Curing Monolingualism:

Rethinking Foreign Language Education in a Multilingual World

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By

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Abstract:

Multilingualism can improve an individual’s socioeconomic status, employability, creativity, brain development, and general quality of life. Studies have shown that language acquisition is much easier in infancy and childhood than in adolescence and adulthood, and early childhood foreign language programs have been implemented successfully in many schools around the world. However, in the United States, foreign language education is often postponed until middle school or even high school. The Georgia Department of Education recognizes the importance of “fluency in more than one World Language”, but the current foreign language programs in Georgia’s public education system are failing to produce such results. This paper uses information gleaned from personal interviews, observation of classrooms, and existing research to provide suggestions for both an ideal foreign language program and for a pragmatic approach to re-vamping Georgia’s current foreign language programs to produce high levels of fluency among students.