussed in his interviews. First, I will discuss Ted’s view that effective language teachers have knowledge of the target culture, and use this knowledge to inform their teaching practices. I will then discuss Ted’s perception that effective language teachers teach and assess the four language skills. Finally, I will discuss Ted’s view that effective teachers use a variety of teaching methods.

*Effective language teachers have knowledge of the target culture, and they make use of this knowledge to inform their teaching practices.* Ted felt that one of his advantages as a Japanese teacher was the fact that his, “parents were *isseis*,” or in other words, first generation Japanese-American immigrants. Because of this Ted said, “Japanese was the first language in our house.” And, “Though I didn’t lived in Japan,” he explained, “I think I’ve been there seven or eight times.” This knowledge of the Japanese culture was the foundation of Ted’s unique personality as a teacher of Japanese, including the way he promoted the Japanese program with various advocacy efforts, such as the 1,000-crane project and the Judo class.

In addition to cultural sensitivity he developed by being raised by first generation

Japanese-American immigrants, Ted gained cultural insights attending workshops, including one at the Japan Foundation in Santa Monica, California, and one at the Japan Foundation in Tokyo. “Those helped additionally,” Ted said, “but I don’t know if I learned anything new.” He explained, “They just reinforced a lot of it.” Ted felt that many students took Japanese because they had an interest in, “the cultural side of it,” and that his cultural expertise had a positive effect on the success of the Japanese program.

*Effective language teachers teach and assess the four language skills.* The four language skills, reading, writing, listening, and speaking, figured prominently in Ted’s estimation of things that needed to be taught to Japanese students. For him it was insufficient to focus on some of these to the exclusion of others. For this reason, Ted said, “I balanced out the instruction, instead of concentrating just on one thing.” Ted explained, “I alternated between a reading, listening, and a speaking rotation.” The reason that he did this, Ted continued, was because, “Some were stronger in one, and others were better in another area.” “So,” he explained, “it made it equitable, as far as some students were only good with their writing skills, and I thought it was fair that way.”

Not only did Ted teach the four language skills, but he also placed importance on assessing all four of the language skills. He did this partly because he felt it was fair to the students, some of whom might be strong in one area, and weak in another area. Ted explained, “I thought it was a fair assessment with the different areas of responsibility.” As a result, Ted felt that students considered him a fair teacher.

*Effective teachers use a variety of teaching methods.* Ted said that he “balanced out” the things that he taught. For instance he used reading logs, and he, “had them read

aloud from the text they said they read.” He also did speaking assessments in class. Attendance was also a portion of the grade, because he hoped that “if they were there, it would filter down to better performance too.”

In Ted’s Japanese classes attendance and participation made up 20% of the grade, so there was a balancing of expectations between effort and performance, “but the majority was actual course work.” His students had a “standard reading assignment depending on which level they were at.” In this way, Ted tried to use a variety of teaching methods. He said that by doing this he was trying to, “keeping a variety of things to make it more interesting.”

**Analysis of negative factors, Timber Lake High School.** In this section I will present an analysis of the negative factors that Ted identified in his interviews with regard to the success of the Japanese program. I first present the codes that were used to analyze the negative factors identified in his interviews (Table 40). Then, I will present the three major themes that emerged, along with the supporting statements from the interviews. The first major theme was that Ted felt that the lack of administration support for the teachers and their professional development negatively affected the Japanese program (Table 41). The second major theme was that Ted felt that modest enrollment in the Japanese program had a negative affected (Table 42). The third major theme was that Ted felt that competition among elective classes, including Chinese, had a negative effect on the Japanese program (Table 43).

*Negative theme 1: Ted felt that the lack of administration support for teachers and their professional development affected the Japanese program.* I will present two

Table 40

*Negative Codes Used to Analyze Ted's Interviews*

Code name	Frequency	Code description
Lack of administration support	26	A reference by the teacher to the lack of administration support for the Japanese program
Low enrollment	16	A reference by the teacher to the issue of low enrollment in the Japanese program and its effects on the Japanese program overall
Lack of professional development support	12	A reference by the teacher to the lack of support by the administration for the professional development of the teachers
Chinese threat	6	A reference by the teacher to the threat of the Chinese language programs on the Japanese programs
Japanese economy	6	A reference by the teacher to the poor performance of the Japanese economy, and its effect on the perceived importance of the Japanese program
IB program	6	A reference by the teacher to the International Baccalaureate program at Timber Lake High School, and its effect on the Japanese program
No feeder program	2	A reference by the teacher to the fact that there was no feeder program at the junior high, and the effect this had on the Japanese program

Table 41

*Ted, Negative Theme 1*

Theme	Supporting statements from the interviews
Ted felt that the lack of administrative support, including support for teachers' professional development, had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• The lack of administration support had a negative impact on the Japanese program.</li> <li>• The lack of administration support for professional development of the teachers had a negative effect on the Japanese program.</li> </ul>

Table 42

*Ted, Negative Theme 2*

Theme	Supporting statements from the interviews
Ted felt that low enrollment, including the lack of a feeder program, had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Low student enrollment had a negative effect on the Japanese program.</li> <li>• The lack of a feeder program at the junior high level had a negative effect on the Japanese program.</li> </ul>

Table 43

*Ted, Negative Theme 3*

Theme	Supporting statements from the interviews
Ted felt that competition among elective classes, including Chinese, had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• The new Chinese program had a negative impact on the enrollment of the Japanese program.</li> <li>• The International Baccalaureate program, with its emphasis on small classes, had a negative effect on the Japanese program.</li> <li>• Competition among elective classes had a negative effect on the enrollment of the Japanese program.</li> </ul>

subthemes, which Ted discussed in his interviews. First, I will discuss Ted's perception that the lack of administration support had a negative impact on the Japanese program. Second, I will discuss Ted's view that the lack of administration support for the professional development of the teachers had a negative effect on the Japanese program.

*The lack of administration support had a negative impact on the Japanese program.* Ted explained, "They didn't even have the nerve to talk to me before, it was just removed from the schedule." Ted felt badly about the fact that the Japanese program was eliminated, but he also felt the way that it happened was unprofessional and unkind.

Leading up to the elimination of the Japanese program, the administration demonstrated a general lack of support for the Japanese program. For instance, the students had always been told that, “It fulfilled a foreign language requirement.” But, in recent years the administration’s support for this function of the Japanese program, “gradually dwindled.” Although the program had enjoyed the support of three principals, the fourth principal eliminated it without discussing it with the teacher. Ted explained, “I didn’t find out about it until registration time, and it wasn’t on the schedule any longer.” He continued, “They didn’t even have the decency to talk to me about it before then.”

Ted felt it was sad what was happening to Japanese programs around Utah, but he also felt that, “it’s actually just temporary.” He explained,

It’s not different than saying well, let’s see, “Is France the leader of the world?” Well, they still want French classes. Or, “Are we connected with Germany all of the sudden that we need an emphasis to continue that even more so?” Spanish, yes, because of the influx of so many Latinos, but a lot of them now are third and fourth generation Americans that are American, not necessarily wanting to speak Spanish. And we cater a lot to Chinese because there just happen to be more of them in certain areas. I don’t know if that is relevant to saying, “Well let’s eliminate this program, and let’s start that one.”

Ted understood that the school could save money by carrying the Chinese program instead of the Japanese program, but that this savings would be temporarily. In the end, the school lost both Japanese and Chinese. The fact that his principal did not speak to him before making the decision to eliminate Japanese was an indication to him that the decision was perhaps not reached in an appropriate way. Ted said, “It’s just unfortunate that they couldn’t support both” Japanese and Chinese.

*The lack of administration support for the professional development of the teachers had a negative effect on the Japanese program.* Ted felt that there was little

incentive for teachers to become “highly qualified” in compliance with the No Child Left Behind legislation, and he felt that administrators were unreasonable in expecting them to do so. Ted explained his frustration, “All it meant was you had to go to expense and go take a test, and you had nothing to gain.” He continued, “You weren’t going to get a raise.” Ted went on, “That was the same thing for me; I had no incentive to do that.”

It would have been a different matter if the administration had supported teachers in gaining “highly qualified” status. “You can see why though” Ted explained, why not many teachers wanted to comply. “There was no point,” Ted continued, “There was no job security, either.”

Ted felt that the lack of administrative support for teacher professional development had a negative impact on teachers overall. Ted felt these new expectations were unfair. Furthermore, he felt that, “All those stipulations they were trying to put on people,” without supporting them was “meaningless” and counterproductive. He was apprehensive of the administration’s motives. For example, he said, “You want me to go take another test, and just see if I can do worse?” Ted did not trust an administration that would place teachers, who were already overworked and underpaid, under these unfair requirements.

***Negative theme 2: Ted felt that low enrollment, including the lack of a feeder program, had a negative effect on the Japanese program.*** In this section I will present two subthemes, which Ted discussed in his interviews. First, I will discuss Ted’s view that low student enrollment had a negative effect on the Japanese program. Second, I will discuss Ted’s perception that the lack of a feeder program at the junior high level had a



negative effect on the Japanese program.

*Low student enrollment had a negative effect on the Japanese program.* When asked about the factors that had the most negative effect on his Japanese program, Ted responded, “Numbers is the primary thing.” Student enrollment in Japanese had been dwindling somewhat in recent years. Timber Lake High School was moved from 5A to 4A in 1999 due to decreasing student enrollment overall.

The year before Timber Lake High School eliminated the Japanese program, there were nearly 20 students enrolled in the first-year Japanese course. Ted was surprised that the school would discontinue the Japanese program at that time, because they gave full support to the Chinese program, in which there were only five students enrolled. Ted explained, “It’s like, why do you continue to support Chinese, when there’s nowhere near the comparison.”

Ted was surprised that the school supported five students in the Chinese first-year course, but did not support nearly 20 students in the Japanese first-year course. The reason became clear, when he considered the funding for the Chinese program. Ted said, “Chinese wasn’t being paid for by our district.” He continued, “It was paid for by the Chinese government.” In Ted’s mind, the Japanese program was unfairly put in direct competition with the Chinese program for school support. Ted said, “The rationale of comparison with some other classes was not right, but with that principle there’s no room for discussion, it’s just her decision.”

*The lack of a feeder program at the junior high level had a negative effect on the Japanese program.* One of the reasons given by the administration for eliminating the

Japanese program at the high school was the fact that there was no feeder program at the junior high level. The principal, Ms. Linda Davis, said that she only wanted language programs that started early and had a chance of reaching the AP level in high school. There was no Japanese program at the junior high level, however, so she decided to eliminate the high school program.

“You know what the irony of that is?” asked Ted. “Our junior high school started Japanese,” he explained. “Just after that.” Furthermore, “The following year Linda resigned.” Ted said, “I have not followed up on the junior high program; it may still be there, it may not.” He went on, “If it is, they can go to Perius High School.” Ted felt it was a terrific idea to have a feeder program at the junior high, but not having a feeder program was not a good reason to eliminate the Japanese program at the high school.

***Negative theme 3: Ted felt that competition among elective classes, including Chinese, had a negative effect on the Japanese program.*** I will present three subthemes, which Ted discussed in his interviews. First, I will discuss Ted’s view that the new Chinese program had a negative impact on the enrollment of the Japanese program. Next, I will discuss Ted’s perception that the International Baccalaureate program, with its emphasis on small classes, had a negative effect on the Japanese program. Finally, I will discuss Ted’s perspective that competition among elective classes had a negative effect on the enrollment of the Japanese program.

*The new Chinese program had a negative impact on the enrollment of the Japanese program.* When asked the factors that had the most negative effect on the Japanese program, Ted mentioned the new Chinese program. “That’s part of it,” Ted

answered. But, this was not because they had huge enrollment, because they did not. In fact, the year that the Japanese program was eliminated due to insufficient enrollment, the Chinese program only had five students registered in it.

The big threat from the Chinese program was not that it enrolled large numbers of students, but rather that it was fully funded outside of the district budget. Ted explained, “It was paid for by the Chinese government.” Ted disagreed that the Japanese program should be placed in direct, and unfair, competition with the Chinese program, in this way.

*The International Baccalaureate program, with its emphasis on small classes, had a negative effect on the Japanese program.* Ted felt that the International Baccalaureate program had a negative effect on the Japanese program. Ted stated, “The principal at the time was trying to promote the Baccalaureate program, and a lot of those classes are small.” He explained how this affected the Japanese program, “She couldn’t justify having so many classes that were on the decline.”

The Japanese language is not an official IB language, and the principal “was trying to make our school an International Baccalaureate high school.” He continued, “It’s a minority of kids that take that.” Having so many small classes was difficult for the administration in many ways. Ted supposed that his Japanese classes enrolled more students than some of the classes in the IB program. He rhetorically asked, “But who can argue with the person who makes the decisions?”

*Competition among elective classes had a negative effect on the enrollment of the Japanese program.* Although his Judo class was an effective recruiting tool for the Japanese program, Ted admitted that it worked the other way around as well. He

explained, “I had some from my judo class who took Japanese, and visa versa.” Ted’s Judo program usually had much larger student enrollment than his Japanese program. Although this was good for recruitment in some ways, the Judo classes were also in direct competition for student enrollment in his Japanese classes.

The new Chinese program and the growing International Baccalaureate program, with its many elective classes, were in direct competition for enrollment with the Japanese program. When asked about the competition from other elective classes, Ted answered, “That’s part of it.” But, it is clear from the interviews that Ted did not feel threatened by the appeal of these alternative programs, but rather the shift in administrator support from his Japanese program, toward these other programs. The Chinese program was, “paid for by the Chinese government,” and the principal, “was trying to promote the International Baccalaureate program.” Ted felt like he did his part to maintain the Japanese program, but that was not sufficient.

**Conclusion of school analysis, Timber Lake High School.** This study sought to understand the factors that contributed to the success of Japanese programs in Utah with staying power. It also sought to understand the factors that had a negative effect on the Japanese programs that had been eliminated. The Japanese program at Timber Lake High School lasted for 16 years, demonstrating considerable staying power. Then, in 2009 it was eliminated due to a variety of reasons, principle among which was the decline of student enrollment.

An analysis of the interviews with Ted revealed three major positive themes. First, Ted felt that advocacy efforts, such as the thousand-crane project, Judo class, and

Japanese club, had a positive effect on the success of the Japanese program. Second, Ted felt that teacher personality, including knowledge and caring about students, had a positive effect on the success of the Japanese program. Third, Ted felt that teaching a variety of things, including teaching culture, had a positive impact on student interest and the overall success of the Japanese program.

An analysis of Ted's interviews revealed three major negative themes. First, the lack of administrative support, including support for teachers' professional development, had a negative effect on the Japanese program. Second, Ted felt that low enrollment, including the lack of a feeder program, had a negative effect on the Japanese program. Third, Ted felt that competition among elective classes, including Chinese and the International Baccalaureate Program, had a negative effect on the Japanese program.

One conclusion that may be drawn from this analysis is that (a) teacher advocacy efforts, (b) teacher personality, and (c) using a variety of student-centered methods may strengthen a less commonly taught language program, but these things may not be sufficient to maintain it. Another conclusion that may be drawn is that potential causes for program elimination may include: (a) a lack of administration support, including support for teachers' professional development, (b) competition among elective classes, and (c) low student enrollment.

### **School Analysis 6: Quail Ridge High School**

**Introduction.** In this section I will present an analysis of three interviews with Mr. Ulysses Ivey, the former Japanese teacher at Quail Ridge High School. First, I will present background information about Ulysses and the Japanese program at Quail Ridge

High School. Then, I will discuss an analysis of Ulysses' interviews, and in particular the positive and negative factors that had an effect on the success of the Japanese program. Finally, I draw conclusions, and link analysis back to the research questions of this study.

**Japanese program profile, Quail Ridge High School.** Quail Ridge High School was located in Quail Ridge, a city of approximately 112,000 residents. Founded in 1912, Quail Ridge High School was the oldest secondary school in the district, currently enrolling 1,700 students in grades 9 through 12. It was also one of the most diverse high schools in the state, with over 30% minority enrollment. Quail Ridge was located near a university with a large Japanese language program, which was frequently consulted by local high schools as they have sought to grow their own Japanese language programs.

The Japanese program at Quail Ridge High School started in 1988 and lasted 7 years. Mrs. Vanessa Suzuki, who was a student at the university, started the program. Her parents were Japanese and she was bilingual. She taught for 3½ years but did not remain after she graduated. According to her foreign language department chair, "She was enthusiastic and hardworking, but she was also quite frustrated with the administration that was not supportive of the Japanese program." Mr. Ulysses Ivey, also a university student, followed Mrs. Suzuki, and taught for 2½ years. Then Mr. Nathan Collins followed and taught for just 1 year, after which the program was eliminated, "due to a lack of interest."

Among the three teachers, Mr. Ivey was selected for this study because he was the last teacher with substantial knowledge and interest in the Japanese program at Quail Ridge High School. Mr. Collins, who came after Mr. Ivey, only taught for a year, and "he

wasn't too enthusiastic about teaching Japanese and the Japanese program just died," according to his Foreign Language Department Chair. Currently, Mr. Collins works as the librarian and web designer at the school.

Mr. Ivey was drawn to teaching Japanese because the language fascinated him. He took Latin in high school, and liked how it helped him understand English. Then, at age 19, he accepted a call to serve as a missionary for The Church of Jesus Christ of Latter-day Saints in the Osaka, Japan Mission. "Japanese was a puzzle to me," recalled Mr. Ivey. "I liked kanji (Chinese characters), the concept of kanji." Mr. Ivey took a special interest in the language, and by the end of his 2 years of missionary service, he had learned about 1,400 kanji, far more than the several hundred that returning missionaries typically might know. He also tested out of the first 3 years of university Japanese classes instead of the standard 2 years of classes.

Mr. Ivey began teaching Japanese at Quail Ridge in the winter of 1991. He was studying education with a major in Japanese and a minor in history, with 2½ years left until graduation. He felt quite fortunate when the former teacher at Quail Ridge High School asked if he would be interested in taking over for her the following semester. She was a senior about to graduate and perhaps needed the time to focus on her university studies. "That job just fell in my lap," Mr. Ivey recalled. "It was a huge blessing for me, as a student back in the early nineties, making \$10 an hour teaching high school, and getting paid to do your student teaching, that was just a fabulous deal."

"We had a great program," recalled Mr. Ivey, "and not just because of me. The teacher ahead of me" had built a solid program. The "finest students at Quail Ridge were

taking Japanese. The brightest kids were being encouraged to take it, and there was a lot of interest.” The students excelled at Japanese, and performed well at the Japanese language fairs held at the nearby university, against any other high school that they competed with. “They were always in the first or second place,” Mr. Ivey explained.

The spring that Mr. Ivey was going to graduate from the university he went in to talk with the principal. He told her he was interested in working fulltime when he graduated, but she said, ‘I’m sorry, we don’t have a fulltime position open.’” He elaborated on their conversation,

I said, ‘I’ve been teaching here for three years, making \$10 an hour, getting my degree, thinking I would have a job when I got out of college, and you’re telling me you don’t have a fulltime teaching position?’ She said, ‘That’s right, we’d love you to come back and teach two or three Japanese classes next year,’ and I said, ‘I’m sorry I’ve got to feed my family and make some real money.’ You know, a first year teacher in Utah made like \$18,000. That’s what she said, so it was about a five-minute conversation.

Mr. Ivey was perplexed by this situation, “My minor was history. US history is a class that everyone has to take, so I would have thought they could have thrown a few history classes at me.”

After graduation, Mr. Ivey took a fulltime Japanese teaching position at a high school out of state, but it was not the same experience. He spent long hours prepping for his three Japanese classes. He also worked as a driver’s education instructor to supplement his income. In addition, the students were “a little different.” He encountered many more problems with student academic dishonesty than he had experienced at Quail Ridge. During this time, Mr. Ivey’s priorities were also changing. Eventually, after teaching Japanese for 2½ years at Quail Ridge and 2 years at a high school out of state,



he left teaching Japanese entirely and enrolled in a law school.

Quail Ridge High School had two enthusiastic teachers, at least one of whom would have continued teaching Japanese if they had offered a fulltime position. As it turns out, a vibrant and successful Japanese program ended after 7 years, due to “a lack of interest.” Unwilling to continue working indefinitely on a part-time basis, these teachers moved on to other jobs. The last teacher to teach Japanese at Quail Ridge was described by the foreign language department chair as “not very enthusiastic about teaching Japanese,” and the program ended the following year. Currently, there is no Japanese program at Quail Ridge.

**Analysis of positive factors, Quail Ridge High School.** In this section I will present an analysis of the positive factors that Ulysses identified in his interviews with regard to the success of the Japanese program. I will first present the major codes that were used to analyze the positive factors identified in the interview (Table 44). Then, I will present three major themes that emerged, along with the supporting statements from the interviews. The first major theme was that Ulysses felt that help from the nearby university, including their language fairs, had a positive effect on the Japanese program (Table 45). The second major theme was that Ulysses felt that teacher professionalism, including attendance at workshops and teachers having high expectations for themselves and their students, had a positive effect on the Japanese program (Table 46). The third major theme was that Ulysses felt that support from mentors and the work of the former teacher had a positive effect on the Japanese program (Table 47).

Table 44

*Positive Codes Used to Analyze Ulysses' Interviews*

Code name	Frequency	Code description
Language fairs	22	A reference by the teacher to language fairs sponsored by the local university for the high school students
Professionalism	14	A reference by the teacher to his professionalism and its importance to the success of the Japanese program
Support from mentors	12	A reference by the teacher to the support from mentors, and its effect on the Japanese program
Student caliber	12	A reference by the teacher to the high caliber of the students who consistently enrolled in the Japanese program
Reflection	11	A reference by the teacher to his reflective practices
Teaching more than just the language	10	A reference by the teacher to the fact that he taught more than just the language in Japanese class
Student motivations	10	A reference by the teacher to the things that tended to motivate the students to enroll in Japanese class
Assessment	10	A reference by the teacher to his assessment practices
Help from other teachers	9	A reference by the teacher to help that he received from other teachers
Interest in Japanese	9	A reference by the teacher to his personal interest in learning Japanese
Knowledge of language	9	A reference by the teacher to his knowledge of the Japanese language
Unusual way of getting a Japanese teaching job	8	A reference by the teacher to the unusual way that he got his Japanese teaching job

Table 45

*Ulysses, Positive Theme 1*

Theme	Supporting statements from the interviews
Ulysses felt that assistance from a nearby university, including its foreign language fairs, had a positive effect on the Japanese program.	<ul style="list-style-type: none"> <li>• The university sponsored language fairs provided an opportunity for the students to demonstrate their growing language skills.</li> <li>• The university sponsored language fairs provided an opportunity for teacher to reflect on the Japanese program and the progress of the students.</li> <li>• The proximity of the university and the strength of its Japanese program provided the high school with access to many qualified candidates for teaching positions at the high school.</li> </ul>

Table 46

*Ulysses, Positive Theme 2*

Theme	Supporting statements from the interviews
Ulysses felt that professionalism, including workshop attendance and teachers having high expectations for themselves and their students, had a positive effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Effective teachers take their jobs seriously and have high expectations for their students.</li> <li>• Effective teachers attend workshops and they gain new ideas and motivation to build and maintain strong programs.</li> <li>• Effective teachers benefit from administration support for their continuing professional development.</li> </ul>

Table 47

*Ulysses, Positive Theme 3*

Theme	Supporting statements from the interviews
Ulysses felt that support from mentors and the work of the former teacher had a positive effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Support from mentors, including the foreign language department chair, was key to the success of the Japanese program.</li> <li>• The work of the previous Japanese teacher was foundational to the success of the Japanese program.</li> </ul>

***Positive theme 1: Ulysses felt that assistance from a nearby university, including its foreign language fairs, had a positive effect on the Japanese program. I***

will present three major themes that he discussed in his interviews. First, I will discuss Ulysses' view that the university sponsored language fairs provided an opportunity for the students to demonstrate their growing language skills. Next, I will discuss Ulysses' perception that the university sponsored language fairs provided an opportunity for the teacher to reflect on the program and progress of the students. Finally, I will discuss Ulysses' view that the proximity of the university and the strength of its Japanese program provided the high school with access to many qualified candidates for teaching

positions at the high school.

*The university sponsored language fairs provided an opportunity for the students to demonstrate their growing language skills.* Ulysses felt that his students needed tangible ways to demonstrate their language skills and gain a sense of their progress. A nearby university provided this opportunity through the means of an annual Japanese language fair. He said, “Yamada Sensei, I think, was in charge of those.” He continued, “And we would compete in different skills and games, and things like that, and we did very well when compared with the Xenia School kids.”

Ulysses was pleased with how well his students did at the competitions. He said, “We had kids that won second and third year overall championships.” He continued, “The school as a whole did very well.” Ulysses went on, “We were second and first place, up there neck and neck, with Xenia, which obviously had a great Japanese program.” Ulysses felt that it was important to have a venue for the students to get a sense of how well they were progressing in their language studies, and the language fairs, in his estimation, fulfilled this roll.

*The university sponsored language fairs provided an opportunity for the teacher to reflect on the Japanese program and the progress of the students.* Ulysses felt that the language fairs were an important touchstone regarding the effectiveness of his Japanese program and the students’ progress. He said, “When the kids competed with kids from other local high schools, and did really well, that was the one thing that showed me I was not totally off.” He continued, “I mean, that was the one thing I had to compare my program with other programs around it.” Ulysses felt it was useful to have this point of

reference.

Ulysses said, “I felt like that was a good measure.” He explained, “That was an opportunity for me to reflect, and say here is something where my kids did really well, and here is where we didn’t do really well, so it’s maybe something we need to change.” For example, he said the language fairs helped him realize the need to “focus more on conversational Japanese.” He continued, “That was probably our weakest point.” Without the language fair, he might not have been aware of that need in his program. For these reasons, Ulysses said, “I really appreciated Yamada Sensei at the university for putting those on.”

*The proximity of the university and the strength of its Japanese program provided the high school with access to many qualified candidates for teaching positions at the high schools.* Ulysses felt there were many benefits from the local university so close to the high school. He said, “It’s just across the street, and they had a strong Japanese program.” He explained, “Yamada Sensei didn’t necessarily come out and sponsor or help the Quail Ridge program, per se, but just having that strong language department at the university probably didn’t hurt, you know, having it right next door.”

It was clear as well from the interviews that the unusual way that Ulysses and the former teacher got their jobs at Quail Ridge High School was due to the proximity of the university to the high school. When the former teacher was looking for someone to replace her, she looked first among her acquaintances at the university. Ulysses said, “She knew who I was; I knew who she was, and she approached me.” The university connection made it possible for the high school to recruit qualified part-time Japanese

teachers to fill the positions at the schools. This was a factor that affected the Japanese program in both positive and negative ways, as will also be pointed out in the negative factors section below.

***Positive theme 2: Ulysses felt that professionalism, including workshop attendance and teachers having high expectations for themselves and their students, had a positive effect on the Japanese program.*** I will present three subthemes, which he discussed in his interviews. First, I will discuss Ulysses' view that effective teachers take their jobs seriously and have high expectations for their students. Next, I will discuss Ulysses' perspective that effective teachers attend workshops, and they gain new ideas and motivation to build and maintain strong programs. Finally, I will discuss Ulysses' view that effective teachers benefit from administration support for their continuing professional development.

*Effective teachers take their jobs seriously and have high expectations for their students.* Ulysses felt that teachers who took their jobs seriously had better programs. He said, "You could tell the teachers that were professional, that took their jobs seriously, that were really into it; their kids were into it, and the program flourished." Ulysses also lamented about teachers who did not take their jobs seriously. He said, "There were a couple of teachers who just looked like they were there to punch a clock." He continued, "They didn't care if the kids did a good job or not; that was very obvious."

When asked what the biggest factor affecting the success of his program was, he responded, "Professionalism." He elaborated, "If the teacher has high expectations, and teaches the kids to a high standard, and expects them to do a lot, you get results." On the

other hand, he said, “I think if you don’t have that you might have a lot of kids take your class, but I don’t know if it will be a successful program.” Ulysses defined a successful program as having both strong enrollment and good assessment results. “Are you keeping your enrollment?” he asked, “And, how are your kids doing when they are tested?”

*Effective teachers attend workshops and they gain new ideas and motivation to build and maintain strong programs.* Ulysses felt that effective teachers attended workshops and used what they learned to improve their programs. He said, “I participated every year, and took classes on language teaching and things like that.” He explained the reasons that teachers attend conferences. He said, “You want to be getting better.” He continued, “You learn new tricks; you pick up new stuff at those language conferences.”

*Effective teachers benefit from administration support for their continuing professional development.* Ulysses said that the administrators understood the importance of attendance at workshops. He said, “The school was very supportive of that.” He explained, “The school paid my way to go to a conference every year for two or three days.” He added, “So, the school was committed to that sort of continuing education.” Ulysses felt that school support was key in teachers being able to attend workshops and thus improve their programs.

***Positive theme 3: Ulysses felt that support from mentors and the work of the former teacher had a positive effect on the Japanese program.*** I will present two subthemes, which Ted described in his interviews. First, I will discuss Ted’s view that support from mentors, including the foreign language department chair, was key to the success of the Japanese program. Next, I will discuss Ted’s perspective that the work of

the previous Japanese teacher was foundational to the success of the Japanese program.

*Support from mentors, including the foreign language department chair, was key to the success of the Japanese program.* Ulysses appreciated the emphasis the administration placed on studying a foreign language at the time. He said, “The kids were being told you should take a foreign language.” One of the most supportive people to Ulysses was Barney Collin, who was the foreign language department chair at the time. Ulysses said, “He took me under his wing, and gave me all kinds of good advice.” Ulysses felt that his department chair’s support was invaluable to the success of the Japanese program.

Even though Barney was a French teacher, he actively encouraged certain students to enroll in Japanese classes. Ulysses said, “I think he actually shepherded a lot of kids, bright kids, into taking Japanese when they were looking for a foreign language to take.” He repeated emphatically, “I think he did that.” Furthermore, the students that were being encouraged to take Japanese were some of the brightest students. Ulysses said, “It was clear, I had the cream of the crop.” He explained, “Really bright kids, Benson Scholar type kids, university professor’s kids.”

*The work of the previous Japanese teacher was foundational to the success of the Japanese program.* Ulysses was clear about the fact that he had inherited a strong Japanese program from the previous teacher. He said, “The program was a really good program, and it was not because of me.” He explained, “The teacher before me, she really got it going.” Ulysses did not take credit for starting the program. He said, “It’s not because I was a good teacher, it’s because there was a good program in place.”



Ulysses felt that he enjoyed his job partly because of the extensive groundwork that had been laid by the previous teacher. He explained, “I think the prior teacher was probably very professional.” He went on, “And I think she expected a lot out of the kids, and so they performed at a pretty high level.” Ulysses thought he was a competent Japanese teacher, but he doubted he could have started the program himself. He said, “I thought I did a pretty good job at keeping them at that level; I don’t know that I could have built the program.”

**Analysis of negative factors, Quail Ridge High School.** In this section I will present an analysis of the negative factors that Ulysses felt had the greatest effect on the Japanese program. I will first present the primary codes that were used to analyze the negative factors that Ulysses discussed in his interviews (Table 48). Then, I will present three major themes that emerged, along with the supporting statements from the interviews. The first major theme was that Ulysses felt that funding issues, including the lack of a fulltime position, had a negative effect on the Japanese program (Table 49). The second major theme was that Ulysses felt that the relative newness of the Japanese language field posed several challenges for individual Japanese programs (Table 50). The third major theme was that Ulysses felt that overreliance on help from the university, and the lack of a rationale for teaching Japanese in the high school had a negative effect on the Japanese program (Table 51).

*Negative theme 1: Ulysses felt that funding issues, including the lack of a fulltime position, had a negative effect on the Japanese program.* I will present two subthemes, which he described in his interviews. First, I will discuss Ulysses’ perception

Table 48

*Negative Codes Used to Analyze Ulysses' Interviews*

Code name	Frequency	Code description
Lack of a fulltime position	18	A reference by the teacher to the school's lack of a fulltime position for a Japanese teacher
Lack of appropriate materials for high school students	18	A reference by the teacher to the lack of appropriate teaching materials for high school students
Funding	11	A reference by the teacher to a lack of funding for the Japanese program and its needs
Nontraditional manner of finding the job	8	A reference by the teacher to the non-traditional manner in which he found his Japanese teaching job
Lacking professional expertise	6	A reference by the teacher to his perception that he lacked professional expertise
Lacking reflection	5	A reference by the teacher to his perception that his reflective practices were lacking in some ways
Professionalism without approachableness	5	A reference by the teacher to risk of being professional, without being approachable and potential negative effects
Lacking Japanese language expertise	4	A reference by the teacher to his perception that he was lacking Japanese language expertise
Lacking Japanese cultural expertise	4	A reference by the teacher to his perception that he was lacking Japanese cultural expertise
Changing teacher priorities	3	A reference by the teacher to his changing priorities as a teacher
Changes in administration	1	A reference by the teacher to changes in administration, and their potential effect on the Japanese program
Unsupportive principals	1	A reference by the teacher to the effects that an unsupportive principal may have on a program

Table 49

*Ulysses, Negative Theme 1*

Theme	Supporting statements from the interviews
Ulysses felt that funding issues, including the lack of a fulltime position, had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• The lack of a fulltime position for a Japanese teacher had a negative effect on the Japanese program.</li> <li>• Funding issues had a negative effect on the Japanese program.</li> </ul>

Table 50

*Ulysses, Negative Theme 2*

Theme	Supporting statements from the interviews
Ulysses felt that the relative newness of the Japanese language field posed several challenges for individual Japanese programs.	<ul style="list-style-type: none"> <li>• The lack of adequate teaching materials had a negative effect on the Japanese program.</li> <li>• The need for teachers to supplement, and the extra work this required, had a negative effect on the Japanese program.</li> <li>• Being the only teacher of Japanese in the school required extra preps, and had a negative effect on the Japanese program.</li> </ul>

Table 51

*Ulysses, Negative Theme 3*

Theme	Supporting statements from the interviews
Ulysses felt that overreliance on help from a local university and the lack of a rationale for teaching Japanese in the high school had a negative effect on the Japanese program.	<ul style="list-style-type: none"> <li>• Overreliance on help from the university had a negative effect on the Japanese program.</li> <li>• The lack of an articulated rationale for teaching Japanese at the high school had a negative effect on the Japanese program.</li> </ul>

that the lack of a fulltime position for a Japanese teacher had a negative effect on the Japanese program. Next, I will discuss Ulysses' view that funding issues had a negative effect on the Japanese program.

*The lack of a fulltime position for a Japanese teacher had a negative effect on the Japanese program.* "The reason I left," he said, "was because they didn't have a full time spot for me, and I couldn't teach half time." The principal was only interested in hiring a part-time Japanese teacher. He explained, "She said, 'I'm sorry we don't have a full time

position open, but we'd love you to come back and teach two or three Japanese classes next year.” It seemed obvious to Ulysses that in order for the program to have long-term strength, the school would have to support the growth of the program, which would require more than merely hiring a different part-time teacher every few years.

Ulysses was surprised that the school was not willing to be creative and make a fulltime position so that he could continue growing a “successful program.” For example, he said, “My minor was history, and US History is a class that pretty much everybody’s got to take. So, I would have thought that they could have thrown a couple of history classes at me. But they didn’t.”

*Funding issues had a negative effect on the Japanese program.* For instance, one year he went to a professional conference, and returned with ideas about acquiring some new materials. He said, “I came back one year wanting to buy a particular set of texts, and the school said, ‘No, we don’t have that kind of money.’” Ulysses said this was part of being a Japanese teacher. He said, “So you’re kind of tied.” He explained, “You got to use what the school gives you or make up your own stuff, and I’m not a creative genius.” This issue of funding had an effect on the type of materials that teachers could use in the Japanese classroom.

***Negative theme 2: Ulysses felt that the relative newness of the Japanese language field posed several challenges for individual Japanese programs.*** I will discuss three subthemes, which he talked about in the interviews. First, I will discuss Ulysses’ view that the lack of adequate teaching materials had a negative effect on the Japanese program. Next, I will discuss Ulysses’ perspective that the need for teachers to

supplement their teaching, and the extra work this required, had a negative effect on the Japanese program. Finally, I will discuss Ulysses' view that being the only teacher of Japanese in the school required extra preps, had a negative effect on the Japanese program.

*The lack of adequate teaching materials had a negative effect on the Japanese program.* Ulysses said, "Back then they didn't have a lot of high school friendly, conversational Japanese type texts." The field of secondary school Japanese teaching in the US was still young so many textbooks had not yet been published. He explained, "So, I did a lot of my own lesson plan design." He continued, "I used probably a combination of three or four different textbooks and made my own lessons."

*The need for teachers to supplement their teaching, and the extra work this required, had a negative effect on the Japanese program.* For a few years many teachers used a textbook series about a man named Yan. After a while, Ulysses said, "The kids were sick of those Yan things." So, he did what many teachers did. He explained, "I did a lot of my own materials." Ulysses elaborated, "I made a lot of my own worksheets and tests myself." Teachers, however, do not typically have time to design curriculum in addition to all the other things they need to do. Ulysses felt this situation had a negative effect on the Japanese program.

*Being the only teacher of Japanese in the school required extra preps, and had a negative effect on the Japanese program.* Ulysses said, "I had three classes, with three preps." This, he felt, was not fair, because most other teachers could teach multiple sections of the same class. He explained, "Some teachers have one prep and teach five

periods of Chemistry 1, the same course all day.” He went on, “I did three different classes, and three different lesson preps.” Ulysses elaborated, “So I did a lot of lesson planning; I worked really hard, and it took a lot of time.” After a while, this can take its toll on otherwise enthusiastic teachers.

*Negative theme 3: Ulysses felt that overreliance on help from the university and the lack of a rationale for Japanese in the high school had a negative effect on the Japanese program.* I will present two subthemes, which Ulysses discussed in the interviews. First, I will discuss his perspective that the high school was over reliant on the nearby university, which negatively affected the Japanese program. Second, I will discuss Ulysses’ view that the lack of an articulated rationale for teaching Japanese at the high school had a negative effect on the Japanese program.

*Overreliance on help from the university had a negative effect on the Japanese program.* Ulysses felt that the high school relied too heavily on the nearby university for support of their language program. For instance, when the former Japanese teacher was making arrangements for her replacement, the principal did not seem involved. The former Japanese teacher seemed to do everything. He explained, “She said, I’m looking for someone to take over.” He got the job based on his acquaintance with her as a classmate at the university. The administration seemed content to let the former Japanese teacher, who was a student at the university select the new Japanese teacher, who was also a student at the university, without any significant input from the administration.

Another way that the high school administration demonstrated overreliance on the university was the way it continued to hire part-time teachers, rather than try to build a

fulltime program. When Ulysses looked for fulltime employment after he graduated from college, he noted that, “The school didn’t commit.” He felt that it did not have to be fulltime Japanese. He explained, “I could have taught a couple sections of history.” When it came down to it, he said, “The school was not going to fund it.” Ulysses felt they were, in essence, over reliant on the university for part-time Japanese teachers.

*The lack of an articulated rationale for Japanese at the high school had a negative effect on the Japanese program.* Ulysses felt that his relationship with the administration was not based on good communication. He said, “I had walked into the principal’s office, and said, ‘I’m graduating this spring, and I’d like a position this fall.’” The principal, however, was brief. She declined, “I’m sorry we don’t have a full time position open.” Ulysses said, “It was about a 5-minute conversation.” Ulysses elaborated, “And, I don’t know if I was just assuming, or if we had just never talked about it, but I thought that’s kind of where we were headed, and Barney Collins was in my corner, and it didn’t happen.” Clearly, the school was planning to continue using part-time teachers to teach Japanese.

Without a rationale for teaching Japanese at the high school, it was easy for it to become eliminated. The year after Ulysses left the school there was a change in administration. He said, “If you have a principal that doesn’t support it, and you don’t have a teacher, I just don’t know.” Had there been a rationale at the school level for teaching Japanese, perhaps the program at Quail Ridge would have grown.

**Conclusion of school analysis, Quail Ridge High School.** This study seeks to understand the factors that contributed to the success of the Japanese programs in Utah

with staying power. It also seeks to understand the factors that had a negative effect on the Japanese programs that have been eliminated. The Japanese program at Quail Ridge High School was started in 1988 and it was eliminated in 1994. Although not the longest program in Utah, this program lasted 6 years, demonstrating some staying power.

An analysis of the interviews with Ulysses revealed three major positive themes. First, Ulysses felt that help from the nearby university, including their language fairs, had a positive effect on the Japanese program. Second, Ulysses felt that teacher professionalism, including attendance at workshops and teachers having high expectations for themselves and their students, had a positive effect on the Japanese program. Third, Ulysses felt that the support from mentors and the work of the former teacher had a positive effect on the Japanese program.

An analysis of Ulysses' interviews reveals three major negative themes. First, he felt that funding issues, including the lack of a fulltime position, had a negative effect on the Japanese program. Second, he felt that the relative newness of the Japanese language field posed several challenges for individual Japanese programs. Third, he felt that overreliance on help from the university and the lack of a rationale for Japanese in the high school had a negative effect on the Japanese program.

One conclusion that may be drawn from this analysis is that even if (a) a school receives regular assistance from a nearby university, (b) it has a highly professional teacher, and (c) it benefits from the help of mentors and former teachers, the Japanese program may still be at risk for elimination. Another conclusion is that Japanese program may be at risk for elimination if the school has (a) funding problems, (b) a lack of access



to quality teaching materials, and (c) if it relies heavily on outside organizations and does not articulate a rationale for teaching Japanese at the school.

### **Comparison of the Successful Japanese Programs**

In this section I will present a comparison of the Japanese programs in this study that have had long-term success. This study seeks to understand why and how some schools have been more successful than others at integrating less commonly taught language programs into the Utah curriculum. The first subquestion asked: What do the experiences of the teachers of the Japanese programs with staying power tell us about the ways that less commonly taught languages might be successfully implemented into the schools? This section attempts to answer this subquestion by comparing the findings of the successful Japanese programs in this study.

Four successful Japanese programs were included in this study. These were the Japanese programs at Unison High School, Indian Sky High School, Xavier High School, and North Point High School. These programs were started between 1984 and 1994, and they have been in existence for between 19 and 29 years. The comparative longevity of these four programs is presented in Table 52.

The relative success of these schools was defined as the percentage of students at the schools who were enrolled in Japanese. By this measure, the most successful program in terms of student enrollment was found at Unison High School. The program at Unison High School is neither the oldest nor the longest running program in Utah. The second most successful program in terms of percentage of student enrollment was found at

Table 52

*Longevity of Japanese Programs with Staying Power*

School	Start year	Length	Japanese enrollment	School enrollment	Percentage of school
1. Unison High School	1989	24	136	1,930	7
2. Indian Sky High School	1994	19	50	800	6
3. Xavier High School	1991	22	75	1,430	5
4. Northpoint High School	1984	29	60	1,520	4

Indian Sky High School. The third and fourth most successful programs were found at Xavier High School and North Point High School, respectively. The schools in Table 52 were ranked according to program success, defined by percentage of student enrollment.

### **Comparing the Major Positive Themes of Successful Japanese Programs**

This study used the 12 major positive themes that emerged from the analyses of the four Japanese programs with staying power in order to make comparisons and draw conclusions. These 12 major themes are presented in Table 53. The three major themes of Unison High School, the school with the most successful Japanese program, are presented first. The three major themes of Indian Sky High School, the school with the second most successful Japanese program are presented second. The three major themes of Xavier High School, the school with the third most successful Japanese program, are presented third, and the three major themes of North Point High School, the school with the fourth most successful Japanese program, are presented forth.

Table 53

*Major Positive Themes of Successful Japanese Programs*

School	Major positive theme 1	Major positive theme 2	Major positive theme 3
Terry Unison High School	Terry felt that her knowledge and acceptance of students was critical in being an effective teacher, and in developing a strong program.	Terry felt that she benefited from mentors and collaboration in building a successful program.	Terry felt that her motivation to become a teacher and her expertise had a positive effect on the Japanese program.
Sean Indian Sky High School	Sean felt that teacher personality, including approachableness and knowledge of students, had a positive effect on the Japanese program.	Sean felt that the teacher's continuity and relationship with the administration, based on his professionalism, had a positive effect on the Japanese program.	Sean felt that advocacy efforts and the appeal of the Japanese language and culture had a positive effect on the Japanese program.
Nathalie Xavier High School	Nathalie felt that teacher personality and program continuity had a positive effect on the success of the Japanese program.	Nathalie felt that support from the administration and community affected the success of the Japanese program.	Nathalie felt that students' interests in the culture and job prospects in Japan affected the success of the Japanese program.
Umi North Point High School	Umi felt that advocacy efforts had a positive effect on the success of the Japanese program.	Umi felt that students' interests in the culture and job prospects of Japan had an effect on the success of the Japanese program.	Umi felt that being a native speaker of Japanese was a major asset, and had an effect on the success of the Japanese program.

**Major Positive Factors of Successful Japanese Programs**

An analysis of the 12 major positive themes of the Japanese programs with staying power revealed 18 factors, which may be considered to have the greatest positive effects on those programs. No single factor, however, was indicated in all four programs. Therefore, it may be concluded that Japanese programs with staying power are not simple, and they may rely on many different factors depending on their unique contexts. Likewise, when taken all together the groups of factors of each successful Japanese program were highly distinct from the factors of the other successful Japanese programs. These 18 factors are presented in Table 54.

Table 54

*Major Positive Factors of the Four Successful Japanese Programs*

Positive factors	Terry	Sean	Nathalie	Umi
Knowledge of Students (2)	√	√		
Acceptance of Students (1)	√			
Teacher Personality (2)		√	√	
Teacher Approachableness (1)		√		
Program Continuity (2)		√	√	
Mentors (1)	√			
Collaboration (1)	√			
Teacher Relationship with the Administration (1)		√		
Professional development (1)		√		
Support from Administration (1)			√	
Support from Community (1)			√	
Students' interests in the culture of Japan (3)		√	√	√
Students' interests in job prospects of Japan (2)			√	√
Motivation to become a Japanese teacher (1)	√			
Teacher expertise (1)	√			
Advocacy efforts (2)		√		√
Appeal of the Japanese Language (1)		√		
Being a native speaker (1)				√

**Overarching Positive Themes of Successful Japanese Programs**

Although there was little overlap among the 18 positive factors, and no single factor was cited by all four teachers of successful Japanese programs, this is not to say these factors had nothing in common with each other. A closer comparison revealed several overarching themes, including the teacher/student relationship, students' interests, professional development, teacher/administration relationship, and four other factors.

These overarching themes of the successful Japanese programs are presented in Table 55.

A comparison of the overarching positive themes revealed that the factors considered most important to the teachers with successful Japanese programs were the factors related to the teacher/student relationship and students' interests. The factors related to teacher/student relationship were knowledge of students (2), acceptance of students (1), teacher personality (2), and teacher approachableness (1). The numbers in the parentheses refer to the frequency they were cited by the teachers in this study with successful Japanese programs.

The factors related to students' interests were the students' interests in the culture of Japan (3), students' interests in job prospects of Japan (2), and appeal of the Japanese language (1), again with the numbers in the parentheses referring to the number of times they were cited by the teachers in this study with successful Japanese programs.

The factors that were cited second most frequently by the teachers of successful Japanese programs related to professional development, with five teachers citing these factors. These factors were mentors (1), collaboration (1), professional development (1), motivation to become a Japanese teacher (1), and teacher expertise (1). Each of these factors was cited once.

The factors that were cited third most frequently were related to teacher/administration relationship were teacher relationship with the administration (1), and support from administration (1). Again, each of these factors was cited once.

The factors that were cited fourth most frequently were not related to any of the previous themes, nor did they cluster around a common theme of their own. These factors

Table 55

*Overarching Positive Themes of the Four Successful Japanese Programs*

Positive theme	Frequency
Teacher/student relationship	6
Knowledge of students	2
Acceptance of students	1
Teacher personality	2
Teacher approachableness	1
Students' interests	6
Students' interests in the culture of Japan	3
Students' interests in job prospects of Japan	2
Appeal of the Japanese language	1
Professional development	5
Mentors	1
Collaboration	1
Professional development	1
Motivation to become a Japanese teacher	1
Teacher expertise	1
Teacher/administration relationship	2
Teacher relationship with the administration	1
Support from administration	1
Other factors	6
Program continuity	2
Support from community	1
Advocacy efforts	2
Being a native speaker	1

included, program continuity (2), support from community (1), advocacy efforts (2), and being a native speaker (1). Two of these factors were each cited by two teachers, and two other factors were each cited by one teacher.

It may be concluded that according to the teachers of successful Japanese programs in this study, the most important factors of success were related to the

teacher/student relationship and students' interests. The next most important factors were related to professional development. Then, to a lesser extent, the teachers felt strongly about the importance of the teacher/administration relationship. Finally, the teachers felt strongly about four other unrelated factors, namely program continuity, support from the community, advocacy efforts, and being a native speaker.

### **Summary of Comparison of the Successful Japanese Programs**

This study sought to understand why and how some schools have been more successful than others at integrating less commonly taught language programs into the Utah curriculum. This section attempts to answer the first subquestion, which asks: What do the experiences of the teachers of the Japanese programs with staying power tell us about the ways that less commonly taught languages might be successfully implemented into the schools? To do this, this section presents a comparison of the findings of the successful Japanese programs in this study.

The four schools with successful long-term Japanese programs in this study were Unison High School, Indian Sky High School, Xavier High School, and North Point High School. Twelve major positive themes emerged from an analysis of the Japanese teachers' interviews of these four schools (Table 53). Among these 12 major themes there were 18 factors, which might be considered to have the greatest positive effects on those programs. No single factor was cited by all four teachers, but when these factors were grouped according to common themes, several patterns emerged.

This analysis revealed that each of the successful Japanese programs in this study

were unique in terms of specific factors that were cited. Based on this analysis, however, it may be concluded that the most important factors of success are related to the teacher/student relationship and students' interests. These factors included knowledge of students, acceptance of students, teacher personality, teacher approachableness, interests in the culture of Japan, students' interests in job prospects of Japan, and appeal of the Japanese language.

Based on this analysis, it may be concluded that the second most important factors, according to the teachers of successful Japanese programs in this study, were related to professional development. These factors included mentors, collaboration, professional development, motivation to become a Japanese teacher, and teacher expertise.

Likewise, based on this analysis, it may be concluded that the factors cited third and fourth most frequently were related to the teacher/administrator relationship and other factors. These other factors included teacher relationship with the administration, and support from administration, program continuity, support from community, advocacy efforts, and being a native speaker.

### **Comparison of the Unsuccessful Japanese Programs**

In this section I will present a comparison of the long-term Japanese programs in this study that were eliminated. This study seeks to understand why and how some schools have been more successful than others at integrating less commonly taught language programs into the Utah curriculum. The second subquestion asks: What do the



experiences of teachers of long-term Japanese programs that were eliminated tell us about the obstacles that may inhibit less commonly taught language programs from being successfully implemented into the schools? This section will attempt to answer this question by comparing the findings of the long-term Japanese programs in this study that were eliminated.

During a preliminary study, it was found that there were three long-term Japanese programs that had been eliminated, or likely soon would be eliminated. When the researcher spoke with Nathalie, the Japanese teacher at Xavier High School a year ago, she indicated that the enrollment in her first year classes had dropped, and it was perhaps “going to die out altogether.” The following year, however, enrollment rebounded, and Nathalie is no longer concerned about her program’s elimination.

The two long-term Japanese programs in this study that were eliminated were located at Timber Lake High School and Quail Ridge High School. These programs were started five years apart, with the program at Quail Ridge High School starting in 1988, and the program at Timber Lake High School starting in 1993. The program at Quail Ridge High School was eliminated in 1995, after seven years, and the program at Timber Lake High School was eliminated in 2009, after 16 years. The relative longevity of these two Japanese programs is presented in Table 56.

### **Comparing the Major Negative Themes**

This study used the six major negative themes that emerged from the analysis of the two long-term Japanese programs that were eliminated to make comparisons and draw conclusions. Table 57 presents the six major negative themes of these two

Table 56

*Longevity of Long-Term Japanese Programs that Were Eliminated*

School	Start year	Elimination year	Length
1. Timber Lake High School	1993	2009	16
2. Quail Ridge High School	1988	1995	7

Table 57

*Major Negative Themes of Unsuccessful Japanese Programs*

School	Major negative theme 1	Major negative theme 2	Major negative theme 3
Ulysses Quail Ridge High School	Ulysses felt that funding issues, including the lack of a fulltime position, had a negative effect on the Japanese program.	Ulysses felt that the relative newness of the field posed several challenges for individual Japanese programs.	Ulysses felt that overreliance on the help of a local university and the lack of a rationale for teaching Japanese in the high school had a negative effect on the Japanese program.
Ted Timber Lake High School	Ted felt that the lack of administration support, including support for teachers' professional development, had a negative effect on the Japanese program.	Ted felt that low enrollment, including the lack of a feeder program, had a negative effect on the Japanese program.	Ted felt that competition among elective classes, including Chinese, had a negative effect on the Japanese program.

programs. The themes of Quail Ridge High School, the school with the less longevity, are presented first. The themes of Timber Lake High School, the school with more longevity, are presented second.

### **Major Negative Factors of Unsuccessful Japanese Programs**

An analysis of the six major negative themes of the long-term Japanese programs that were eliminated revealed 11 factors that may be considered as having the largest

negative effects on those programs. No single factor, however, was indicated in both programs. Therefore, it may be concluded that the reasons that some long-term Japanese programs have been eliminated are not simple, and they may be based on many factors depending on their unique contexts. Likewise, when taken all together the groups of factors of each long-term Japanese program that was eliminated were highly distinct from the factors of the other program. These factors are presented in Table 58.

### **Overarching Negative Themes of Unsuccessful Japanese Programs**

Although there was little overlap among the 11 negative factors, and no single factor was cited by the two teachers of unsuccessful Japanese programs, this does not imply that these factors had little in common. Rather, a close comparison revealed several

Table 58

#### *Major Negative Factors of the Two Unsuccessful Japanese Programs*

Negative factors	Ulysses	Ted
Funding issues	√	
Lack of a fulltime position	√	
Lack of administration support		√
Lack of support for teachers' professional development		√
Challenges posed by the relative newness of the field	√	
Low enrollment		√
Lack of a feeder program		√
Overreliance on the help of a local university	√	
Lack of a rationale for teaching Japanese	√	√
Competition among elective classes		√
Competition with Chinese		√

overarching themes, including lack of administrative support, lack of funding, insufficient field infrastructure, competition, and low enrollment. These overarching themes of the unsuccessful Japanese programs are presented in Table 59.

A comparison of the overarching negative themes revealed that the factors considered most challenging to the teachers with unsuccessful Japanese programs were the factors related to the lack of administration support. These factors included the lack of administration support, lack support for teachers' professional development, and lack of a rationale for teaching Japanese.

Table 59

*Overarching Negative Themes of the Two Unsuccessful Japanese Programs*

Theme	Frequency
Lack of administration support	3
Lack of administration support	1
Lack support for teachers' professional development	1
Lack of a rationale for teaching Japanese	1
Lack of funding	2
Funding issues	1
Lack of a fulltime position	1
Insufficient field infrastructure	2
Challenges posed by the relative newness of the field	1
Overreliance on the help of a local university	1
Competition	2
Competition among elective classes	1
Competition with Chinese	1
Low enrollment	2
Low enrollment	1
Lack of a feeder program	1

Furthermore, it may be suggested that the lack of administrative support may have indirectly affected three of the other themes, including the lack of funding, insufficient field infrastructure, and low enrollment. First, the lack of administration support may have indirectly had a negative effect on the lack of funding. For example, had there been more administration support, there may have been more funding made available to build the Japanese program, such as the purchase of textbooks. The administration may have committed to exploring creative ways to make a fulltime position for the part-time Japanese teacher.

Next, the lack of administration support may have also had an indirect effect on the school's response to the negative factors related to the insufficient field infrastructure of Japanese language teaching. These factors were the challenges posed by the relative newness of the field and overreliance on the help of a local university. One challenge posed by the relative newness of the field was the lack of adequate teaching materials. The school's response to this challenge, as noted in Ulysses' interviews, was to not purchase new textbooks, but to continue using the ones considered inadequate by the teacher and students.

Another challenge related to the factor of insufficient field infrastructure was the school's overreliance on the help of a local university. Ulysses noted that his school hired Japanese majors from the university to fill their part-time Japanese teaching position, but they did not articulating a rationale for teaching Japanese, nor were they committed to a fulltime position for a Japanese teacher. Ulysses commented that the lack of a fulltime position led to high teacher turnover, and this high teacher turnover may have contributed

to its elimination.

Lastly, a lack of administrative support may also have indirectly had a negative effect on low enrollment. One of the negative factors related to low enrollment was the lack of a feeder program at the junior high. However, if there had been more administrative support, there might have also been discussions about creating a feeder program at the junior high, which in turn may have led to positive changes in enrollment and growth in the Japanese program.

In conclusion, The lack of administrative support may have been related to most of the negative themes cited by the teachers of the two unsuccessful Japanese programs. These common themes were lack of administrative support, lack of funding, insufficient field infrastructure, and low enrollment. The one overarching negative theme that did not seem to be directly or indirectly related to lack of administration support was competition.

Based on this analysis, it may be concluded that, according to the teachers of the Japanese programs that were eliminated, the factors related to the lack of administrative support had the most negative effects on the unsuccessful Japanese programs.

### **Summary of the Comparison of Unsuccessful Japanese Programs**

One of the aims of this study is to understand the factors that contributed to the failure of the long-term Japanese programs in Utah that were eliminated. An analysis of the teacher interviews of these programs revealed six major negative themes. A comparison of these six themes revealed 11 distinct factors of program failure. All of

these factors may deserve attention because they were cited among the major themes by each of the teachers who taught in the long-term Japanese programs in this study that were eliminated. These factors were listed in Table 58.

This comparison suggests several conclusions. First, although these 11 negative factors seemed somewhat disparate on their own, they clustered around five common themes, including lack of administrative support, lack of funding, insufficient field infrastructure, competition among elective classes, and low enrollment. These five common themes, and the negative factors that clustered around them, were presented in Table 59.

Based on this comparison, it may be concluded that the negative factors most frequently cited by the teachers of unsuccessful Japanese programs, were related to a lack of support from the administration. Another conclusion that may be drawn, based on this comparison, is that the lack of administration support may have indirectly had a negative effect on three of the four other themes of unsuccessful Japanese programs.

According to the above conclusions, it may be suggested that Japanese programs with a lack of administration support, may be at greatest risk of program elimination. Other symptoms that may indicate impending elimination include lack of funding, the school's inadequate response to insufficient field infrastructure, competition, and low enrollment.

### **Comparison of the Successful and Unsuccessful Japanese Programs**

In this section I will present a comparison between the successful and

unsuccessful Japanese programs. This study seeks to understand why and how some schools have been more successful than others at integrating less commonly taught language programs into the Utah curriculum. The third subquestion asks: What are the similarities and differences between these teachers' experiences and what can these things tell us about the state of less commonly taught language programs in the schools? This section will attempt to answer this question.

### **Similarities and Differences Regarding Positive Factors**

This study used 12 major positive themes that emerged from the analysis of the four Japanese programs with staying power in order to make comparisons and draw conclusions about those four programs. In order to compare the successful Japanese programs and the unsuccessful Japanese programs, this section uses the six major positive themes that emerged from the analysis of the two long-term Japanese programs that were eliminated. These six themes are presented in Table 60.

An analysis of the 12 major positive themes of the Japanese programs with staying power revealed 18 factors, which may be considered to have the greatest positive effects on those programs. An analysis of the six major positive themes of the long-term Japanese programs that were eliminated revealed 17 factors, which may be considered to have had the greatest positive effects on those programs. These factors are presented in Table 61.

In order to compare the positive factors of the successful and unsuccessful Japanese programs, the 18 positive factors of the successful Japanese programs and the



Table 60

*Major Positive Themes of Unsuccessful Japanese Programs*

School	Major positive theme 1	Major positive theme 2	Major positive theme 3
Ulysses Quail Ridge High School	Ulysses felt that assistance from a nearby university, including its foreign language fair, had a positive effect on the Japanese program.	Ulysses felt that professionalism, including workshop attendance and teachers having high expectations for themselves and their students, had a positive effect on the Japanese program.	Ulysses felt that support from mentors and the work of the former teacher had a positive effect on the Japanese program.
Ted Timber Lake High School	Ted felt that advocacy efforts, such as the thousand-crane project, Judo class, and Japanese club, had a positive effect on the Japanese program.	Ted felt that teacher personality, including knowledge and caring for students, had a positive effect on the success of the Japanese program.	Ted felt that teaching a variety of things, including teaching culture, had a positive impact on student interest and the overall success of the Japanese program.

17 positive factors of the unsuccessful Japanese programs were synthesized into one table. Because there was some overlap the combined number of factors in the synthesis was 30. Although some factors may be more beneficial than others for the success of the program, all 30 positive factors may deserve attention, if for no other reason than they were all cited by at least one teacher of a long-term Japanese program. Table 61 presents this synthesis of the 30 positive factors.

### **Overarching Positive Themes of Unsuccessful Programs**

In order to compare the successful and unsuccessful programs, the positive factors of the unsuccessful programs were grouped together to form overarching positive themes. The five overarching themes included teacher/student relationship (3), advocacy efforts

Table 61

*Synthesis of Major Positive Factors of All Japanese Programs*

Positive factors	Terry	Sean	Nathalie	Umi	Ulysses	Ted
Knowledge of students (3)	√	√				√
Acceptance of students (1)	√					
Teacher personality (3)		√	√			√
Teacher approachableness (1)		√				
Program continuity (2)		√	√			
Mentors (1)	√				√	
Collaboration (1)	√					
Teacher relationship with the administration (1)		√				
Professional development (1)		√			√	
Support from administration (1)			√			
Support from community (1)			√			
Students' interests in the culture of japan (3)		√	√	√		
Students' interests in job prospects of japan (2)			√	√		
Motivation to become a Japanese teacher (1)	√					
Teacher expertise (1)	√					
Advocacy efforts (3)		√		√		√
Appeal of the Japanese language (1)		√				
Being a native speaker (1)				√		
Assistance from a nearby university (1)					√	
University language fair (1)					√	
Thousand-crane project (1)						√
Judo class (1)						√
Japanese club (1)						√
Workshop attendance (1)					√	
High teacher expectations for themselves (1)					√	
High teacher expectations for students (1)					√	
Caring for students (1)						√
Work of the previous Japanese teacher (1)					√	
Teaching a variety of things (1)						√
Teaching Japanese culture (1)						√

(3), professionalism (3), outside support (2), student-centered teaching methods (2), and other factors (2). The overarching positive themes of the unsuccessful Japanese programs are presented in Table 62.

Table 62

*Overarching Positive Themes of the Unsuccessful Programs*

Positive themes	Frequency
Teacher/student relationship	7
Knowledge of students	3
Teacher personality	3
Caring for students	1
Advocacy efforts	3
Thousand-crane project	1
Judo class	1
Japanese club	1
Professional development	4
Mentors	1
Workshop attendance	1
High teacher expectations for themselves	1
High teacher expectations for students	1
Outside support	2
Assistance from a nearby university	1
University language fair	1
Student-centered teaching methods	2
Teaching a variety of things	1
Teaching Japanese culture	1
Other factors	1
Work of the previous Japanese teacher	1

### **Comparison of Overarching Positive Themes of Successful and Unsuccessful Programs**

A comparison of the overarching positive themes of the successful and unsuccessful Japanese programs revealed that there were two themes that they had in common. These themes were teacher/student relationship and professionalism. This comparison also revealed that there were two themes of the successful Japanese programs that were not shared among the unsuccessful Japanese programs. These themes were students' interests and teacher/administrator relationship. In addition, there were three

themes of the unsuccessful Japanese programs, including advocacy efforts, outside support, and student-centered methods, which found no comparison among the themes of the successful programs. This comparison of overarching positive themes is presented in Table 63.

### **Overarching Positive Themes Common Among Successful and Unsuccessful Programs**

This comparison of the overarching positive themes of the successful and unsuccessful Japanese programs suggested several conclusions. One conclusion was that there were several overarching positive themes of the successful programs, which were also shared among the overarching positive themes of the unsuccessful Japanese programs. Considering the fact that the unsuccessful programs were eliminated, it may be concluded that the factors of these shared overarching positive themes may not be the most important factors for success.

This comparison has revealed that the success of the Japanese programs were not assured by the factors related to the teacher/student relationship, and the same thing might be said about the factors related to professional development. Although teachers of both successful and unsuccessful programs cited many positive factors related to professional development, these factors, in and of themselves, did not insure the success of these programs.

### **Overarching Positive Themes Unique to the Successful Programs**

Among the overarching positive themes that were compared, only two themes

Table 63

*Comparison of Overarching Positive Themes of Successful and Unsuccessful Programs*

Successful Japanese schools	Unsuccessful Japanese programs
Teacher/student relationship (6)	Teacher/student relationship (3)
Knowledge of students (2)	Knowledge of students (1)
Acceptance of students (1)	Teacher personality (1)
Teacher personality (2)	Caring for students (1)
Teacher approachableness (1)	
Students' interests (6)	Students' interest (0)
Students' interests in the culture of japan (3)	
Students' interests in job prospects of japan (2)	
Appeal of the Japanese language (1)	
Professional development (5)	Professional development (4)
Mentors (1)	Mentors (1)
Collaboration (1)	High teacher expectations for themselves (1)
Professional development (1)	High teacher expectations for students (1)
Motivation to become a Japanese teacher (1)	Workshop attendance (1)
Teacher expertise (1)	
Teacher/administration relationship (2)	Teacher/administration relationship (0)
Teacher relationship with administration (1)	
Support from administration (1)	
Other factors (4)	Other factors (1)
Program continuity (2)	Work of the previous Japanese teacher (1)
Support from community (1)	
Advocacy efforts (2)*	
Being a native speaker (1)	
	Advocacy efforts (3)
	Thousand-crane project (1)
	Judo class (1)
	Japanese club (1)
	Outside support (2)
	Assistance from a nearby university (1)
	University language fair (1)
	Student-centered teaching methods (2)
	Teaching a variety of things (1)
	Teaching Japanese culture (1)

were unique to the successful programs, and completely absent among the unsuccessful programs. These two themes were students' interests and the teacher/administration relationship. These findings suggest that although the successful programs and the unsuccessful programs had many themes in common, there were only two themes that the successful programs exhibited that the unsuccessful programs did not exhibit.

The absence of the factors related to students' interests among the unsuccessful programs suggests that either these teachers overlooked these factors, or that the students in these schools, for whatever reason, did not maintain sufficient interest to continue to enroll in the Japanese classes in large numbers. Based on these findings it would seem highly important for teachers not to ignore the factors related to students' interests. These factors include the students' interests in the culture of Japan, the students' interests in job prospects of Japan, and the appeal of the Japanese language. If teachers are able to harness the students' interests in these aspects of learning Japanese, it stands to reason that they might be able to strengthen their program, and avoid elimination.

The teacher/administration relationship includes both receiving support from the administration, as well as the teacher's relationship with the administration. The absence of the factors related to teacher/administrator relationship among the overarching positive themes of the unsuccessful Japanese programs suggests a few things. First, it suggests that the administrators may not have embraced a rationale for teaching Japanese in their schools. It also suggests that the teachers may not have fostered a relationship of cooperation with their administrators or that the administrators did not reciprocate the teachers' gestures of cooperation. Given these findings, it may be difficult to overstate

the importance of the factors related to the teacher/administrator relationship to the success of a Japanese program.

### **Overarching Positive Themes Unique to the Unsuccessful Programs**

Finally, there were three overarching positive themes of the unsuccessful programs, including advocacy efforts, outside support, and student-centered methods, which found no similarity among the overarching themes of the successful programs. The factors related to these themes have been highly beneficial to their respective programs, but it should be noted that only one factor among these three overarching themes found comparison among the successful programs. This factor was advocacy efforts. For this reason it may be said that the factors related to advocacy efforts, in and of themselves, were not sufficient to ensure the success of the Japanese programs.

### **Similarities and Differences Regarding the Negative Factors**

This study used six major negative themes that emerged from the analysis of the two long-term Japanese programs that were eliminated in order to make comparisons and draw conclusions about those two programs. In order to compare the successful Japanese programs and the unsuccessful Japanese programs, this section uses the 12 major negative themes that emerged from the analysis of the four Japanese programs with staying power. These 12 themes are presented in Table 64.

An analysis of the six major negative themes of the long-term Japanese programs that were eliminated revealed 11 factors, which may be considered to have had the

Table 64

*Major Negative Factors of the Four Successful Japanese Programs*

School	Major positive theme 1	Major positive theme 2	Major positive theme 3
Terry Unison High School	Terry felt that teaching groups of students with vastly different learning needs in the same classroom had a negative effect on the Japanese program.	Terry felt that the lack of support from the administration had a negative effect on the Japanese program.	Terry felt that the challenges associated with less commonly taught languages, including certificate problems, had a negative effect on the Japanese program.
Sean Indian Sky High School	Sean felt lack of a local Japanese community and cultural events had a negative effect on the Japanese program.	Sean felt that the new Chinese program, and funding from the Chinese government, posed a direct threat to the Japanese program.	Sean felt that the modest size of the Japanese program and insufficient advocacy efforts had a negative effect on the growth of the Japanese program.
Nathalie Xavier High School	Nathalie felt lack of support from the school counselors, changing demographics, and competition among elective classes had a negative effect on the Japanese program.	Nathalie felt that funding cuts and baselines for minimum enrollment had a negative effect on the Japanese program.	Nathalie felt that teaching multiple subjects and having limited expertise had a negative effect on the Japanese program.
Umi North Point High School	Umi felt teaching groups of students with vastly different learning needs had a negative effect on the Japanese program.	Umi felt that the lack of support from the school counselors had a negative effect on the Japanese program.	Umi felt that some students' misconceptions about Japanese women had a negative effect on the Japanese program.

greatest negative effect on those programs. An analysis of the 12 major negative themes of the Japanese programs with staying power revealed 14 factors, which may be considered to have had the greatest negative effect on those programs.

In order to compare the negative factors of the successful and unsuccessful Japanese programs, the 11 negative factors of the unsuccessful Japanese programs and the 14 factors of the successful Japanese programs were synthesized into one table. Because there was some overlap the combined number of factors in the synthesis was 23.



These 23 factors are presented in Table 65.

### **Overarching Negative Themes of the Four Successful Programs**

In order to compare the successful and unsuccessful programs, the negative factors of the successful programs were grouped together to form overarching negative themes. The five overarching themes included lack of school support (3), competition for student enrollment (3), teaching groups of students with different learning needs (2), lack of access to an authentic community (2), and other factors (5). The overarching negative themes of the successful Japanese programs are presented in Table 66.

### **Comparison of Overarching Negative Themes of Successful and Unsuccessful Programs**

A comparison of the overarching negative themes of the successful and unsuccessful Japanese programs revealed that there were two themes that they had in common. These themes were a lack of school support and competition. This comparison also revealed that there were two themes of the successful Japanese programs that were not shared among the unsuccessful Japanese programs. These themes were teaching groups of students with vastly different learning needs and lack of access to an authentic community. In addition, this comparison revealed that there were two themes of the unsuccessful Japanese programs that were not shared among the successful Japanese programs. These themes were funding issues and low enrollment. This comparison of overarching negative themes is presented in Table 67.

Table 65

*Synthesis of Negative Factors of All Japanese Programs*

Negative factors	Ulysses	Ted	Terry	Sean	Nathalie	Umi
Funding issues (2)	√				√	
Lack of a fulltime position (1)	√					
Lack of administration support (2)		√	√			
Lack of support for teachers' professional development (1)		√				
Challenges posed by the relative newness of the field (1)	√					
Low enrollment (2)		√		√		
Lack of a feeder program (1)		√				
Overreliance on the help of a local university (1)	√					
Lack of a rationale for teaching Japanese (1)	√					
Competition among elective classes (2)		√			√	
Competition with Chinese (1)		√		√		
Teaching groups of students with vastly different learning needs (2)			√			√
Lack of a local Japanese community (1)				√		
Lack of local Japanese cultural events (1)				√		
Lack of support from school counselors (2)					√	√
Changing demographics (1)					√	
Funding from the Chinese government (1)				√		
Baselines for minimum enrollment (1)					√	
Certification problems (1)			√			
Insufficient advocacy efforts (1)				√		
Teaching multiple subjects (1)					√	
Limited expertise (1)					√	
Student misconceptions about Japanese women (1)						√

Table 66

*Overarching Negative Themes of the Four Successful Japanese Programs*

Negative theme	Frequency
Lack of administration support	3
Lack of support from school counselors	2
Lack of support from the administration	1
Competition	3
Competition among elective classes	1
New Chinese programs	1
Funding from the Chinese government	1
Teaching groups of students with vastly different learning needs	2
Lack of access to an authentic community	2
Lack of a local Japanese community	1
Lack of local Japanese cultural events	1
Other factors	6
Changing demographics	1
Funding cuts	1
Certification problems	1
Modest size of the Japanese program	1
Insufficient advocacy efforts	1
Teaching multiple subjects	1

**Overarching Negative Themes Common Among Successful and Unsuccessful Programs**

This comparison of the overarching negative themes of the successful and unsuccessful Japanese programs suggested several conclusions. First, it suggested that the negative factors related to lack of administration support and competition were common to both the successful and unsuccessful schools. Thus, although these factors might be highly detrimental to the success of the Japanese programs, they were not sufficient to cause program elimination. This is also noteworthy considering that the factors related to

Table 67

*Comparison of Overarching Negative Themes of Successful and Unsuccessful Programs*

Successful Japanese programs	Unsuccessful Japanese programs
Lack of administration support (3)	Lack of administration support (3)
Lack of support from school counselors (2)	Lack of administration support (1)
Lack of support from the administration (1)	Lack support for teachers' professional development (1)
	Lack of a rationale for teaching Japanese (1)
Competition (3)	Competition (2)
Competition among elective classes (1)	Competition among elective classes (1)
New Chinese programs (1)	Competition with Chinese (1)
Funding from the Chinese government (1)	
Teaching groups of students with vastly different learning needs (2)	Teaching groups of students with vastly different learning needs (0)
Lack of access to an authentic community (2)	Lack of access to an authentic community (0)
Lack of a local Japanese community (1)	
Lack of local Japanese cultural events (1)	
Lack of funding (0)	Lack of funding (2)
	Funding issues (1)
	Lack of a fulltime position (1)
Enrollment factors (0)	Enrollment factors (2)
	Low enrollment (1)
	Lack of a feeder program (1)
Other factors (6)	Other factors (0)
Changing demographics (1)	
Funding cuts (1)	
Certification problems (1)	
Modest size of the Japanese program (1)	
Insufficient advocacy efforts (1)	
Teaching multiple subjects (1)	

lack of administration support were considered to be the most important negative factors, according to the teachers of the unsuccessful Japanese programs in this study. This comparison, therefore, suggests that although the factors related to the lack of

administration support were considered to be the most important negative factors, they may not in fact have been the most important negative factors related to program elimination.

This comparison has revealed that the failures of the Japanese programs were not determined by the factors related to the *Lack of Administration Support*, and the same thing might be said about the factors related to *Competition*. Given that both successful and unsuccessful programs cited many negative factors related to *Competition*, it may be concluded that these factors, in and of themselves, did not determine the failures of these programs.

### **Overarching Negative Themes Unique to the Successful Programs**

This comparison revealed that there were two negative themes unique to the successful Japanese programs that were not shared among the unsuccessful Japanese programs. These negative themes were teaching groups of students with vastly different learning needs and the lack of access to an authentic community. Given the fact that these two negative themes were unique to the successful Japanese programs, it may be said that although the factors related to these themes had a negative effect on some Japanese programs, they may be of little overall importance with regard to the success of the Japanese programs in this study.

Another of the overarching negative themes of successful Japanese programs was the lack of access to an authentic community. Given the fact that this overarching negative theme was unique to the successful Japanese programs, it may be concluded that

the effects of these negative factors may not have been very harmful to the Japanese programs affected by them.

### **Overarching Negative Themes Unique to the Unsuccessful Programs**

There were two overarching negative themes that were unique to the unsuccessful Japanese programs, and were not cited among the successful Japanese programs. These overarching negative themes were a lack of funding and enrollment factors. Given the fact that these two overarching negative themes were unique to the unsuccessful Japanese programs, it may be concluded that they were perhaps the most important overarching negative themes.

One of the overarching negative themes was a lack of funding for the Japanese programs. The factors related to this overarching negative theme may be considered more harmful than the factors related to a lack of administrative support. This may be because without sufficient funding, even if the administration wants to support the program, there cannot be a program. This may have been the case for the two schools in this study that eliminated their Japanese programs. Without further research it is not possible to know if this were the case. In any event, according to this analysis it may be said that a *Lack of Funding* was more detrimental than a lack of administration support to the unsuccessful programs in this study.

One of the overarching negative themes that was unique to unsuccessful Japanese programs was the theme of enrollment factors. By this measure it may be concluded that enrollment factors caused more harmful effects than any other overarching negative

theme, besides lack of funding. Without further research it is not possible to know whether enrollment factors or lack of funding had the greater detrimental effects. In any event, according to this analysis it may be concluded that enrollment factors and lack of funding had the greatest negative effect on the unsuccessful Japanese programs in this study.

### **Conclusions Regarding the Current State of Less Commonly Taught Languages**

This study seeks to understand why and how some schools have been more successful than others at integrating less commonly taught language programs into the Utah curriculum. The third subquestion asks: What are the similarities and differences between these teachers' experiences, and what can these things tell us about the state of less commonly taught language programs in the schools? In this section I have attempted to answer this question.

This study examined six high school Japanese programs, four that have staying power, and two that have been eliminated. From the analysis in this section it may be concluded that the factors that have had the most positive effects on the successful Japanese programs were the factors related to the students' interests and the teacher/administrator relationship. It may also be concluded that the factors that have had the most negative effects on the unsuccessful Japanese programs were the factors related to a lack of funding and enrollment factors.

From these conclusions it may be said that in order for teachers and schools in Utah to be successful in implementing less commonly taught language programs it may

be most important for them to promote the students' interests and the teacher/administrator relationship. It may also be said that in order for teachers and schools in Utah to avoid the failure of their less commonly taught language programs it may be most important for them to avoid negative factors related to a lack of funding and enrollment factors.

### **Applying the Conceptual Framework to the Study Findings**

#### **Introduction**

This section applies the conceptual framework to the study findings. First, I will discuss how student interest affected the success of the Japanese programs in this study, including the quality of instruction, teacher characteristics, and ease of the class. Then, I will consider how the teacher and principal relationship affected the success of the Japanese programs in this study, particularly in regard to school culture, professional support, and transparency and trust. I will apply both aspects of the conceptual framework to each teacher in this study, from the most successful to the least successful in terms of student enrollment.

#### **Student Interest**

As elective courses, the Japanese programs in this study were highly dependent on student interest for their maintenance and growth. Previous studies have shown student interest to be a critical predictor of subject selection (Ackerman & Gross, 2006; Beggs et al., 2008; Carmichael et al., 2010; McPhan et al., 2008; Steward-Stobelt & Chen 2003). Student interest is most closely linked to the expected quality of learning, teacher



characteristics, and ease of the course (Babad & Tayeb, 2003; Curran & Rosen, 2006; Nagy et al., 2006; Smith et al., 2006; Ward 2006). I will discuss how the programs in this study were affected by student interest in general and these three factors of course selection more specifically.

**Student interest.** Student interest was one of the two most important overarching positive themes of the successful Japanese programs in this study. This corroborated with previous studies, which note that student interest is a critical predictor of subject selection (Ackerman & Gross, 2006; Beggs et al., 2008; Carmichael et al., 2010; McPhan et al., 2008; Steward-Stobelt & Chen 2003). Student interest was associated with the four successful Japanese programs with the highest enrollment, but it was not associated with the two unsuccessful Japanese programs, which were subsequently eliminated from the curriculum in their respective schools.

**Quality of learning.** Many studies point to the quality of learning as the most important factor influencing student interest in course selection (Babad & Tayeb, 2003; Curran & Rosen, 2006; Nagy et al., 2006; Wilhelm, 2004). For example, researchers (Nagy et al., 2006) have suggested that high school students tend to select courses they feel are highly relevant to their future college aspirations (p. 335).

Issues related to the quality of instruction were a common theme in the interviews of the successful Japanese programs. Many of the students enrolling in these programs expressed interest in Japanese pop culture, including its anime (cartoons) and manga (comic books). Teachers of these programs often made efforts to support their students' interest by providing them with cultural learning opportunities, such as university

sponsored language fairs. Teachers also showed acceptance of their students' interests in Japanese pop culture, even when the teachers themselves held very little interest in these aspects of Japan.

Another theme was that many students expressed an interest in learning Japanese for the job prospects it opens up. Nathalie said, "I've had a lot of kids who have been able to go to Japan and use their language." The Japanese economy has cooled down in the past several years, but many of Nathalie's students continue to make career connections with Japan. She said, "I have a lot of kids that have gone into careers related to Japan, and after being at the high school a while, even now, I still have kids that end up with careers related to Japan."

Issues related to the quality of instruction were not a major theme in the interviews of the teachers of the two less successful Japanese programs in this study. Ted mentioned cultural activities that his students participated in, but he did not mention students' career interests or their plans after high school. Likewise, Ulysses did not mention students' career interests or their long-term plans. Research shows that students' future plans often play an important role in elective class selection, and that tapping into these interests can often serve to increase student interest and boost program success.

**Teacher characteristics.** Teacher characteristics are thought to be nearly as important as quality of learning (Babad & Taybe, 2003; Curran & Rosen, 2006; Smith et al., 2006; Wilhelm, 2004). Likewise, Curren and Rosen found that students prefer courses that were taught by "teachers who are enthusiastic, well spoken, knowledgeable, caring, and helpful as opposed to instructors who are dry, inflexible, and unclear" (p. 142).

Issues relating to teacher characteristics figured prominently in the interviews with the teachers of the more successful Japanese programs. For instance, Terry felt that her knowledge and acceptance of her students was critical to being an effective teacher, and in developing a strong program. Sean felt that his personality, including his approachableness and knowledge of his students, had a positive effect on the Japanese program. Nathalie felt that her personality had a positive effect on the success of the Japanese program.

Issues related to teacher characteristics did not figure prominently in the interviews with the teachers of the less successful Japanese programs, and in fact, were not mentioned at all in two cases. These teachers tended to emphasize their advocacy efforts and other professional training and qualifications. These programs suffered from lower student enrollments, resulting in two of them being eliminated.

**Ease of the course.** Japanese is not a subject that most students would consider to be easy. However, there are things that many of the teachers of successful programs mentioned doing that helped students view it as manageable enough to give it a try. These efforts are important because all other things being equal, students tend to avoid difficult classes whenever possible (Babad & Tayeb, 2003, p. 389).

The most successful teachers in this study explicitly mentioned things that they made extra efforts to help students be successful in their Japanese studies. Terry mentioned always keeping her students in mind while planning her instruction, “so the way I’ve designed the program attaches to what they know.” Sean was reflective by making adjustments to his teaching approach, according to the needs of his students. He

said, “I mean, teachers who care, and most of us do, not all of them, but teachers who care, I don’t know how they can get around it.” In addition, Sean provided materials to his school counselors that explained to them and parents that although Japanese is a more difficult language than Spanish or French for American learners, his classes were appropriately paced for American learners, and that they could expect to do as well academically in his class as in any other class.

Nathalie explained, “And I do have students that will come in outside of class, who didn’t get things, to ask questions, sometimes.” For Nathalie, being fair equated with her approachability as a teacher. She continued, “If they have a concern about something they will come and talk to me so, I do think I’m approachable.”

The two teachers of the less successful Japanese programs did not explicitly state anything they did to make their classes more manageable for students. Research has shown that the difficulty of the course is not the most important consideration, when compared with the quality of learning and teacher characteristics, but it still figures large in the minds of students (Babad & Tayeb, 2003; Smith et al., 2006; Wilhelm, 2004).

### **Teacher and Principal Relationship**

Numerous researchers have noted the importance of the teacher and principal relationship on school success (Barnett & McCormik 2004; Barth, 2006; Edgerson et al., 2006; Hallinger & Heck, 1998; Walsh, 2005). The conceptual framework of this study looks at three aspects of the teacher and principal relationship that were salient in the literature. These three aspects are school culture, professional support, and transparency and trust. In this section I will apply the conceptual lens of the teacher and principal

relationship to the findings of this study.

**School culture.** Three salient aspects of school culture mentioned in the literature include a focus on learning, as opposed to a focus on achievement (Maehr & Anderson, 1993; Thacker & McInerney, 1992), a focus on relationships (Picucci et al., 2002; Stolp, 1994), and the principal as a critical shaper of school culture (Picucci et al., 2002; Stolp, 1994).

Issues related to school culture figured prominently in the interviews with the teachers of the more successful Japanese programs. Terry felt that she was able to discern each of her students' learning strengths and needs early each year, which she felt was very important. Sean felt that effective teachers were both rigorous and flexible. He noted that for him the most important predictor of student success in his class was not natural ability to learn a foreign language, but willingness to work hard. Umi provided ways for students to expand their learning. She explained, "I give special projects to those students who are more advanced."

Issues related to a focus on relationships were common themes in the interviews of the teachers of the more successful Japanese programs. Sean attributed the longevity of his program at Indian Sky High School to the relationship he has developed with the administration over the years. He feels that the good relationship with the administration is based on his professional development. Nathalie also thought that her good relationship with teachers and administrators has contributed to the success of her Japanese program.

On the other hand, the teachers of the less successful Japanese programs had many concerns about the relationship with their principals. For instance, Ulysses felt that

his relationship with the administration was not based on good communication. Ted felt that his relationship with his last principal was poor, and that there was a lack of support from his administration. Both teachers felt that this lack of a professional relationship with their principals had a negative effect on their programs.

**Transformative leadership.** Research suggests that supportive professional relationships among teachers and administrators, often termed transformational relationships, lead to the most positive outcomes for school learning culture and student success (Barnett & McCormick, 2004; Barth, 2006; Burns, 1978; Leithwood & Jantzi, 1997; Leithwood et al., 1999; Tschannen-Moran & Hoy, 2000).

The teachers of the more successful Japanese programs often mentioned the importance of principals who supported them professionally in their jobs. Terry felt that she benefited from working with professionals such as linguists and curriculum designers, who shared theoretical expertise and provided guidance and feedback. When asked about the factors that had the most positive effects on the program, one of the things she stated was, “The fact that I’m on good terms with my administration, based on my professionalism.”

Nathalie felt that support from the administration and community affected the success of the Japanese program. Nathalie had been teaching business classes at Xavier High School for four years when the school counselors approached her about starting a Japanese program. This was in the early 90s, and at that time there was much support for starting Japanese programs in high schools at the school, district, and state levels.

The teachers with the less successful Japanese programs did not mention having

supportive administrators. One way in which Umi felt that the school counselors did not support the Japanese program was simply by their lack of basic understanding that Japanese and Chinese are not the same language. They sometimes placed students who had completed one year of Chinese into Umi's Japanese 2 class, assuming that they were essentially the same. Umi felt that this kind of lack of communication and understanding had a negative effect on her program.

Ted felt that the lack of administrative support, including support for teachers' professional development, had a negative effect on the Japanese program. Ted felt that there was little incentive for teachers to become "highly qualified" in compliance with the No Child Left Behind legislation, and he felt that administrators were unreasonable in expecting them to do so. Ted explained his frustration, "All it meant was you had to go to the expense and go take a test, and you had nothing to gain." He continued, "You weren't going to get a raise."

**Transparency and trust.** Researchers have demonstrated empirical links between various aspects of authentic leadership styles and positive school outcomes, including improved school culture and student success (Bird et al., 2009; Byrk & Schneider, 2003; Tschannen-Moran & Hoy, 2000; Wang & Bird, 2011). In this section I will discuss how authentic leadership gestures, such as transparency and trust, made an impact on the success of the Japanese programs in this study.

The teachers with more successful Japanese programs felt that transparency and trust played an important role in their success. For instance, at the beginning of her career Terry's principal encouraged her to earn a teaching certificate in another area because

Utah colleges did not offer a credentialing program for teaching Japanese. He also promised her that she could continue building her Japanese program if she did so, and he kept his promise. Terry felt that her principal's transparency and trustworthiness enabled her to make important decisions about her career that positively affected her Japanese program.

Nathalie understood what she needed to do in order to maintain a Japanese program at her school during a time of budget shortfalls and force reductions. In the late 2000s her principal explained the district policy that classes with fewer than 20 students would no longer be carried. Also, when the district was looking to start a new Chinese program, they formed a committee with parents and teachers to look at this possibility. Nathalie was also included on this committee. The committee concluded that "a new Chinese program would affect me, and they felt they didn't want to harm the Japanese program." Nathalie felt that the transparency of this committee was beneficial to the strength of her Japanese program.

The teachers of the less successful Japanese programs felt that they did not enjoy open or trusting relationships with their principals. For example, Ulysses had assumed during all the years he had taught part-time at Quail Ridge that the principal would create a fulltime position upon his graduation from the university. However the spring that Ulysses was going to graduate he talked with the principal, and was surprised by what he learned. She said, "I'm sorry, we don't have a fulltime position open." Ulysses was perplexed because he had always received favorable reviews and had always felt there was a mutual understanding. The communication between Ulysses and his principal,



however, did not appear to be transparent.

Ted described his first three principals as supportive of the Japanese program, but he said the last one discontinued it without communicating this to him in advance. He learned about it from his students during registration that year. Ted explained, “They didn’t even have the decency to talk to me about it before then.” The fact that his principal did not speak to him before making the decision to eliminate Japanese was an indication to him that the decision was perhaps not reached in an appropriate way.

### **Conclusion**

This section applied the conceptual framework of student interest and the teacher and principal relationship to the findings of this study. I first discussed student interest and how important it is to the success of the Japanese programs in this study. In the cases of the more successful Japanese programs there were numerous instances of student interest, including quality of instruction, teacher characteristics, and ease of the class. I also discussed how examples of student interest were not prominent in the interviews with teachers of the less successful Japanese programs in this study.

I next discussed the teacher and principal relationship and its importance to the success of the Japanese programs in this study. In the cases of the more successful Japanese programs in this study there were numerous examples of how the teacher and principal relationships had a positive effect on program success, including school culture, transformational leadership, and transparency and trust. On the other hand, in the cases of the less successful Japanese programs, the lack of a positive teacher and principal relationship, based on these same factors, was seen as undermining the success of these

Japanese programs that were eventually eliminated from the curriculum.

As noted in the analysis prior to this section, student interest and the teacher principal relationship were the only two overarching positive factors that were evident among the successful Japanese programs, as well as missing from the unsuccessful Japanese programs. The conceptual framework has been useful in connecting the findings of this study with the findings of previous studies, examining similar problems related to successful school programs.

### **Validity of Analysis**

Yin (2009) suggested the findings of case studies are strengthened through three forms of validity testing, including construct validity, internal validity, and external validity (p. 40). In this study I have examined the roles of student interest and the teacher and principal relationship as factor of success for Japanese language programs. In this section I will show how the findings of this study were verified through three forms of validity testing.

#### **Construct Validity**

Construct validity involves the use of multiple sources of evidence, establishing a chain of evidence, and having key informants review the drafts (Yin, 2009, p. 41). This study used multiple sources of evidence because it was a multiple-case study, including six high school Japanese programs. This study established a chain of evidence by linking the findings with the conceptual framework. After writing the six teachers' chapters, I emailed them to the teachers and sought their feedback. The feedback was helpful in

correcting some details of the chapters, and in every case the teachers then affirmed to me that I had accurately reflected the contents of their interviews.

### **Internal Validity**

Internal validity deals with pattern matching, explanation building, addressing rival explanations (Yin, 2009, p. 41). This study used a constant comparative analysis (Glaser & Strauss, 1967, p. 102). The specific way that this was used is described in the Method of Analysis section of Chapter IV. In this study I built explanations as each of the success factors and the factors of failure of the Japanese programs were compared, and conclusions were drawn.

This study found that the most important positive factors affecting the success of Japanese programs were related to students' interests and the teacher/administrator relationship. This study found that the most important negative factors affecting the elimination of Japanese programs were related to a lack of funding and student enrollment.

### **External Validity**

External validity involves the use of theory or replication (Yin, 2009, p. 41). This study used the conceptual framework to help make sense of the emerging data. It also used replication by applying this framework, through the interview questions, to all of the cases. Although this study may not be generalized to cases outside of the study, it can be generalized to the theory that was developed in this study. The dual lens of student interest and the teacher and principal relationship helped to explain many aspects of the

six Japanese programs that may have otherwise been difficult to understand.

### **Chapter Conclusion**

This chapter presented the findings of the study with regard to understanding successful Japanese programs in Utah. First, it presented a definition of program success, and explained the method of analysis that was used to analyze the interviews. Next, each Japanese program was analyzed with regard to the factors that had the greatest positive and negative effects on the programs. Then, the positive factors of the successful programs were compared, the negative factors of the unsuccessful programs were compared, and the overarching positive and negative themes of the successful programs and the unsuccessful programs were compared, and conclusions were drawn. Next, the conceptual framework was applied to see what could be learned about the relationship between student interest and the teacher and principal relationship, and the success of the Japanese programs with staying power. Finally, this chapter presented the steps that were taken to ensure the validity of the study.

## CHAPTER V

### DISCUSSION AND SUGGESTIONS FOR FURTHER RESEARCH

#### Discussion

##### Introduction

This chapter presents a discussion of the study findings and offers suggestions for further research. First, I will reflect on the significance of this study. Then, I will summarize the analysis and conclusions. I will next discuss some of the unexpected findings, and present some possible explanations. I will then offer some recommendations for the stakeholders of Japanese programs and other less commonly taught language programs. Finally, I present a number of suggestions for further research.

##### Reflections on the Significance of this Study

For the first time, a majority of Americans feel that their interests lie more with Asia than with Europe, in terms of economic and national security (Transatlantic Trends, 2001). In spite of this shift in attitudes, 92% of American students currently study European languages (excluding Latin), and less than 3% of students study Asian languages, such as Mandarin, Japanese, and Korean. It has traditionally been difficult to successfully implement nontraditional foreign language programs into the American curriculum. But, things may be changing.

When high school students were asked if they would be interested in taking a non-traditional foreign language, over half of them said that they would (American Council

on the Teaching of Foreign Languages, 2008, p. 10). Some critics have asserted that the levels of proficiency attained by American high school students are “trivial and quite irrelevant” (Brecht, 2002, p. 1). There is growing evidence, however, through the results of AP Chinese and AP Japanese examinations that many American students are capable of attaining high levels of proficiency in these nontraditional languages.

At least half of Utah’s public schools have recently tried to implement less commonly taught language programs, according to email survey of 74 Utah high school principals conducted by the author in 2012. Some have succeeded, but many have not. There are several Japanese language programs that have been established for over 20 years, demonstrating successful implementation into Utah schools. There may be value in examining these programs closely, and trying to understand what factors may have contributed to their success.

### **Summary of the Analysis and Study Findings**

This study sought to understand why and how certain schools have been more successful than others at implementing less commonly taught language programs in the curriculum in Utah. In order to understand the difference between the successful programs and the unsuccessful programs, 12 interviews were conducted with four teachers of Japanese programs with staying power and six interviews were conducted with two teachers of long-term Japanese programs that were eliminated. When these interviews were analyzed and compared, it was found that the factors relating to students’ interests and the teacher/administrator relationship were the most important positive

factors affecting the success of the Japanese programs with staying power. It was also found that the factors relating to funding issues and student enrollment were the most important negative factors affecting the failure of the long-term Japanese programs that were eliminated.

### **Unexpected Findings and Possible Explanations**

Although this study found that student interest and the teacher and principal relationship were the most important positive factors affecting the successful Japanese programs, there were some unexpected findings as well. Numerous studies note that professionalism is critical to the success of less commonly taught language programs (Brecht & Walton, 1994, p. 8; Jordan & Lambert, 1991, p. 181; Moore, 1992, p. 118; Star & Boisture, 1972, p. 28; Walker & McGinnis, 1995, p. 2). This study, however, did not seem to concur. In fact, none of the themes in the findings were directly related to the World Language Standards. Furthermore, only one of the themes in the findings, teacher/administrator relationship, dealt directly with teacher-level factors. The other themes in the findings dealt more with non-teacher-level factors, including students' interests, funding issues, and enrollment factors. Even when one considered all of the overarching positive themes in the study, only four of the World Language Standards were cited, including knowledge of students, knowledge of language, knowledge of culture, and professionalism.

**Why not professionalism?** One cannot help but wonder why there was such a wide discrepancy between the themes in the literature review and the findings in this

study. One explanation deals with the definition of success. In this study success was defined as a function of student enrollment; the programs with the most students enrollment were considered to be the most successful. By this measure all four schools that had not been eliminated were considered successful, even if their enrollment only made up 4 to 7% of the total student population in their respective schools.

When compared with the other foreign languages in the schools, however, the lack of elimination hardly seems to be an adequate definition of success, and even high student enrollment in relation to other programs with similarly low student enrollment does not seem a sufficient manner to define true program success. There are Spanish programs, for example, in the State, which enroll 50% or more of the students in their schools at any given time. By this measure, the programs in this study may have staying power, but they certainly cannot be considered highly successful.

Numerous studies have stated that professionalism is critical to the success of less commonly taught foreign language programs (Brecht & Walton, 1994, p. 8; Jordan & Lambert, 1991, p. 181; Moore, 1992, p. 118; Star & Boisture, 1972, p. 28; Walker & McGinnis, 1995, p. 2). Yet, if high student enrollment is a better measure of program success, perhaps none of the programs in this study could be considered highly successful. It would stand to reason, then, that the factors of professionalism, based on the World Language Standards might not be considered important to these schools' current level of program success.

**What about race factors?** Given the fact that the commonly taught languages are spoken natively in countries comprised primarily of “white” people, and that the less



commonly taught languages are spoken natively in countries comprised primarily of people of “color,” one of the aims of this study was to understand the degree to which the teachers of the Japanese programs felt that race, ethnicity, and other background factors played a role in the success or failure of their programs. When asked this question, however, none of the teachers felt that race factors had a negative effect on student enrollment.

One teacher, Umi, did note that some of her students held misconceptions about Japanese women, which were discouraging to her. These students seemed to expect that Umi should serve them, and not become upset when they did not comply with her expectations. Umi, however, is not one to be crossed in this manner. She said that she made it abundant clear to the students that she meant business, and that she meant to teach them not only Japanese, but also respect for other cultures and people. Umi noted that this seemed to disappoint some of her students. Umi, however, was undeterred.

Race, ethnicity, and other background factors did not figure prominently in the interviews of the teachers in this study. This may be because these factors are mostly irrelevant to the factors that led to the success and failure of the Japanese programs in this study. It may also be the case that teachers were looking for evidence of individual discrimination, and were not sensitive to evidence of institutional discrimination based on race, ethnicity, and other background factors. Whatever the reason, these issues did not factor into the interviews in a major way.

### **Recommendations for Stakeholders of Japanese Programs**

This study found that the positive factors related to *Students' Interests* and the *Teacher/Administrator Relationship* were most likely to affect the success of the Japanese programs. Considering this, it would seem prudent for stakeholders of Japanese programs to capitalize on these factors, and see if they might have a positive effect on their programs as well. In this section I will offer some recommendations regarding these two factors of program success.

**Positive factors to be promoted.** This study found the factors relating to *Students' Interests* were highly relevant to program success. This might stem from a realization by teachers that students are an important, but “frequently overlooked cohort of policymakers” (Met, 1994, p. 154). When enrollment is strong, programs are maintained or expanded; when enrollment is weak, programs may be reduced or eliminated. Given the fact that Japanese classes are elective classes, it seems prudent for teachers and school administrators to discuss students' interests with regard to foreign language study, and make programmatic decisions accordingly. In order to ensure the health and strength of the Japanese program, it needs to be viewed as relevant to the needs of the students. Stakeholders would be wise to consider the reasons why students choose to take foreign language classes, and make sure that the Japanese language classes are fulfilling these functions for the students.

Another finding of this study was that the factors related to the teacher/administrator relationship were highly relevant to the success of the Japanese programs. One reason for this finding might be due to the importance of administration support to

the success of less commonly taught language programs, and the notion that administrator support for the program may merely be an extension of his or her relationship with the teacher of the program. At any rate, this finding might be disconcerting to the Japanese teachers who do not believe they have a strong professional relationship with their administrators, and the other way around, as well. Another reason why it might be so important to have a strong teacher/administrator relationship is because this may allow schools to share strong rationales for the teaching of Japanese. It seems that stakeholders interested in promoting strong Japanese programs need to give high priority to the teacher/administrator relationship.

**Negative factors to be avoided.** This study found that the negative factors related to funding issues and student enrollment were most likely to affect the failure of the Japanese programs. Funding issues may seem to be out of the control of many stakeholders, but there are numerous sources for funding for less commonly taught language programs. The Japan Foundation provided materials grants and other grants on a competitive basis every year. The State Office has offered in the past, and may yet be able to offer some support, in the form of teacher salary assistance, for schools trying to implement Japanese programs. Of course, as soon as possible, schools would need to work the Japanese program into the regular budget in order to ensure its firm establishment.

Student enrollment factors have perhaps the most direct relationship to program success or failure, as many schools may employ baselines for minimum enrollment. Student enrollment factors may be a reflection of the manner in which the Japanese

program is meeting students' interests. Low enrollment numbers should be a sign to the teacher and administrator that it is time to reassess the progress of the Japanese program, and seek assistance where it is needed. This may include providing support at the teacher level for new or struggling teachers (i.e., professional development, advocacy, and teacher personality), or in other cases it may involve providing support at the non-teacher level (i.e., funding, school support, and community support).

### **Recommendations for Stakeholders of Less Commonly Taught Language Programs**

Many of the recommendations for the stakeholders of Japanese programs apply to the stakeholders of other less commonly taught language programs. Part of the challenge of less commonly taught languages is their uniqueness, and the fact that they experience inclusion in schools differently than other World Language programs, which typically enjoy well-developed field infrastructure and high student enrollment. The successful Japanese programs in this study by no means enjoy the benefits of other World Language programs, but they have been mainstreamed in the schools and have enjoyed considerable program continuity. In this way, they may serve as models in positive ways, and perhaps a few negative ways, for the emulation of the other less commonly taught language programs.

Students' interests in studying Japanese stem from many factors, cultural, linguistic, economic, and otherwise, that may be difficult for other less commonly taught languages to approximate in their own programs. Stakeholders of these other less commonly taught languages would do well to find ways to help students and school

community members recognize the many positive aspects for studying their language and culture. Stakeholders may also be well advised to help students and school community members, such as counselors and parents understand that although the language may be very difficult, the course itself does not have to be, and that the teacher will structure the class in such a way that it will be manageable for all students who are willing to work hard and apply themselves.

The importance of the teacher/administrator relationship may be difficult to overestimate, particularly for less commonly taught language programs. This is because the subject matter may be unfamiliar to many administrators, and therefore the need for effective communication is even more important. To further complicate things, most administrators will not speak the less commonly taught language, so the responsibility to communicate clearly rests more upon the less commonly taught language teacher. If the teacher and the administrator can forge a strong, productive relationship, they may jointly be able to anticipate and resolve many other problems that emerge.

Funding issues are particularly challenging for the new Chinese language programs that have appeared around the State in the past few years. This is because the Chinese government provides temporary funding for these programs, but once this funding is gone, usually between 3 to 5 years, the schools must find alternative sources of funding or allow it to be eliminated. The sooner the new Chinese programs can be integrated into the regular school budget the sooner they will be able to function as other elective classes, and they will be able to focus on maintaining and growing their programs.

Student enrollment will largely be a function of the other factors addressed directly above. If students' interests are being attended to, and if the teacher/administrator relationship is strong, including support for teachers inexperienced with American schools, and if funding issues are not a major concern, then student enrollment will likely grow steadily over time in these programs.

### **Suggestions for Further Research**

Numerous studies have stated that professionalism is critical to the success of less commonly taught foreign language programs (Brecht & Walton, 1994, p. 8; Jordan & Lambert, 1991, p. 181; Moore, 1992, p. 118; Star & Boisture, 1972, p. 28; Walker & McGinnis, 1995, p. 2). This study, however, found other factors to be more important to the success of the programs in this study. One reason for this difference might be due to the fact that the Japanese programs in this study had low enrollments, and therefore may not be considered highly successful. One area for further research would be applying a lens of professionalism to cases where the Japanese programs have higher enrollment, and thus where they could be considered highly successful Japanese programs.

Given the disparity between the high level of interest in studying the non-traditional foreign languages and the low level of integration of these languages into the American curriculum, the question naturally follows: What makes it so difficult for schools to integrate successful less commonly taught language programs? This is a complex question, and may require thoughtful approaches from multiple angles. This study looked specifically at a multiple-case study of Japanese programs in Utah. Further

research along these lines, including many more languages in many more states would be highly useful.

Given the fact that the commonly taught languages are spoken natively in countries comprised primarily of “white” people, and that the less commonly taught languages are spoken natively in countries comprised primarily by people of “color,” the question naturally follows: To what extent do race, ethnicity, and other background factors influence the programming decisions of foreign languages in the US? This study included a question in this regard in the interviews (see Appendix B), but none of the teachers felt that they had encountered any discrimination based on their race, ethnicity, or other background factors. This may have been because the teachers were only considering evidence of individual discrimination, and were not sensitive to evidence of institutional discrimination. A study that looks into the relationship between the scarcity of less commonly taught language programs and evidences of institution, and other forms of discrimination would be highly interesting.

Finally, this study does not seek to generalize the findings to cases other than the six Japanese programs in this study. Further research is necessary to determine if findings of this study can be replicated in other settings. It would be interesting, for example, to know if factors considered most important and detrimental to the success of Japanese programs in this study may be replicated among other cases. It would also be interesting to compare those findings with these, as well as others examining programs with higher enrollments, to know if there is perhaps a pattern with regard to program growth and progression. It would be interesting to know, for instance, if new programs depend more

upon certain factors (i.e., student interest and the teacher and principal relationship), and if mature programs depend on other factors (i.e., teacher professionalism).

### **Chapter Summary**

This chapter presented a discussion of the study findings, and offered several suggestions for further research. First, I reflected on the significance of the study. Then, I summarized the analysis and conclusions. I next discussed some of the unexpected findings, and presented some possible explanations. Next I offered some recommendations for the stakeholders of Japanese, and other less commonly taught language programs. Finally, I presented several suggestions for further research.



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**APPENDICES**

Appendix A  
World Language Standards

## National Board for Professional Teaching Standards

### **Standard I: Knowledge of Students**

Accomplished teachers of world languages actively acquire knowledge of their students and draw on their understanding of child and adolescent development to foster their students' competencies and interests as individual language learners.

### **Standard II: Knowledge of Language**

Accomplished teachers of world languages function with a high degree of proficiency in the languages they teach. They understand how languages and cultures are intimately linked, understand the linguistic elements of the languages they teach, and draw on this knowledge to set attainable and worthwhile learning goals for their students.

### **Standard III: Knowledge of Culture**

As an integral part of effective instruction in world languages, accomplished teachers know and understand the practices, products, and perspectives of target cultures and understand how languages and cultures are intimately linked.

### **Standard IV: Knowledge of Language Acquisition**

Accomplished teachers of world languages are familiar with how students acquire proficiency in languages, understand varied methodologies and approaches used in the teaching of languages, and draw upon this knowledge to design instructional strategies appropriate to their instructional goals.

### **Standard V: Fair and Equitable Learning Environment**

Accomplished teachers of world languages demonstrate their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society and create inclusive, caring, challenging, and stimulating classroom environments in which all students learn actively.

### **Standard VI: Designing Curriculum and Planning Instruction**

Accomplished teachers of world languages design and deliver curriculum and instruction that actively and effectively engage their students in language learning and cultural studies. They use a variety of teaching strategies and appropriate instructional resources to help develop students' proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking. They work to ensure that the experiences students have from one level to the next are sequential, long-range, and

continuous, with the goal that over a period of years students move from simple to sophisticated use of languages.

**Standard VII: Assessment**

Accomplished teachers of world languages employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.

**Standard VIII: Reflection**

Accomplished teachers of world languages continually analyze and evaluate the effectiveness of their instruction in order to strengthen their teaching and enhance student learning.

**Standard IX: Professionalism**

Accomplished teachers of world languages collaborate with colleagues and contribute to the improvement of professional teaching and learning communities and to the advancement of knowledge. They advocate both within and beyond the school for the inclusion of all students in articulated programs of instruction that offer opportunities to study multiple languages from early childhood through adolescence and young adulthood.

Appendix B  
Interview Questions

### Interview Questions

1. How did you become involved in the Japanese program at your school? What interested you in becoming a Japanese teacher?
2. What factors have contributed to your program's successes?
3. What factors have contributed to your program's failures?
4. On a scale of 1 to 10, with 10 representing the best, how would you rate your own professionalism in the following areas?
  - a. Standard I: Knowledge of Students
  - b. Standard II: Knowledge of Language
  - c. Standard III: Knowledge of Culture
  - d. Standard IV: Knowledge of Language Acquisition
  - e. Standard V: Fair and Equitable Learning Environment
  - f. Standard VI: Designing Curriculum and Planning Instruction
  - g. Standard VII: Assessment
  - h. Standard VIII: Reflection
  - i. Standard IX: Professionalism
5. What effect do you think your personality has had on your program? Would you say as a teacher you are approachable by students?
6. What effect do you think advocacy has had on your program? What kinds of things have you done to promote Japanese language education at your school?
7. How supportive would you consider your colleagues, administrators, school board, and community? Have you ever experienced competition among the

teachers at your school for student enrollment in their classes?

8. What effect do you think funding has had on your program? Does your school rely on outside sources of funding to support the Japanese language program?
9. Do you think race, ethnicity, or other background factors have played a role, either positively or negatively? As a Japanese teacher have you ever felt discriminated against based on race, ethnicity, or other background factors?
10. On a scale of 1 to 10, with 10 being the most, please rate the following factors according to their effects, positive or negative, you feel they have had on your Japanese program.
  - a. Teacher professionalism
  - b. Teacher personality
  - c. Teacher advocacy efforts
  - d. Support from colleagues and administrators
  - e. Funding for the Japanese language program
  - f. Race, ethnicity, and other background factors

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#### Education

**EdD, Curriculum and Instruction, Utah State University**, Graduated May 2013

Dissertation Title: Understanding Successful Japanese Language Programs: Case of Utah  
 Focus: Curriculum and Instruction

**MA, Japanese Pedagogy, Columbia University**, Graduated May 2002

Courses: Elementary, Intermediate, and Advanced Japanese teaching methodology, History of the Japanese Language, Japanese Linguists, Research Methods, Discourse Analysis, Syntax, Semantics, and Morphology

**BA, Japanese Teaching, Brigham Young University**, Graduated August 1994

Utah Teaching Certificate (Secondary ED. 6-12), **Computer Science** and **Japanese** endorsements

#### Work Experience

**AP Development Committee, The College Board** (2009 to present)

- Meet with the APDC to write the AP Japanese Language and Culture Exam, administered to thousands of students throughout the world each year
- Participate in outreach through presenting at regional and national workshops

**Textbook Author**, Tuttle Publishing

- Basic Japanese Kanji, Volume 2 (In Press)
- Japanese Hiragana & Katakana for Beginners (2011) **ISBN-10:** 4805311444, **ISBN-13:** 978-4805311448
- Basic Japanese Kanji, Volume 1 (2011) **ISBN-10:** 4805310480, **ISBN-13:** 978-4805310489
- Japanese Hiragana for Beginners (2007) **ISBN-10:** 480530877X, **ISBN-13:** 978-4805308776
- Japanese Katakana for Beginners (2007) **ISBN-10:** 4805308788, **ISBN-13:** 978-4805308783

**Japanese Teacher**, Waterford School, Sandy, Utah (2006 to present)

- Teach all upper school Japanese courses, including AP Japanese
- Work closely with administration and other teachers as the Japanese department chair
- Engage in ongoing communication with parents regarding students' progress
- Use web-based technologies, including email pen pal exchanges
- Lead school trips to Japan and other locations

**Japanese Teacher**, American School in Japan (1996 to 2006)

- Taught beginning and intermediate Japanese to students in all grades at the Elementary School
- Used technology (i.e. "Blackboard" and various digital media) to enhance student learning



- Organized school exchange programs (Yamagata and Numazu city schools)
- Engaged in professional growth (current member of Japan ASCD, Association for Supervision and Curriculum Development)
- Served as a community liaison (stipend position), providing cultural information to the ASIJ faculty regarding enrichment opportunities in the Tokyo vicinity

**Japanese Teacher**, Alpine School District, Pleasant Grove Jr. High, Utah (Jan. 1992 to 1994)

- Taught first and second-year Japanese to 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade students
- Participated in state-wide Japanese Language Fairs held at Brigham Young University
- Led field trips to the International Cinema at Brigham Young University
- Invited guest Japanese college students to visit the classroom and interact with students
- Increased student enrollment 200% over the two-and-half years
- Coordinated with High School Japanese teachers; established common objectives and worked to ensure a smooth transition to the high school Japanese program for the student

**Conference Presentations/Other Service Experience**

- **AP Japanese Development Committee Seminar 2013** (Washington DC) Session Co-Presenter, “Best Practices in the AP Japanese Classroom.”
- **AP Japanese Development Committee Seminar 2012** (Los Angeles) Session Co-Presenter, “Best Practices in the AP Japanese Classroom.”
- **ACTFL 2011** (Denver) Session Presenter, “Catch Me If You Can” Showcased an exchange gaming activity suitable for AP Japanese students.
- **20<sup>th</sup> annual Utah Japanese Speech Contest** (Utah State University 2008) Speech Contest Judge.
- **Teaching with Technology Information Exchange** (Utah Valley University 2007), “Got Wiki? Extending Classroom Learning into the ‘Real’ World.”

**Professional Growth**

- Member, American Council on the Teaching of Foreign Languages (ACTFL)
- Member, American Association of Teachers of Japanese (AATJ)
- Member, Southwest Conference on Language Teaching (SWCOLT)
- Member, Utah Foreign Language Association (UFLA)
- Secretary, Utah Association of Teachers of Japanese (UATJ)

**Grants/Awards**

- Received Japan Foundation grant to attend AP Japanese Workshop and ACTFL Annual Conference, November 2009
- Assisted a student in completing an application and writing an essay, which was selected by panel of judges resulting in a two-week all-expense paid study and travel tour with the Japan Foundation in Osaka, Japan

**Living in Japan**, 20 years

Tokyo (1996 to 2006), Isesaki, Gunma (1994 to 1996), Kyushu (1987 to 1989), Kobe (1978 to 1980), Fussa, Tokyo (1972 to 1974)

**Language Proficiency Ratings**

- Japanese Language, Advanced High Rating, *American Council on the Teaching of Foreign Languages*, Oral Proficiency Interview 1999.
- Mandarin Chinese Language, Intermediate Mid Rating, *Next Step China*, Intensive Language School, Beijing, China 2012.

## **Presentations**

### **Advanced Placement Annual Conference** (July 2013) Las Vegas, Nevada.

- Session Title: “18 of the Best Web Tools to Make AP Japanese Classes Effective and Fun
- Session Title: “Catch Me if You Can: AP Japanese Exchange Gaming Activity”
- Session Title: “Using Technology to Help Students Prepare for the AP Japanese Exam”

### **AP Development Committee Seminar** (February 2013) Washington, DC. (Co-Presenter)

- Session Title: “Best Practices in AP Japanese Language and Culture Pedagogy: Designing Instruction for AP Japanese Language and Culture – Thematic Units, Backward Design, and Performance-Based Assessments”

### **AP Development Committee Seminar** (March 2012) Los Angeles, California. (Co-Presenter)

- Session Title: “Best Practices in AP Japanese Language and Culture Pedagogy: Designing Instruction for AP Japanese Language and Culture – Thematic Units, Backward Design, and Performance-Based Assessments”

### **ACTFL Annual Convention & World Languages Expo** (November 2011) Denver, Colorado.

- Session Title: “Catch Me if You Can: AP Japanese Exchange Gaming Activity”

### **Utah Foreign Language Association** (2011) Utah Valley University, Orem, Utah.

- Session Title: “My Favorite High Tech and Low Tech Tools for Making Japanese Class Effective and Fun”

### **Utah Association of Teachers of Japanese** (2010) Spanish Fork High School, Spanish Fork, Utah.

- Session Title: “Making Japanese Class Websites: Hands On Workshop”

### **Teaching with Technology Idea Exchange** (2007) Utah Valley University, Orem, Utah.

- Session Title: “Got Wiki? Extending Classroom Learning into the Real World”