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Language Learning Interrupted: Interest and Achievement in Foreign Language Over Gaps in Time

Kate Swearingen
Illinois Wesleyan University

Venus Evans-Winters, Faculty Advisor
Illinois Wesleyan University

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**LANGUAGE LEARNING INTERRUPTED: INTEREST AND ACHIEVEMENT IN
FOREIGN LANGUAGE OVER GAPS IN TIME**

Kate Swearingen and Venus Evans-Winters*
Educational Studies Department, Illinois Wesleyan University

The United States is becoming an increasingly bilingual country - learning a foreign language provides not only social benefits for students, but research also suggests it can increase achievement in other subjects as well (Armstrong and Rogers, 1997). Educational research regarding interest and achievement in foreign language is essential in the ever-changing context of our country. This research is concerned with problems in a rural school community with learning a foreign language. Based on a survey of foreign language students and teachers, as well as observations during the researcher's student teaching experience, preliminary findings show that a significant amount of time without contact with the language being learned can create a lack in student interest and achievement in a foreign language. Generally, changes in scheduling or additions of extra-curricular activities focused on the new language learners need to be made to compensate for these gaps in time. Any steps we can take to help increase interest and achievement in foreign language will help give students the education they need to be successful in our society, and, more importantly, to create a strong, culturally sensitive, and well educated future for our country.